CASCADIA COLLEGE BOARD OF TRUSTEES

Wednesday, January 17, 2024

January 10, 2023

Dear Trustees and Community Members:

The new year and winter quarter begins. Our agenda for the next two quarters includes themes we've already discussed:
- opening new facilities (Innovation Hall and Redmond Center),
- determining new faculty and staff needed for next year,
- furthering enrollment and student success through the strategic plan,
- fostering the Foundation's growth,
- managing ctcLink,
- getting the day-to-day work done, and
- (importantly) writing a new budget for 24-25.

We look forward to keeping you up-to-date and working with you on these topics.

President's activities since last November and VP reports are listed below. See you next week.

Eric

Campus
- Foundation-related meetings (x3)
- College Advisory Council
- Innovation Hall Grand Opening
- Deans & Directors quarterly meeting
- December BOT Executive Session
- January BOT Finance Sub-Committee
- Coffee for Three with new Employees

Community / State
- Leadership Eastside (x5)
- Bothell Kenmore Chamber of Commerce (x3)
- Kyle Stannert, Bothell City Manager (x2)
- Northshore School District Superintendent
- President's Panel, Seattle Community Colleges
- WACTC (x4)
- New Trustee Orientation at SeaTac

UWB
- UWB Meetings (x4)

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

FINANCE

- Accounts Payable Workflow Optimization: IS & Accounts Payable team members partnered to introduce vendor payment tracking automation via Sharepoint to overcome ctcLink challenges of tracking payables progress. This will go a long way in managing over 745 requests processed by our AP team in the fall quarter.
- Accounts Receivable Reconciliation: We have uncovered 2+ years of un-reconciled receivables data due to ongoing ctcLink and staffing challenges. Our finance director, fiscal analysts, and CLA contractors dedicated most of the fall to clearing a portion of this backlog. Having reconciled data will improve the team's ability to establish accurate beginning and ending balances to inform a variety of state and federal agencies with accurate financials.
- Compliance – Our external auditors are done with FY20-21 review and will soon share results with us this winter. Our new director is engaging all finance employees to refresh existing guidelines and address training gaps across all finance functions.

INFORMATION SERVICES

- During the quarter, Information Services received 1,677 requests for assistance (only 365 of them were from students) and successfully resolved 1,628 requests (352 for students). Additionally, the team loaned 138 devices to students for use in completing their coursework.
- The team spent a large amount of December preparing for the opening of Innovation Hall, activating 120+ network ports, commissioning 15 new classroom AV systems, moving faculty and staff to their new offices and setting up the new Chemistry and Engineering labs are just some of the tasks the team completed in preparation.
- On the Information Security front, the team successfully completed a project to transition the campus virtual desktop solution to a more current and secure version, upgraded the campus firewalls and began receiving and reviewing weekly cyber hygiene reports from the Center for Internet Security to continuously improve the security of our internet facing assets.
- The team was also able to expand capabilities to allow printing for Cascadia students and employees in the campus library and, allow employees and students to print from any internet connected personal device without the installation of any special software.

PAYROLL

- Payroll Completed the final payroll for 2023, 12/22/23. 2023 W-2's will become available in ctcLink and mailed out to individuals who did not request an electronic copy only by January 31st.
- The Annual Open Enrollment benefits process for benefits-eligible staff and faculty was held during the month of November and the required benefit changes have been made effective January 1, 2024.

From the Vice President for Equity & Inclusion, Chari Davenport:

Office of Equity & Inclusion – We are starting this year prepping for the upcoming Student Justice and Student of Color Conferences. In addition to Northshore, Lake Washington and Riverview School Districts, the Riverview School District is planning to partner with the Snoqualmie School District (a new add for us). The E&I team is working to ensure another year of successful conferences as well as welcoming the Snoqualmie School District to these efforts. In total, we expect to welcome close to 600 juniors and seniors to our campus and we are excited for the opportunity to showcase Cascadia and what it means to be a student here – we of course, will also be able to promote the Cascadia Scholars Program as well.

1st Annual Cascadia College Foundations Fundraising Event
Cascadia College Foundations will work with the Office of Equity & Inclusion and the Cascadia Scholars for their first campus fundraising event hosted. Their goal is to showcase Cascadia Scholars. The Office of E&I will provide testimonials from our Scholars. In addition we will have ten Scholars present during the event – we will have one Scholar at each table, discussing their experiences being a Cascadia Scholar. We are very excited to work with Cascadia College Foundations and Executive Director, Brittany Caldwell on this event.

Foundations of E&I Course
There has been much interest in the Foundations of E&I Course. Chari Davenport and Alia Mahdi, are working to get a new section of the program up and running. We are working on a business plan to present the course to our community partners and we are excited to offer our course outside of Cascadia for the first time this term. All proceeds will return to the Office of E&I and will be used for our many initiatives. Feel free to contact us with any questions. You can email me directly at cdavenport@cascadia.edu.

Diversity & Equity Center
Our Director of E&I Programs, Ana Nina, along with our wonderful new Student Ambassadors have been diligently working to create and develop a variety of workshops and events for our campus community. As always, our primary goal is to offer a safe space where all feel welcome. There are several events this term that all include 'Beloved Community' and connection – this theme will begin in January (Martin Luther King, Jr.) and end with an event around Women's History Month.

Cascadia Scholars
We have a new Cascadia Scholars Program Lead, Akanksha Joshi, who started with us on November 16. We start this term with a total of 82 Scholars! With excitement, we continue to help our students navigate their academic journey. We are also thankful for our wonderful mentors who share their time, talent, and wisdom to assist our students. In addition, this year will include a textbook donation program that will help support the resources available to students – these also include lab and art supplies. We will continue to offer a variety of events from UW transfer events, to professional photo shoots for LinkedIn updates, to valuable workshops.

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

MARKETING/COMMUNICATIONS

We've been in full website redesign mode: faculty and leadership photo sessions, content carryover and copy writing, new calendar module building and testing, and continued current website edits and updates. We're also supporting other areas with swag designs, campaign materials, emergency preparedness training and updating documents, social media content creation and posting.

We also coordinated, and assisted with, the Innovation Hall media photoshoot. Thanks, greatly, to Maiko Luckow, Peg Harbol, and some of our student employees and staff for coordinating and setting up the equipment, getting everyone looking lab ready, and helping us with a quick turnaround!

FACILITIES & CAPTIAL PROJECTS

Facilities

The Facilities team coordinated and assisted with the moving of 13 faculty offices, 2 lab tech offices and one chemistry lab into Innovation Hall. The reconfiguring of the Finance office was completed to allow for more workstations and the Facilities and Events office was completed.

Capital Projects

CC5- Review of the C100 form for funding was reviewed with the Capital Budget Director for the State. The review consisted of the current approved C100 and the revisions and updates that will be needed for submission for our funding request for construction.

INTERNATIONAL PROGRAMS

The IP conducted the Winter New Student Orientation on December 27th and 28th and welcomed 21 new students from Georgia, India, Indonesia, Hong Kong, Kenya, Mongolia, Nepal, Russia, South Korea, Turkmenistan and Turkey.

Marketing and Recruitment

The marketing team created the IP holiday greeting video and sent it to partner schools and agencies overseas. The team is looking at various information sources and industry data to plan spring recruitment activities. The number of applications from Nepal is increasing for 2024.

International Advising, Support, and Study Abroad

The IP took a group of 20 students to ice-skating in Bellevue on December 4th.

The quarterly English Foundations Program's End of the Quarter graduation celebration was led by IP on December 14th. 15 Level 6 students (10 domestic, 5 international) participated in graduation.

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

New Space

Innovation Hall opened! We have two short-term Chemistry Lab technicians to help us set up and adjust to the new spaces. Classes began for Chemistry and Engineering January 3, while the Networking lab classes begin next quarter when the servers are fully installed. Regular classrooms are in use now in the building hosting a variety of disciplines. The Interdisciplinary Lab space on the first floor will be primarily special events and professional development for at least this year.

Embedded Writing Tutors

On Friday, January 5 the English department's composition instructors and the Bock Learning Center embedded writing tutors had their quarterly kick-off in the BLC. Over the two hours, and led by Jessica Ketcham (Writing Tutor Liaison), David Bucci (English Division Chair), and Sarah Tsai (Director of the Bock Learning Center), faculty and tutors shared best practices and concrete ways to integrate writing tutors meaningfully for English 101 success.

Faculty Happenings

Lise Trivett, Associate Faculty in Math, was listed as a contributor in the most recent edition of Pearson's Business Statistics, a Decision Making Approach.

Mike Panitz and Dr. Brian Bansenauer participated in a two-day curriculum building retreat in November hosted by the SBCTC. The convening included computer science faculty from across the state to help align content in the many BS in Computer Science degrees that are currently under development.

INSTITUTIONAL EFFECTIVENESS

- Progress on producing customized dashboards for various offices. We have completed three dashboards, including one for the International Program, with more to come.
- Created an IE model and program effectiveness framework to guide using data to make improvements across the college. Have begun working with departments to define how to monitor and use data for improvement (started with Advising, Student Life).

Continuous Improvement

The Continuous Improvement Committee is moving forward to create specific improvement and Strategic review templates. The CI Committee has pilot tested the improvement template with their own projects. Strategic Initiative review template will be pilot tested this quarter.

Completed data requests including:

- The Net Price Calculator was long overdue for updated data, which was completed.
- Analysis of learning community effectiveness was completed and shared.
- Student ethnicity, race, and country of origin analysis was completed categories (Cascadia students represent 164 ethnic groups!).

From the Vice President for Student Success Services, Erin Blakeney:

Enrollment Management

Admissions/Outreach

The Admissions & Outreach team participated in the following events:
- Hosted Lake Washington HS in collaboration with the E&I team on 12/8
- Participated in the Centro Cultural Mexicano toy drive on 12/16
- Hosted weekly Campus tours
- Gearing up for 2 upcoming Financial Aid Nights, a college fair, and hosting a high school this month

Student Accessibility Services/CARE Team

CARE Team
The CARE Team had a busy fall quarter. There were 79 reports filed with the team during the fall. The biggest area of concern was financial insecurity. Out of those 79 reports, 44 of them were students reporting they needed resources related to paying for course materials, parking, rent, medical bills, and other financial expenses. The CARE Team would often connect these students to resources such as the Health and Wellness Resource Center or the Benefits Hub Emergency Grant program for financial support. The CARE Team was also able to connect students experiencing housing insecurity to the Students Experiencing Homelessness (SSEH) grant. SSEH is a grant from SBCTC that 19 Cascadia students received because they were experiencing housing insecurity. There was $18,958 in funds distributed to students from SSEH during the fall quarter.

Student Advising & Support Services

Student Advising department has undertaken some recent initiatives to enhance student success at the end of the Fall Quarter. To proactively address academic challenges, the first initiative involved using EAB Navigate to generate reports identifying students who failed to achieve a 2.0 in sequence classes, such as Biology or Accounting. Subsequently, advisors contacted these students, discussing the reasons for their academic setbacks. Advisors then assisted students in registering for class retakes while providing guidance on success skills for future academic achievements.

As a second proactive measure implemented for the Winter Quarter, advisors instituted mandatory student success meetings for those placed on Academic Intervention. Students are placed on academic intervention when both their quarterly and cumulative GPAs fall below 2.0. These meetings are designed to establish connections with students, introducing them to available campus resources, including the Bock Learning Center and Counseling services. Furthermore, advisors focus on building proactive relationships between students and their instructors to foster an environment conducive to academic growth and success.

These initiatives represent a commitment to addressing the specific needs of at-risk students, promoting a holistic approach to student success. We anticipate these efforts will significantly improve student outcomes and satisfaction.

Student Financial Services

The new FAFSA form became available the weekend prior to the 1st of January as a soft launch. Students can now complete the new FAFSA and the WASFA became available to students at the end of the first week of January. The information should come to the schools in early February, about three months behind the usual schedule. The Student Financial Services staff are preparing for this change and have developed a website to inform students and families about the FAFSA simplification process.
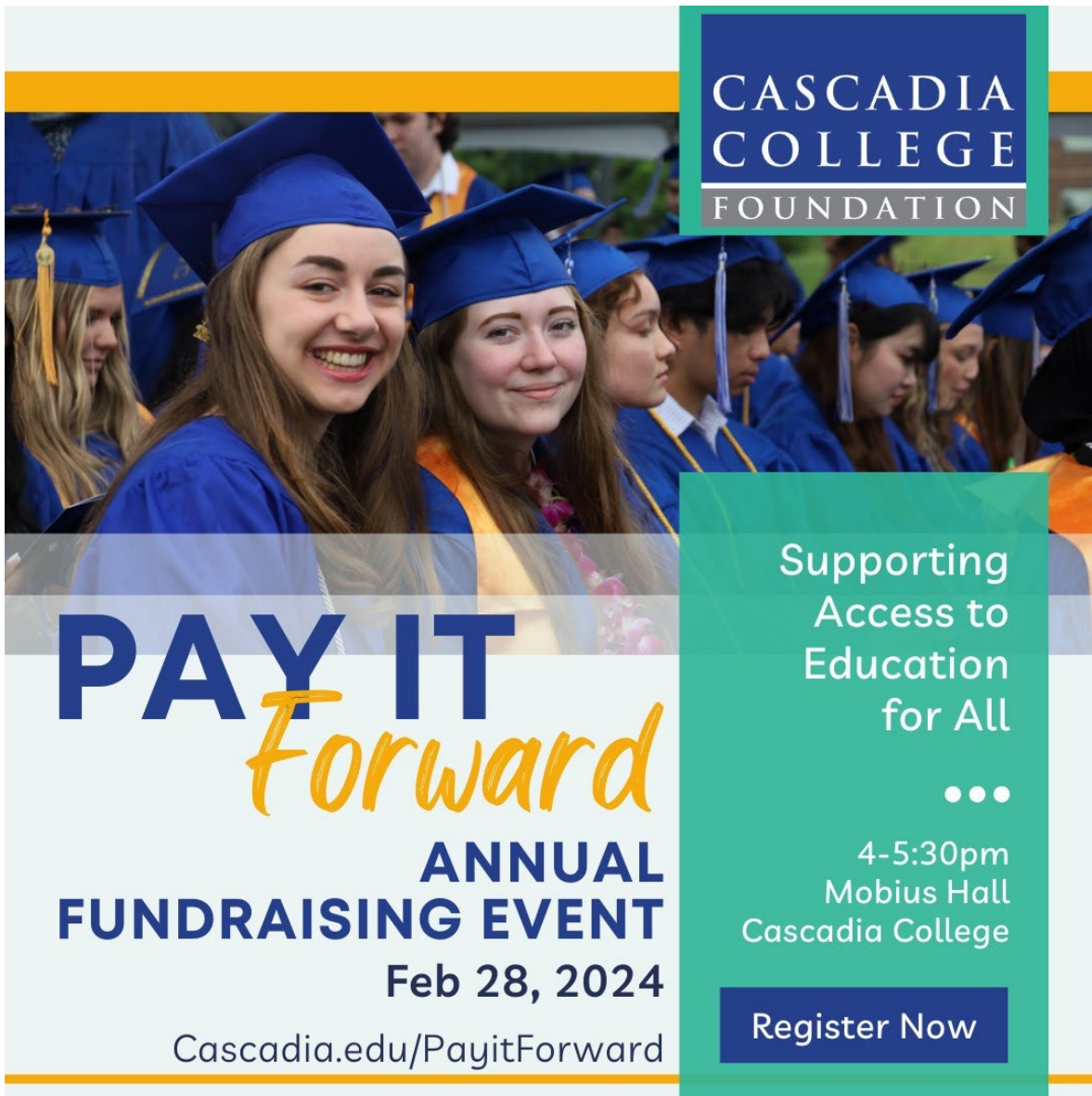https://www.cascadia.edu/finaid/simple.aspx

Student Life

105 students shopped at the Kodiak Cave in the Fall Quarter and made 264 shopping trips. This is a 104% increase from last Fall (2022). 42% of these students identify as Running Start and 20% as International Students. 3,474 items were taken during the shopping trips combined. Donation partnerships with 21 Acres for fresh produce and Franz Bakery Outlet for bread have been successful, and we hope to continue providing more fresh items in the future. The Kodiak Cave hosted 9 events throughout the quarter, a combination of cooking classes, donation drives and information tables that were all met with enormous success.

The need for Student Life support continues to grow as we see our number of recognized student clubs at the highest numbers we have seen in several years (currently 22 clubs), and more students want to be engaged and active in their campus community. The staff are working hard to keep up with student needs and interests so they can make the most of their Cascadia experience.

CASCADIA
COLLEGE
FOUNDATION

PAY IT
Forward
ANNUAL
FUNDRAISING EVENT
Feb 28, 2024
Cascadia.edu/PayitForward

Supporting
Access to
Education
for All

• • •

4-5:30pm
Mobius Hall
Cascadia College

Register Now

You're Invited -- Please Join Us!

Register now for the Cascadia College Foundation annual fundraising event!

Join us to connect with the community, celebrate the impact of our students in the community, enjoy inspiring student stories, and join together to raise funds to support access to education for all.

Funds raised at this event will support students in times of need, create stability in times of uncertainty, and open the doorway to endless opportunities and new beginnings for Cascadia students!

Wednesday, February 28, 2024
4:00 – 5:30 PM
Cascadia College, Mobius Hall

Registration Required: Cascadia.edu/PayitForward
Free admission -- donations will be requested at the event. All contributions sincerely appreciated.

Board of Trustees Meeting Agenda

Dr. Meghan Quint, Chair
Ms. Angie Hinojos, Vice Chair
Mr. Alex Lee
Dr. Colleen Ponto
Mr. Norm Seabrooks

Executive Session & Regular Meeting
Wednesday, January 17, 2023
4:00 p.m.

Cascadia College
18345 Campus Way N.E.
Bothell, WA 98011
CC2-260
or via Zoom

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

Wednesday, January 17, 2024
4:00 p.m.

AGENDA

1. **CALL TO ORDER - EXECUTIVE SESSION (4:00pm)**
   The Board will meet in a 30-minute Executive Session to discuss number 2 below and/or any of the issues listed below:
   1.   to receive and evaluate complaints against a public officer or employee;
   2.   **to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee**;
   3.   to discuss with legal counsel litigation or potential litigation to which the college is, or is likely 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 process 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.

2. **CALL TO ORDER – PUBLIC SESSION (4:30pm)**

3. **CONSENT AGENDA**

   • Meeting Agenda

   • Minutes from last public meeting in November were approved on December 4, 2023

4. **PUBLIC COMMENTS**
   • Cascadia College reserves up to 30 minutes for members of the public to comment on topics related to the meeting's agenda.
   • Each speaker is allotted up to three minutes to provide their comments.
   • At the discretion of the Board Chair, comments about topics not on the agenda may be heard.
   • Those who wish to provide comment to the board outside of the agenda's allotted time or its designated topics may submit their remarks in writing up to seven calendar days after the conclusion of the meeting. Written comments will be distributed to all board members.

5. **NEW EMPLOYEES/PROMOTIONS**

   Introduction of New Employees/Promotions

6. **INFORMATION ITEMS**

   1. Tenure Process Overview (EM)

   2. Emergency Prep Update (MW)

   3. Monthly Mission Fulfillment Moment (KL)

   4. Sabbatical Reports (KL)

7. **DISCUSSION & PRESENTATION ITEMS**

   1. Strategic Story: Integrated Learning (KL)

   2. Monthly Finance Report (JB)

   3. Human Resources Update (EM)

8. **RECOMMENDED ACTION ITEMS**

   1. President's Contract

9. **OTHER REPORTS**

   1. Cascadia Events & Advocacy Board (EAB)

   2. Cascadia Community College Federation of Teachers (CCCFT)

   3. Cascadia Classified Union Washington Public Employees Association (WPEA)

   4. Board Chair and Individual Board Members

   5. President

10. **OTHER BUSINESS OR ANNOUNCEMENTS**

11. **NEXT MEETING**

    Next regularly scheduled Board meeting is Wednesday, February 21, 2024 in Innovation Hall.

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

Cascadia College Board of Trustees

NEW EMPLOYEES and/or PROMOTIONS

Subject: New Employees and/or Promotions

Background:

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

Details:

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

Zainab Alhassani, Operations Manager – Communications

Zainab is coming to us from the University of Washington, where she worked first as a Program Coordinator before being promoted as a Program Manager for Undergraduate Programs. In these positions she developed skills ranging from budget management to supervision of graduate student employees to developing policies and processes to improve operations.

 If her name sounds familiar, that's because Zainab graduated from Cascadia in 2017 with an AA in Integrated Studies. While here, she served as Director of Pluralism & Inclusion for Student Life. She transferred to UW and earned her BA in English Language & Literature. Zainab enjoys translating for Arabic-speaking refugees who are seeking citizenship in the U.S., writing, and working with data. She also serves on the Board of Directors for the non-profit Refugees in Schools. Zainab will be working in CC3-343 where she will provide administrative support and help Cascadia to develop and manage an internal communications plan for employees.

Akanksha Joshi, Cascadia Scholars Program Lead

Akanksha Joshi (she/her/hers) joins the Office of E&I team following decades of experience across a variety of industries including entrepreneurship, hotel management, banking, and real estate. Years of management experience have exposed her to the needs of marginalized communities and empowered her to champion their causes. As an immigrant from India and a recent transplant from Georgia to Washington, she has a firm grasp on the importance of advocating for equity in all spaces.

Akanksha has an Associate Degree in Marketing and a Bachelors of Arts in Liberal Arts. Akanksha additionally serves on the City of Bothell's Diversity, Equity, Inclusion and Belonging task force as a community liaison. She's a mother of four (two humans and two dogs) and a grandmother to two cats.

David Frost, Instructional Support and Classroom Technician 2

David describes himself as a dog lover. He recently moved back to Washington from working in Florida, which followed his recent degree. His degree is in Chemistry from the University of Washington.

<u>Gina Moore, Instructional Support and Classroom Technician 2</u>

After an enriching academic journey, completing a Ph.D. and launching a business, Ariafya LLC, Gina is thrilled to dive into the practical realm as a Laboratory Support Technician 2 at Cascadia College. I bring a renewed passion for the scientific field.

Her deep-rooted passion for science, bolstered by robust theoretical knowledge, provides her with a unique perspective to contribute to the innovative environment in the laboratory.

She is thrilled to apply her academic prowess and inquisitive mindset to troubleshoot, maintain, and operate lab equipment, fostering an efficient, productive, and safe laboratory space at Cascadia College.

<u>Monica Hong, Customer Services Specialist III</u>

Monica has ten years of experience in the field of education. She has worked with students of diverse backgrounds, serving as a paraeducator in a Special Education classroom at Brier Elementary and as an ESL instructor at various institutions in South Korea. Monica has a M.A. in Teaching - TESOL from the University of Southern California and a B.A. in American Ethnic Studies from the University of Washington. Monica is passionate about leveraging her diverse experiences to create a supportive and inclusive environment for students, faculty, and staff alike. She is excited to collaborate with the Cascadia team and looks forward to fostering meaningful connections and driving positive change within the college community.

<u>Zuzana Regan, Program Coordinator for International Programs</u>

Zuzana comes with an extensive English as a Second and Foreign Language teaching background. She taught at higher education institutions in Czech Republic and Switzerland, and also taught and supported international and immigrant students at University of Colorado at Boulder. Most recently, she was a homeschool educator for 6 years. With her previous experience in working with diverse populations, particularly with English learners, she is equipped to assist Cascadia international students with Admissions and their unique needs as they prepare to study in the Untied States. Zuzana has a bachelor's and a master's degree in English Language and Literature from Masaryk University in Czech Republic.

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

Vicki Ashe – Operations Manager, Student Success Services

Aileen Ibershof – Academic Advisor/Veterans Specialist

Thais Lima – Operations Manager, Administrative Services

Melissa Stoner – Payroll Director

Bryan Martinez – Director of Enrollment Management

Cascadia College Board of Trustees

Information Item 1

Subject: Tenure Process

Justification:

The Trustees review tenure as part of their responsibilities.

Background:

There are no tenure candidates this year.

In 2025, we will re-engage the typical timeline as outlined below.

March Board of Trustees Meeting (executive session):

Conversation with candidates and Tenure Review Committee chair.

April 1, 2025:

Access granted to the candidates' portfolio, including letters of support from the President and Vice President. The College President will provide the guide on how to review the portfolio.

April Board of Trustees Meeting (executive session):

Discussion with College President and TRC Chair if needed.

May Board of Trustees Meeting (public session):

Vote on Tenure.

Cascadia College Board of Trustees

Information Item 2

Subject: **Emergency Management 2023-24 Operations Plan**

Justification:

Ensure the board members are given updated information about the college's emergency management planning and implementation.

Background:

The 2023-24 academic year is the first year that Cascadia has employed its own Emergency Manager rather than sharing the role with the University of Washington Bothell. We elected to make this change (financing it using the funds we were paying for a shared employee) to make sure that Cascadia's specific needs were being tended to rather than automatically inheriting practices and policies from UW Seattle. Meagan Walker can answer any questions you may have.

Our Emergency Management Team is comprised of:

- April Brink, Emergency Manager
- Shawna Pitts, Director of Facilities & Capital Projects
- Meagan Walker, VP for External Relations & Capital Planning

Crisis Communications Team:

- Sara Gomez Taylor, Director of MarCOM and PIO
- Zainab Alhassani, Communications Operations Manager and PIO
- Meagan Walker, PIO

UW Bothell:

- Cham Kao, Sr Director Campus Safety
- Allyson Long, Emergency Manager
- Maria LaMarca, Director of Communications and PIO

Emergency Management Operations Plan Outline

2023-2024

Basics

Action	CC or Joint	Status
First Aid Kits	CC	Completed
Fire Extinguishers	CC	Completed exc for INV
AEDs	CC	Completed
Red Backpacks	CC	Completed
Emergency signage and podium flip cards	CC	Completed
Yellow Bins	CC	Completed
Meet local emergency managers	CC	Completed (Bothell, Redmond, UW Seattle, King County)

Crisis Communications

Coordinated CC and UWB teams	Joint	Completed
Scripts for alerts	Joint	Completed
Suspended ops language	Joint	Completed HR communicating with employee groups

Drills

Great Shake Out - Earthquake	Joint	Completed annual
Great Shake Out – Technology/Comm Test	Joint	Completed annual
Evacuations	Joint	Completed annual
Active Threat Text Drill	Joint	Fall 2024 – all campus
Suspicious Package	Joint	Winter 2024 Table top for core e-prep group only
TBD	Joint	Table top w/ full EOC run by UW Emergency Management

Education

Tabling at Involvement Fairs	Joint (mostly)	Quarterly
E-Prep/Safety open to invitations	Joint	Ongoing
E-Prep video	Joint	In-progress

E-Prep/Safety Newsletter	CC	Winter Quarter 2024

Emergency Operations Center		
Cascadia employees identified	CC	Completed
Cascadia assemble go-kits for each role	CC	In-progress
Train Cascadia participants	CC	Working on PPT for ICS-29 and ICS-100
Review shared virtual resources w/ UWB	Joint	

Technology		
Student Rave Pilot	Joint	https://www.bc.edu/bc-web/bcnews/campus-community/around-campus/bc-safe-app.html
Move e-response conf calls to TEAMS	Joint	In-progress

Training		
First aid/CPR	CC	Completed 4 sections
Narcan	Joint	Feb 7, 2024 @ ARC w/ WA Recovery Alliance

Other

- Quarterly e-mgmt meetings for CC and UWB scheduled
- Annual meetings with BPD and BFD scheduled
- Admin Policy language re expectations around roles of faculty/staff in emergencies
- Annual Risk Management assessment and play

Subject: Strategic Plan Mid-Year Update

Justification:
The NWCCU standards begin by requiring institutions to articulate their purpose through a mission statement and planning process that demonstrates fulfillment of that mission The Board of Trustees' role is to approve and provide oversight to the college strategic plan and a disaggregated data infrastructure that monitors progress and change.

Background:
The three topic areas below help form our *structured, systematic, continuous improvement* approach. Such an approach is *required to meet NWCCU standards.* The mid-year strategic plan review focuses on processes 2 and 3 below.

This month we provide a **Mid-Year Strategic Plan Update:** The purpose of this report is to provide the Board of Trustees with a mid-year update on the 2023-2024 approved strategic initiatives.

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

Related Documents:
 • INFO 3.a – Strategic Plan Mid-Year Update (23-24)

CASCADIA COLLEGE
BOTHELL · OUR COMMUNITY'S COLLEGE

STRATEGIC INITIATIVES

BOARD OF TRUSTEES
MID-YEAR REVIEW (JAN. 2024)

Introduction

The Cascadia College Strategic Plan Initiatives for 2023-2024 represents the college-wide plan that leads us toward mission fulfillment. As a reflection of our mission statement, strategic initiatives are grouped within one of the mission core areas: accessible, equitable, and superior educational experiences. The purpose of this report is to provide the Board of Trustees with a mid-year update and review of the approved strategic initiatives as one step in our continuous improvement process.

A summary table is provided with the initiatives, status, and a few contextual notes.

Summary Table

	Initiative	Status	Progress Notes
ACCESSIBLE			
1	Implement CRM software to better communicate with prospective and current students	🙂	We contracted with a new provider for the start of the 23-24 with EAB Recruit. They are working on training and making sure everyone has access and created the initial intake form so when they do recruitment events, prospective students can enter their contact information that goes directly into the system so we can start communication.
2	Expand enrollment partnerships with UWB	😐	No new progress. We are awaiting for our fall enrollment cycle to begin.
3	Create new certificate and degree options (AS, BS Com Sci)	🙂	We have received approval for our Water AS certificate, our BSCS is awaiting NWCCU approval, we have an inter-college agreement with Edmonds College to offer courses in their Business Technology program.
4	Open an auxiliary site in Redmond	🙂	We opened our site in fall, running classes each quarter and offering part-time staffing.
5	Collaborate with External Relations to design a web site that displays areas of interest with academic plans and maps	🙂	Work continues. The new site is scheduled to launch in March 2024.
EQUITIBLE			
6	Community Voices: Annual climate and experience feedback	🙂	We have identified several content foci for the year, conversations are in progress.
7	Hire an AIIS Faculty Program Coordinator and launch program	🙂	Our faculty, Victor Begay, is in their second year of the tenure process and teaching AIIS courses. Victor also coordinated a community Indigenous People's Day event in the fall.
8	Translate CCF and other program materials into additional languages	☹️	This project is on hold until the vacant dean position is filled in 24-25.
9	E&I Foundations Expansion to reach 50% of employees	🙂	Two full cohorts are running this year. Chari Davenport is coordinating external expansion of the course for interested parties.
10	Conduct an English and Math placement and success data review	😐	Math faculty and advisors attended a statewide placement summit in fall. An operational plan and coordination are needed to keep the work moving forward.
11	Establish a learning gaps recovery program with the City of Kenmore and Northshore School District	😐	We are currently in early conversations with leadership in the Northshore School District prior to operationalization of the project. We anticipate this program continuing into 24-25.
SUPERIOR EDUCATIONAL EXPREINCES			
12	Implement pathway/program continuous improvement	🙂	Faculty continue to develop and test our system.

13	Remove barriers to completion and transfer for Engineering students	😐	We have completed work on a CC-UWB articulation agreement, completed CC approval. We are awaiting approval from UWB.

Cascadia College Board of Trustees
Information Item 4

Subject: Faculty Sabbatical Reports (Asynchronous)

Justification: Cascadia's practice is to have faculty share out their sabbatical experiences in January of each year. During the 2022-2023 eight faculty participated in sabbatical. As a result, we are providing reports using a combination of modalities: asynchronous and during meetings.

Background:
This month, two faculty share sabbatical podcasts created through the Teaching and Learning Academic podcast series:
- Chris Cuneo, Tenured, Senior 2, in BIT/Networking
- Garth Neufeld, Tenured, in Psychology

Related Files:
- INFO 4.a Chris Cuneo

- INFO 4. B Garth Neufeld
  https://cascadia.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=e7d606c7-6522-40c4-babb-b0b4012d920b

Cascadia College Board of Trustees
Discussion Items 1

Subject: Strategic Story – Integrated Learning

Justification:
Our strategic plan represents actions we take as we collectively seek mission fulfillment. This month we are focusing on a strategic initiative: Integrated Learning

This overview sets the framework for this strategic story.

Background:
Cascadia College was founded on the principles of active and integrated learning. Integrated Learning, the focus of this strategic story, is an umbrella term used for a variety of instructional practices that break the barriers of the traditional lecture style classroom and make multi-way connections the workplace, to other disciplines, and to other people and spaces beyond a single course. All students in the AIS degree area need to meet an IL requirement.

In the past, advisors were challenged to help students build Integrated Learning courses into academic plans. In 2021, the Student Learning Council approved outcomes for IL designation in Course Outcomes Guides; this aligns the designation process for courses with EDP, Sustainability, and Global Studies (completed Spring 2021). The SLC later recognized a process for IL designations at the class section level. This clarified process allows us to capture, publish, and promote the bulk of our IL options for students on "perpetual," yearly, and quarterly bases. We unified the IL process of course, section, to serve students through clearer communication and more reliable academic plans. Pathways were deployed in the 23-24 academic year, though at the time of this writing students are just beginning to choose their pathways. Integrated learning at Cascadia includes Learning Communities, soft links, hard links, internships, broader community-based Learning (CBL), Collaborative Online International Learning (COIL), and Study Abroad. A focus of the brief Board presentation is the Learning Community.

The presentation will introduce and define the key Integrated Learning terms, provide a recent history of Integrated Learning at Cascadia, highlight the importance of Integrated Learning to all students (but historically marginalized students in particular) describe the current state of Integrated Learning, and indicate the direction that Integrated Learning will take in the next few years within the Guided Pathways' Area of Interest framework.

Related Reference Documents:
- INFO 1.a Integrated Learning infographic (given to guide faculty and SLC)
- INFO 1.b Integrated Learning designation guide (official outcomes)
- INFO 1.c Integrative Learning VALUE Rubric from AAC&U (background for outcomes and purpose)
- INFO 1.d One-page Integrated Learning highlights for talking points (developed for the BOT working with the greater community)

INFO 1.a Integrated Learning

The INTEGRATED LEARNING
APPROVAL PROCESS, TYPES OF COURSES, AND KEY DEFINITIONS

"Students completing the Associate in Integrated Studies (AIS) degree must include an Integrated Learning Experience…"

INTEGRATED LEARNING REQUIREMENT

Students must include an Integrated Learning Experience in their course selections. This requirement can be satisfied through the completion of learning communities, linked classes, classes containing formal community-based learning, classes taken as part of an academic study abroad program, or classes with an academic internship. Through learning communities (LC) or other Integrated Learning Experiences (IL), students demonstrate their ability to integrate skills, concepts, information, and analytical and methodological frameworks from two or more areas of inquiry in a purposeful project or experience.

WHAT IT IS

Integrated Learning focuses on the structural and/or pedagogical combination of concepts and skills within and between classes through experiential learning. At Cascadia, this might be:

IT'S AN AIS REQUIREMENT

- Learning Communities
- Hard-linked courses
- Soft-linked courses
- CBL courses (community-based learning)
- Study Abroad
- COILed courses
- Internships
- Interdisciplinary projects

Examples are illustrative.

STRUCTURES
Learning Communities
Hard-linked courses
Soft linked Course
Stand-alone course

PEDAGOGIES
Community-based Learning (CBL)
COILed Courses
Study Abroad
Interdisciplinary Projects
Internships

THE APPROVAL PROCESSES

There are two processes for approving an IL designation: through COG revision and through annual or quarterly application.
- COG revision means that every section of the course will *always* be IL ="Perpetual"
- Annual or Quarterly applications apply to Learning Communities, Hard-links, Soft-Links, and learning opportunities specific to one quarter or instructor.
- Learning Communities and Hard-links must use the Annual process of approval.

	"PERPETUAL"	ANNUAL	QUARTERLY
WHEN TO SUBMIT	When revising COGs	By the end of week 1 Winter quarter	End of quarterly schedule edit period
WHERE TO SUBMIT	Uses SLC review process	Online form goes to Student Learning Deans	Online form goes to Student Learning Deans
WHO DECIDES	SLC, using approved IL outcomes	Students Learning Deans	Dean who administers IL
HOW THIS GETS PUBLISHED	On the COG, in the catalog, and in the online class schedule on every section of the course	In the student Annual Planning Guide, and the online class schedule for the specific section(s)	In the online class schedule for specific sections

INFO 1.b Integrated Learning Designation

Criteria:

Courses seeking an Integrated Learning (IL) designation through pedagogical forms must adopt or directly align to 6 (six) total outcomes AND include a minimum of 1 (one) outcome from each Student Learning Outcome area.

To revise a COG for the course-level Integrated Learning designation, the specific IL outcomes will be indicated by placing '(IL)' at the end of the outcome. The language does not have to be verbatim but must reflect the intention of the original language

After SLC approval of the IL designation on the COG, **all sections of the course that carry the IL designation will always be taught as such** according to those IL outcomes, regardless of instructor.

Integrated Learning Outcomes:

Learn Actively: *Students acquire and construct knowledge across discipline and campus boundaries, connecting relevant experience to scholarship, deepening their learning about both course material and community engagement.*

> **Outcomes:**
> - Apply the concepts of the class to personal, other academic, professional, and/or community activities
> - Engage in guided experiential learning activities to acquire, construct, and demonstrate subject knowledge
> - Participate in reciprocal community partnerships that directly or indirectly address community-identified needs.
> - Complete a Community-Based Learning (CBL) project in which significant time is spent at a site outside the classroom.
> - Gather information about community spaces and membership through observation, interview and/or other kinds of research.
> - Deepen skills learned in the classroom by serving as mentors, tutors, and/or designated intellectual and social support for other students
> - Participate in a quarter-long project or activities with students in another course and develop a post-partnership reflection discussing the integration
> - Attend, organize or present a lecture, workshop, performance, or other community event or demonstration of social action and construct a post-event reflection discussing the application of course concepts.

Think Critically: *Students acknowledge and identify intersections of disciplines and perspectives and create connections among ideas and experiences, strengthening their ability to synthesize and transfer learning to new, complex situations within and beyond the campus.*

> **Outcomes**

- Build awareness of complex practical problems that span perspectives, skills, disciplines and cultures
- Recognize patterns and make connections among different kinds of knowledge
- Synthesize ideas across different disciplines to identify problems or innovate solutions
- Interrogate the ways course concepts impact local communities
- Evaluate the role and value of integrative thinking inside of authentic, contextualized experiences or complex scenarios
- Develop ongoing critical reflection about the experience of connecting course ideas across contexts and applying those ideas to partnerships or projects

Communicate: *Students consider course content as it relates to real communities, stretch beyond their current frames of reference, and build habits of adapting and applying skills, abilities, theories, or methodologies from one situation to another, especially in culturally appropriate interpersonal communication.*

Outcomes
- Recognize distinctions, expectations, and impacts of events among discourse communities
- Articulate personal reflections regularly and substantially
- Document progress on, challenges with, and role in an integrative project
- Discuss the ways in which course content connects with and applies to communities across and beyond campus
- Use technology to manage integrative projects with stakeholders in and outside of the classroom
- Practice interdisciplinary communication with class peers or partners outside of the course

Interact: *Students engage with complex differences within and between discipline and community frameworks, situating their sense of self as a learner, and building on prior experiences to respond to new and challenging contexts with a range of tools or formats.*

Outcomes
- Engage with diverse perspectives to deepen understanding of community constraints and initiatives
- Employ an interdisciplinary framework to creative problem-solving
- Apply learning to authentic situations through practice in unfamiliar contexts
- Complete a CBL project which includes discrete assignments with explicit learning outcomes—such as a site proposal, a site analysis, and a presentation of or reflection on the CBL experience
- Participate in learning that takes place outside the setting of the formal classroom or online class platform

Terms

Linked classes

Many Cascadia classes include opportunities for integrated learning—i.e., opportunities for "connecting disciplinary and interdisciplinary ideas to complex contexts, the building of knowledge across the curriculum and co-curriculum, and the application of this education to situations on and off campus." Linked courses are designed with integrated learning in mind. Cascadia has historically identified several kinds of linked courses.

- **Learning Communities.** A learning community is a pairing of courses that is team-taught by two instructors from different disciplines that allows students to develop skills and discover connections on multiple levels and across subject areas.
- **Hard-Linked Courses.** A combination between a cohort and a learning community. The same students take one course from one instructor and then a second course from a different instructor. The two instructors develop assignments that help students make connections between the two disciplines.
- **Soft-Linked Courses.** Two courses tackling different subject matters. Students enrolled in one course interact on specific assignments with students enrolled in the other course and see how the two disciplines relate.
- **Simultaneous Soft-Linked Courses**. Two distinct classes held simultaneously that interact with one another on occasion.

Community-based Learning

Many Cascadia classes include some community-based learning (CBL). These guidelines describe the kind of that meets the "community-based learning requirement" referred to in the Integrated Learning Requirement (ILR). These courses must share the components of CBL curriculum identified in recent research on CBL: (1) participation in an organized community-based activity, (2) study of community needs or problems, (3) reflection that leads to understanding of course content and a discipline as well as a local community, personal values, and community engagement.

As is the case nationally, Cascadia CBL courses can engage students in different kinds and levels of community engagement:

- Community Observation or Research. Students go into a community or other space outside the classroom to gather information through observation and/or other kinds of research.
- Interview. Students go into a community or other space outside the classroom to conduct a formal or informal interview with members of the community or space.
- Service Project. Students join an ongoing initiative at some community-based organization.
- Event. Students attend or present at a lecture, presentation, concert, performance, or some other community event.

All Cascadia courses that include CBL require students to complete community-based activities designed to enhance students' learning of course content as well as their understanding of local communities and their own agency. Many of these courses, though not all, scaffold the development of "reciprocal and mutually beneficial" partnerships with local communities and address directly or indirectly "community-identified needs." Some also require social action.

Curriculum Guidelines for CBL Courses at Cascadia College

Based on the definition of CBL and CBL practices at Cascadia and beyond, Cascadia courses that include a "community-based learning" that meets the ILR must include the following components:

- **Organized Community-Based Experience.** Courses that meet the ILR through CBL introduce an organized community-based experience in the course syllabus as a required part of the course. This requirement may include an alternative for students who are able to demonstrate with documentation that they are unable to participate at a community site, perhaps by offering community sites on or near the college. An organized community-based experience includes explicit parameters concerning acceptable sites and kinds of activities to be completed at those sites.
- **CBL Outcomes.** Courses that meet the ILR through CBL explain in the courses syllabus the role of CBL in the course and the ways in which the CBL assignment provides an opportunity for deeper learning of course knowledges, skills, and abilities as well as learning about community engagement.
- **Reflection.** Courses that meet the ILR through CBL require students to submit at least one substantial, written reflection about the experience at the site and the connection between that experience and assignment learning outcomes.

While many Cascadia courses include these basic curricular components, a course that satisfies the ILR must include a substantial CBL module. A course that satisfies the ILR through CBL includes a CBL module with

- three or more discrete assignments that each have explicit learning outcomes—often these assignments include a site proposal, a site analysis, and a presentation of or reflection on the CBL experience
- a requirement that an appropriate amount of time be spent at a site outside the classroom—in most cases students will spend 10 or more hours at a site
- at least one substantial written critical reflection about the experience at the site and the connection between that experience and assignment learning outcomes
- a grading policy in which failure to complete the CBL assignment results in failing the class

These criteria will be used to determine whether a course meets the "community-based learning requirement" and at the same time leave faculty room to design curriculum and instruction.

COIL

Collaborative Online International Learning is a course to course virtual exchange between students in a domestic course and students in one or more international courses. A recent example is Kathy Brown's Art course experience. For more, listen to her podcast [here](#).

CUREs

Course-based Undergraduate Research Experiences ask students to develop and conduct their own research within the class confines, replacing controlled "text-book" experiments for example. While CUREs at Cascadia is in its early stages and focused primarily in STEM, courses using CBL projects that require field research are also considered here. The primary drive for CUREs is to level the playing field for underrepresented and marginalized students who do not have the luxury of taking unpaid internships and/or who cannot participate in extra-curricular enrichment activities due to funding and other resources.

Excerpts from (Banning, E. report Learning Communities: Demographics, Success Rates, and Outcomes November 16, 2023)

Course Level Success

[W]hen the groups were disaggregated by race, Black/African American students were statistically significantly more successful in the LC courses than in the non-LC versions. Course attempts by Black students were 88% successful in LC courses, compared to 76% in the non-LC versions. Note that the success rate for Black students in LC courses is also higher than that of the general population.

Additionally, course attempts by Native students in LC courses were more successful than attempts in non-LC versions. However, the number of students was too low to determine statistical significance. Further research with a larger number of Native students is needed, but initial results suggest that this population also could have a higher success rate in LC courses than in the non-LC versions.

Retention

Students who took LC courses persisted from their first fall to their first winter quarter at a higher rate than students who never took LC courses. Students who took LC courses also persisted from their first fall to their second fall quarter at a higher rate than students who never took LC courses. Note that this is regardless of when in their academic career the students took the LC courses. These results were statistically significant. However, note that in both cases, there was a high number of students whose retention results were unknown, particularly in the group of students who never took an LC course.

Completion

Students who took LC courses completed their degrees at a higher rate than students who did not take LC courses. Of those who took LC courses, 35% completed their degree at Cascadia, while only 28% of those who did not take LC courses completed their degree. In addition, 22% of LC students completed their degree within 2 years, while only 16% of non-LC students did. Similarly, 28% of LC students completed their degree within 3 years, while 22% of non-LC students did. All of these results were statistically significant.

Caveats to the data

The report indicates that students who took Learning Communities were more likely to be white than the general college population and that they were less likely to be Latinx or Hispanic than the general college population. Additionally, many students who take Learning Communities do so late in the registration cycle and are not taking the courses by choice initially. Other college and national studies indicate a connection between late registration and course success. Students aggregated during this data review did not perform as well as other students in stand-alone sections. It is important to note that in a Learning Community, students get one grade for both course credits.

INTEGRATIVE LEARNING VALUE RUBRIC

For more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 16 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Framing Language

Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Initially, students connect previous learning to new classroom learning. Later, significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad, to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. Integrative learning also involves internal changes in the learner. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt one's intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values, and ethics. Developing students' capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today's global society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit . . . but a necessity.

Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self-assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include such artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom; thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deepened understanding.

Assignments to foster such connections and understanding could include, for example, composition papers that focus on topics from biology, economics, or history; mathematics assignments that apply mathematical tools to important issues and require written analysis to explain the implications and limitations of the mathematical treatment, or art history presentations that demonstrate aesthetic connections between selected paintings and novels. In this regard, some majors (e.g., interdisciplinary majors or problem-based field studies) seem to inherently evoke characteristics of integrative learning and result in work samples or collections of work that significantly demonstrate this outcome. However, fields of study that require accumulation of extensive and high-consensus content knowledge (such as accounting, engineering, or chemistry) also involve the kinds of complex and integrative constructions (e.g., ethical dilemmas and social consciousness) that seem to be highlighted so extensively in self-reflection in arts and humanities, but they may be embedded in individual performances and less evident. The key in the development of such work samples or collections of work will be in designing structures that include artifacts and reflective writing or

feedback that support students' examination of their learning and give evidence that, as graduates, they will extend their integrative abilities into the challenges of personal, professional, and civic life.

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Academic knowledge:** Disciplinary learning; learning from academic study, texts, etc.
- **Content:** The information conveyed in the work samples or collections of work.
- **Contexts:** Actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- **Co-curriculum:** A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.).
- **Experience:** Learning that takes place in a setting outside of the formal classroom, such as workplace, service-learning site, internship site or another.
- **Form:** The external frameworks in which information and evidence are presented, ranging from choices for particular work samples or collection of works (such as a research paper, PowerPoint, video recording, etc.) to choices in make-up of the ePortfolio.
- **Performance:** A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable.
- **Reflection:** A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- **Self-assessment:** Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.

INTEGRATIVE LEARNING VALUE RUBRIC
For more information, please contact value@aacu.org

Definition
Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	Milestones		Benchmark
	4	3	2	1
Connections to Experience *Connects relevant experience and academic knowledge*	Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to **deepen understanding** of fields of study and to broaden own points of view.	Effectively **selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to **illuminate** concepts/theories/frameworks of fields of study.	**Compares** life experiences and academic knowledge to infer differences as well as similarities and **acknowledge perspectives** other than own.	**Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests.
Connections to Discipline	Independently creates wholes out of	Independently connects examples,	When prompted, connects examples,	When prompted, presents examples,

Sees (makes) connections across disciplines, perspectives	multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	facts, or theories from more than one field of study or perspective.	facts, or theories from more than one field of study or perspective.	facts, or theories from more than one field of study or perspective.
Transfer *Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations*	Independently adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations **to solve difficult problems or explore complex issues in original ways.**	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations **to solve problems or explore issues.**	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation **to contribute to understanding of problems or issues.**	In a basic way, uses, skills, abilities, theories, or methodologies gained in one situation **in a new situation.**
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **in a way that enhances meaning**, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **to explicitly connect content and form**, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that **connects in a basic way** what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (e.g., to produce an essay, a poster, a video, a PowerPoint presentation, etc.) **in an appropriate form**.
Reflection and Self-Assessment *Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)*	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

INFO 1.d Integrated Learning highlights

What is it?:

- Integrated Learning at Cascadia is a requirement for all AIS (Associates of Integrated Studies/DTA) students, which is the majority of the students.
- Integrated studies connects students to authentic experiences, other disciplines, the great community, the workplace, and each other.

Why do we do it?:

- Integrated Learning closes learning opportunity gaps at transfer; freshmen at many four year schools take First Year seminars and experiences that build community and institutional identity, as well as critical thinking skills. This is considered a High Impact Practice in undergraduate education.
- Integrated Learning experiences promote metacognition and reflections, while frequently building empathy.
- Integrated Learning, in the form of linked courses specifically, strengthen student retention and completion.
- Integrated Learning demonstrates greater contexts for applied learning, whether on the job in an internship or in the classroom solving authentic problems in a field.
- Integrated Learning, in the form of Learning Communities, supports greater retention and completion, particularly for Black and Native American students.
- Integrated Learning motivates and fosters faculty engagement, which is contagious and repeatedly cited by students as reasons to take the classes and to explain course satisfaction on Course Instructor Evaluations.

What does it look like?:

- Integrated Learning can be found in Learning Communities in which two instructors share teaching of two classes with intertwined outcomes around a greater theme or topic.
- Integrated Learning takes place when two or more different classes work together on a substantial project or around a shared experience with later reflection.
- Integrated Learning may be study abroad, an internship, a COIL connection, or a CURE experience.
- Integrated Learning is included in each Equity, Diversity, and Power-designated "150" course, which is a graduation requirement for all transfer degrees at Cascadia.

Cascadia College Board of Trustees

Discussion Items 2

Subject: Monthly Finance Report: FY23-24 January Update

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

Background: The finance report will include the following topics:

1. budget council overview.
2. the timeline to finalize our FY23-24 budgets.

CASCADIA COLLEGE

ADMINISTRATIVE SERVICES

January Finance Update

As of January 2, 2024

www.cascadia.edu

Brief Update Topics

Budget Formation & Approval Process

Budget Council Engagement

Budget Review & Approval Process

Process Review & Socialization

FY24-25 - Incoming Estimates

- State Allocation year two updates (biennium budget).

- Master Service Agreement (MSA) costs.

- Repair & Replacement projections.

- Donation revenue from the corporate & private donors.

- College-wide operational, grant expenses.

Feb	Mar	Apr	May	May	May-Jun
IMPACT ANALYSIS OF REVENUE FORECAST VS. INCREMENTAL COSTS	CLARIFY LONG TERM CONTRACTUAL OBLIGATIONS AND NEW REVENUE STREAMS	PROPOSE SPRING ENROLLMENT-BASED TUITION PROJECTIONS. PRESENT OVERALL EXPENSES FORECAST	ETEAM PRESENTS OVERALL STATE ALLOCATION, TUITION REVENUE, & EXPENSES FOR BOT	BOT VOTES ON RESERVE PROPOSALS	BOT APPROVES THE OVERALL BUDGET ASK

Revised Budget Roadmap FY24-25

Budget Council

Scope & Engagement

Budget Planning - Roles & Responsibilities

Employees
- Propose one-time or college-wide proposals to eteam that cannot be offset or absorbed in their division's operational budget.
- Engage & be informed regarding the college's fiscal status.

Budget council members
- Represent fiscal input from their constituency groups.
- Review eligible budget council proposals.
- Rollup final proposals to eteam.

Eteam
- Expenses forecast (ongoing contractual obligations; regulatory requirements, operational costs)
- Revenue forecast (State, Contract & Events)

Trustees
- Review and approve proposals to drawdown from our reserve.
- Review and approve the overall college budget

What: Forum to learn, engage, inform everyone about the college finances to practice shared governance of expense plans.

How: Enable a consistent budget request process. Review budget saving priorities & evaluate requests once received.

Who & When: 16+ division-based, leadership & constituency-based representatives meet bi-weekly from Jan-May

Outcome: Submit inclusive, strategic, & fiscally sound budget proposals to the President & Trustees in Apr-May.

Scope & Purpose of the Budget Council

Budget Council 2024 Members

Constituency	Representatives
Students	Miyuki Sandoval
Faculty	Gene Taylor & Lelia Olson
Classified	Ellie Adam
Exempt	Becky Riopel
Institutional Effectiveness	Michael T. Horn
E&I	Ana Nina
External Relations & Planning	Shawna Pitts
Student Learning	Erik Tingelstad
Student Success	Deann Holliday
Administrative Services (HR & Finance)	Ginny Jackson, Ifrah Mohamed/Jason Rue
Leadership	All 6 members of the executive team

THANK YOU

QUESTIONS   SUGGESTIONS

Cascadia College Board of Trustees

Discussion Item 3

Subject: Human Resources Update

Justification:

To provide the Trustees with a high-level overview of the key accomplishments in each department over the past year and a brief look into some of the goals for this academic year.

Background:

Human Resources was reorganized last September and two new Directors were hired to facilitate HR functions. This presentation reviews the progress since September on various initiatives. The HR Directors will also identify needs and goals for the coming year.

HR DIRECTOR'S PORTFOLIO
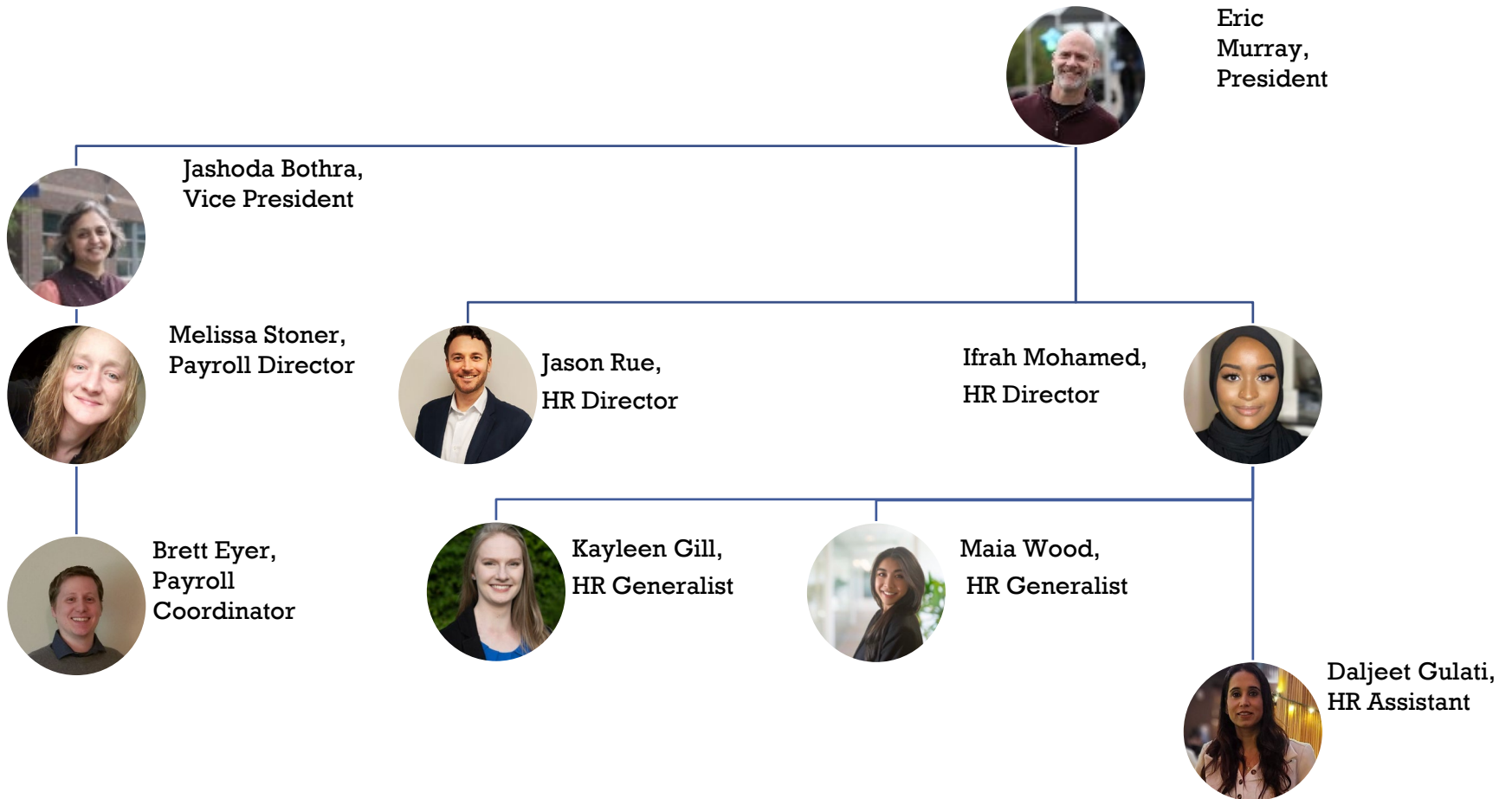
Board of Trustees Meeting

January 17th, 2024

AGENDA OVERVIEW

- HR Portfolios

- Goals for 2024-2025

- Recruiting Dashboard

- Q&A

MEET THE HR TEAM!

Eric Murray, President

Jashoda Bothra, Vice President

Melissa Stoner, Payroll Director

Jason Rue, HR Director

Ifrah Mohamed, HR Director

Brett Eyer, Payroll Coordinator

Kayleen Gill, HR Generalist

Maia Wood, HR Generalist
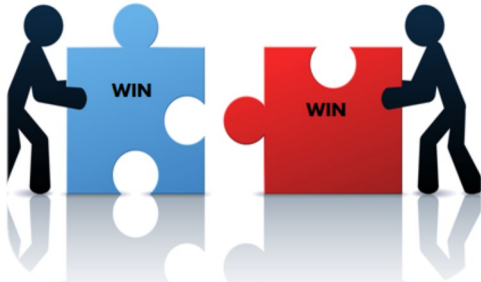
Daljeet Gulati, HR Assistant

CASCADIA COLLEGE
BOTHELL

JASON'S PORTFOLIO

NEGOTIATION

WIN WIN

First point of contact for classified and faculty employees, including demands to bargain, mandatory notices, information requests, etc.

TITLE IX

Lead for Title IX and all employee-related investigations.

PUBLIC RECORDS

Lead for Public Records Requests as it relates to employee information.

SAFETY COMMITTEE

Facilitator of the RCW-defined Campus Hazard & Safety Committee

RECRUITMENT

Back-up and support for employee search committees.

CASCADIA COLLEGE BOTHELL

IFRAH'S PORTFOLIO

COMPENSATION

First point of contact for exempt employees, including contracts, market reviews, and salary equity monitoring.

Supervisor of our Equity Advocate program.

RECRUITMENT

Search Coordinator for all roles and working with the HR staff to prioritize and execute those

PROFESSIONAL DEVELOPMENT

Manager of professional development opportunities and programming, including being the liaison to the Foundations of E&I Course.

TRAINING

Compliance expert for all required employee state training.

GOALS FOR 2024-25

STREAMLINING EXISTING PROCESSES IN THE EMPLOYEE LIFE CYCLE

- Attraction
- Recruitment
- Onboarding
- Engagement
- Talent Retention
- Development & Training
- Offboarding

RECRUITING DASHBOARD-2023-2024

- **Total New Hires:** 43
  - Temp Exempt: 10
  - Nonperm Classified: 13
  - Perm Exempt: 12
  - Perm Classified: 8

HIRES BY MONTH

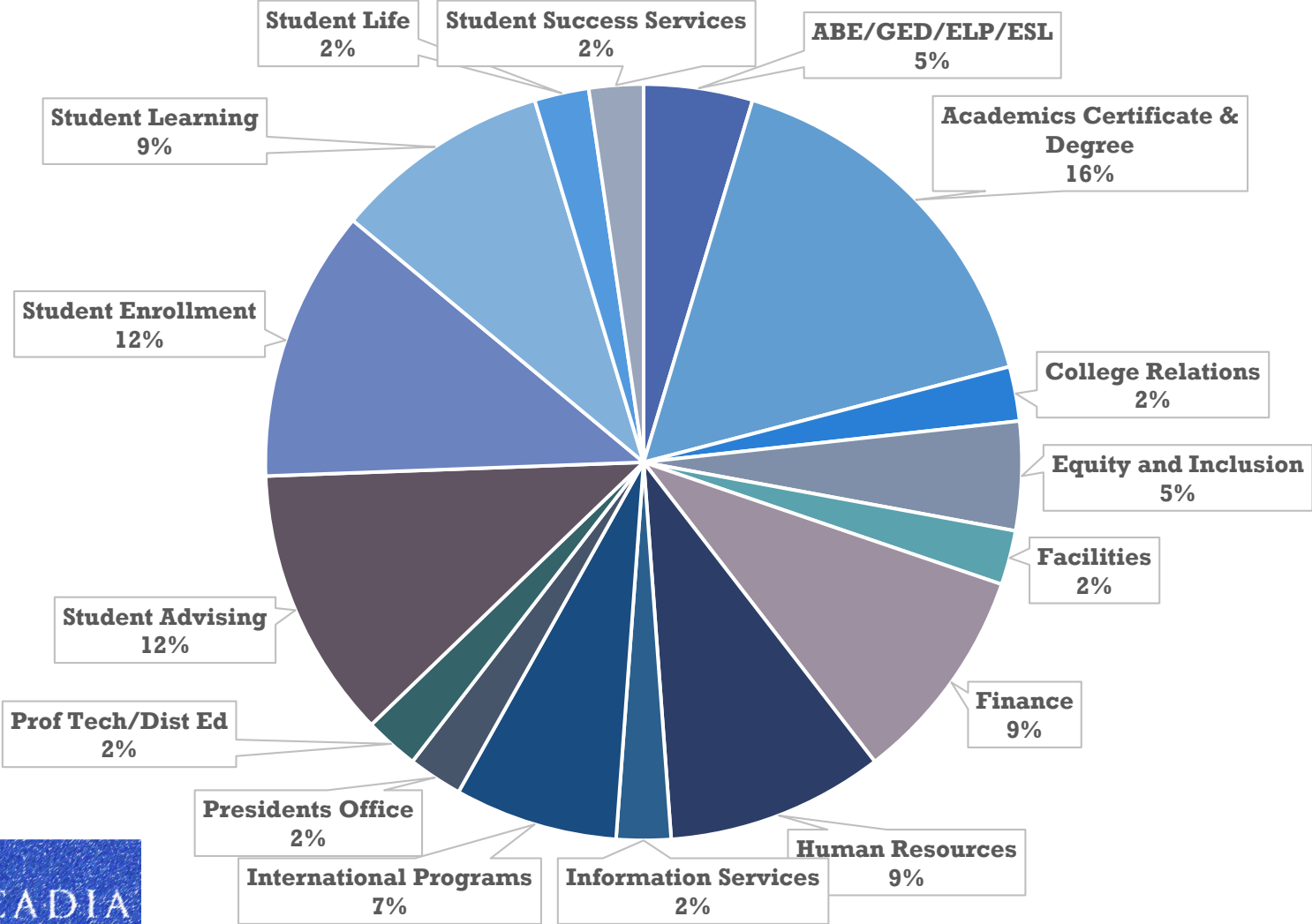|	# of New Hires
Jan-23	1
Feb-23	2
Mar-23	4
Apr-23	0
May-23	2
Jun-23	1
Jul-23	5
Aug-23	1
Sep-23	6
Oct-23	8
Nov-23	4
Dec-23	3
Jan-24	6

CASCADIA COLLEGE
BOTHELL

HIRES BY DEPARTMENT 2023-2024

- Student Life 2%
- Student Success Services 2%
- ABE/GED/ELP/ESL 5%
- Student Learning 9%
- Academics Certificate & Degree 16%
- Student Enrollment 12%
- College Relations 2%
- Equity and Inclusion 5%
- Facilities 2%
- Student Advising 12%
- Finance 9%
- Prof Tech/Dist Ed 2%
- Presidents Office 2%
- International Programs 7%
- Information Services 2%
- Human Resources 9%

CASCADIA COLLEGE BOTHELL

GOALS FOR 2024-25
INCREASING OUR NUMBER OF EQUITY ADVOCATES

- Amy Yi
- Ana Benitez
- Brett Eyer
- Chantal Carrancho
- Yukari Zednick
- Raldy Mariano
- Ana Nina
- Jason Rue
- Ifrah Mohamed

GOALS FOR 2024-25
TITLE IX TRAINING & EDUCATION

My Role As The Title IX Coordinator

Prevention Education

GOALS FOR 2024-25 SUPERVISOR CBA TRAINING

Annual WPEA CBA Training

Training for new Supervisors

QUESTIONS & FEEDBACK

Cascadia College Board of Trustees

Action Item 1

Subject: President's Contract Extension

Justification:

The Board is responsible for annually reviewing the performance of the President, making salary adjustments, and approving the on-going contract.

Background:

The Board conducted a review of the President's performance on December 4 and January 3. That review was delivered in executive session on January 17 and the Board finds the President to be in good standing.

Recommendation:

The Board recommends the following:

"Finding the President in good standing based on our review from December 4 through January 3, the Board moves to approve the 2024 Addendum to the President's Contract as presented in the Board Materials."

The contract addendum is attached.

Action:

Trustee makes motion: _____

Trustee seconds motion: _____

Vote:

	Yes	No	Abstain
Hinojos			
Lee			
Ponto			
Quint			
Seabrooks			

Cascadia Community College Federation of Teachers
Local 6191, AFT

Report to the Board of Trustees
Cascadia Community College
Meeting Date: January 2024

❖ **Winter Quarter 2024**

Faculty are busy with the start of winter quarter 2024. We are pleased to see that enrollment numbers continue to improve and hope that this bodes well for the College budget and our shared ability to expand opportunities for faculty initiatives in support of professional development and student success.

❖ **Gun Safety Initiatives**

Cascadia faculty members Kathy Brown and Louise Spiegler have been working with state representatives in Olympia to continue pressing for stronger legislation in support of gun safety. Faculty see this as a vital issue in support of our students and campus community and fully consistent with our educational mission.

❖ **AFT Press Release: "Academic Freedom and Fight Against Bigotry and Hatred on Campus Go Hand in Hand"**

Our national union, The American Federation of Teachers, recently issued the attached press release. We include it below as a show of our support for its message.

Press Release

Academic Freedom and Fight Against Hatred and Bigotry on Campus Go Hand in Hand

Higher Education Leaders Unite to Stop Antisemitism andIslamophobia and Preserve Freedom of Expression, Partner with Faculty First Responders to Help Targeted Members

For Release:
Tuesday, December 19, 2023

Contact:
Andrew Crook
o: 202-393-8637 | c: 607-280-6603
acrook@aft.org

WASHINGTON—American Federation of Teachers President Randi Weingarten, Alabama State University professor Derryn E. Moten, University Council-AFT President Katie Rodger, Professional Staff Congress of the City University of New York President James Davis, and Henry Ford Community College Federation of Teachers President Eric Rader issued the following joint statement as attacks on faculty freedoms and students' identity continue to roil campuses:

"We do not accept the toxic rhetoric that pits standing up to antisemitism and Islamophobia against the fight to preserve academic freedom and the free speech rights of students, faculty and staff. We can and must do both. Conditioning job offers on one's views of this conflict is wrong. Doxxing is wrong. Threatening the jobs of employees who are exercising their free speech rights is wrong. Limiting debate and freedom of expression is wrong. Terrorizing Jewish or Muslim staff or students because of their religion is wrong.

"Our two- and four-year colleges and universities must promote intellectual freedom and free speech. This is an essential role of higher education in a democracy. Our institutions have an obligation to keep students and employees safe and to stand up against bigotry—and they must honor it.

"The AFT will continue to defend our members' and students' academic freedom and First Amendment rights while at the same time protecting their right to a safe environment free of antisemitism, Islamophobia and other forms of hate."

The 1.7 million-member AFT represents 70 percent of the organized higher education faculty in the United States. On Nov. 9, the union passed a resolution, "Condemning Hate and Affirming Freedom of Speech on Campus." As we move into 2024, we are stepping up our efforts to provide our members and the campus community with the tools they need to do both, including by partnering with Faculty First Responders to develop resources to support our affiliates and members.

The AFT represents 1.7 million pre-K through 12th-grade teachers; paraprofessionals and other school-related personnel; higher education faculty and professional staff; federal, state and local government employees; nurses and healthcare workers; and early childhood educators.

Report to the Trustees
January Meeting 2024
Events & Advocacy Board
Cascadia College

By Miyuki Sandoval, Advocacy Chair

Events:

- Friendsgiving: This event presented students an opportunity to get in contact with the clubs to further promote feelings of community and belongingness on campus. 241 students visited throughout the duration of the event. Students enjoyed some muffins and beverages while stopping by each club table to learn a little more about what each is about, and how they can get more involved.
- Shrektacular: The combination of a Shrek movie screening with gingerbread cookie decorating was a big hit amongst the student body. 122 students attended the event located in the ARC. Students were seen posing with character cutouts, chatting with one another, and taking pictures with their unique gingerbread decorations. It was made clear that students felt relieved to have a calming event amidst midterm week and EAB members are using these feedback as they begin to plan events like this for next quarter.

Advocacy:

- Common Hour: The student survey regarding their thoughts about a Common Hour at Cascadia closed on November 30th. EAB collected 143 responses and is currently working to compile this information to present to Kerry Levitt and ASUWB, who have previously collected feedback pertaining to the Common Hour from their students.
- Legislative Advocacy Day: Miyuki has scheduled meetings with five State Representatives and Senators on Legislative Advocacy Day, January 25th. This is a day dedicated for student constituents of community and technical colleges to meet with their designated legislators and discuss the needs of students. EAB is actively engaged in researching bills and preparing testimonies to present to legislators.
- Feedback: As per usual, EAB works hard to gather feedback and do what they can to support students. We gathered input surrounding student preferences for online versus in-person classes and resources, and presented this to the appropriate committees. Additionally, we have identified a space in the CC1/CC2 building that could be updated and utilized to highlight upcoming events and important deadlines that would help students engage more with Student Life. We will be working to have it ready in Winter Quarter. Lastly, we have been reviewing previous proposals and discussing the Green Equity Fund and how this could possibly impact students. Based off these conversations, our EAB member serving on the Sustainability Committee will be able to share recommendations on how best to collect student input.