

everybody knows my name
 SHARED CAMPUS
 CASCADIA
 COMMUNITY COLLEGE
 ARTS
 structure
 STUDENT SUCCESS
 far degrees
 technologically advanced
 top transfer institution
 STUDENT NEWSPAPER
 CONTINUING EDUCATION
 K-12 school



adult
 pathway to future
 Engineering
 58-acre wetlands
 STUDENT-CENTERED
 INCLUSIVE
 Professional
 Technical
 EXPERTISE

March 2013

NWCCU Year One Report

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Institutional Overview

Cascadia Community College grew out of the recognition that citizens in this part of the state were not being adequately served by higher education. In 1990 a study of the population and educational participation rates in the State of Washington showed the greatest projected number of underserved college students would be in northeast King and southeast Snohomish counties, specifically the areas northeast of Lake Washington and north of Redmond. In an effort to serve this population the Higher Education Coordinating Board recommended a plan for the co-location of Cascadia Community College with the University of Washington, Bothell campus. The plan centered around providing access to four-year pathways primarily for students in the greater Bothell region, a fast growing suburban area in the northeast Puget Sound. In May of 1998, Governor Gary Locke participated in the ground-breaking ceremony for the new campus in Bothell and by 1999 the college's first executive team was appointed bringing in a great wealth of experience and knowledge, in addition to a strong pioneering spirit. The College opened with unprecedented success, enrolling 1,940 students (1,059 full-time equivalent [FTEs]) and far exceeding its State allocation of 800 FTEs for the first fall quarter in 2000.

Cascadia Community College has always been known for its strong cultural value of living the basic tenets of a learning college. The founding president, faculty, and staff took these principles seriously and imbedded these concepts throughout curriculum, teaching strategies, academic structures, and operations. Understanding this foundation of beliefs gives visitors and newcomers a good lens from which to view Cascadia Community College.

The learning college is based on six key principles:

- The learning college creates substantive change in individual learners.
- The learning college engages learners as full partners in the learning process, with learners assuming primary responsibility for their own choices.
- The learning college creates and offers as many options for learning as possible.
- The learning college assists learners to form and participate in collaborative learning activities.
- The learning college defines the roles of learning facilitators by the needs of the learners.
- The learning college and its learning facilitators succeed only when improved and expanded learning can be documented for its learners. (O'Banion, 1995-96, p. 22)

In support of these principles and in keeping with its mission, Cascadia has made a consistent effort to fully embody its learning-college identity while embracing its unique co-location with the [University of Washington Bothell](#). The co-location also provides the opportunity to share functions such as library services, security, and emergency preparedness. Building space includes classrooms, labs, administrative and faculty offices, and student open space for a total of 679,100 square feet in the co-joined buildings.

The Washington State Board for Community and Technical Colleges (SBCTC) governs the college. The statutory mission defined in Revised Code of Washington (RCW) 28B.50 establishes community colleges as open-access institutions that provide instruction in the areas of university transfer; workforce education; educational, cultural, and recreational community services; and adult education in basic skills and literacy. The College has developed into a comprehensive community college with an emphasis on the academic transfer component of the community college mission. Cascadia has been supported by a [foundation](#) since it opened and also offers international student programs, high school programs, and Basic Skills which includes ESL/ABE/GED. The College operates on a \$17+ million all source budget (including local funds such as course fees and contracted programs), with \$9+ million from the SBCTC allocation model.

Senior executive leadership includes the president, vice president for administrative services, vice president for student learning and success services, director of human resources, director of college relations, and executive director of the Foundation. The College employs 41 [full-time faculty](#), 140

associate faculty, 35 exempt staff, and 40 classified personnel to serve students and help them meet their educational goals.

Organizational decision making takes place through a system of shared governance; all college constituents have the opportunity for collaboration and participation with all other college constituents. The governance system serves to advise the president through a formal system of [employee advisory groups and councils](#). The college also employs the use of short term disappearing task forces to provide focus on specific issues, culminating in recommendations to a council or employee advisory group. These teams have been established to provide recommendations that are filtered to ensure the best interest of the institution and its community of learners. As stipulated by college policy, the President retains the authority for the final decision on any issues related to the management and operation of the college. The Board of Trustees, in collaboration with the College President, retains the authority for the final decision on any Board policy related issues.

The College has a diverse student body, mainly from the surrounding King and Snohomish counties; the average student age of 21 is one of the youngest in the state community and technical college system with a relatively even split between male and female students. The student body has one of the highest percentages of working students in the system at 54%. Students of Color total 32%, which is slightly higher than the surrounding community and schools. Academic Transfers continue to lead the program mix at 75% with Workforce at 6%, Basic Skills at 9% and Pre-college at 10%. Students are provided access to [16 degrees and 16 certificates](#), which include academic transfer and selected professional/technical transfer programs related to computers, sustainability, and energy. In January 2010, the first classes were held in nine new classrooms in the long-awaited 54,300 square foot addition of a Global Learning and the Arts Building. This building also added a large space for performances and events, studios, and faculty/staff offices. In December 2012 the building was awarded *LEED Platinum* rating, the highest available rating under the Leadership in Energy and Environmental Design (LEED) building rating system.

Cascadia strives to be a place where every individual is supported and engaged in lifelong-learning. It stands for a caring community, pluralism and cultural richness, collaboration, access, success, innovation, environmental sustainability, global awareness, responsiveness, and creativity. Through documented learning outcomes the college facilitates student learning in how to think creatively, critically, and reflectively; learn actively; interact in complex and diverse environments; and communicate with clarity and originality. Every class is designed to embrace those outcomes and exposes students to small group work where projects, presentations, and teaching others are key components. The College is committed to increasing opportunities for academic-transfer education; strengthening collaborations to enhance professional-technical programs; being a national model for community college best practices; improving financial sustainability; and helping students complete their education. Cascadia is a young, vibrant college. Its progressive staff and faculty helps students learn how all disciplines relate to each other: transforming lives through integrated education in a learning-centered community.

Preface

Institutional changes since the Year One Report, March, 2012

The College has added three new certificates since the last report in March of 2012: The professional-technical programs are built for either the student who wishes to go into the workforce or one who wishes to transfer to a four-year school. Certificates of shorter length can be combined to allow a student to use all the credits toward a degree, enabling a student to easily resume school after working for a period of time. The Environmental Technology and Sustainable Practices program has added a "Water Quality Technology" certificate. The Networking Infrastructure Technology program has added three new certificates: "Virtualization Engineer," "Server Administrator," and "Application Infrastructure Engineer." The College also discontinued the Phlebotomy program due to low enrollment and the changing ways students may access that training. The students in the educational pipeline have all completed the teach-out process and all publications have been revised.

The College has offered Continuing Education since its creation. When Cascadia Community College began, the service area was carved out of existing community college service areas and overlapped with Lake Washington Institute of Technology's service area, as well. These colleges had established continuing education departments and it was difficult for the small staff at Cascadia Community College to compete with the established programs. As a result, the continuing education department was subsidized by the college for years, until it was decided in September 2012 to suspend the department by the end of the year. As soon as the decision was made, conversations were begun with Everett Community College, which runs a large continuing education operation from their Corporate and Continuing Education Center (CCEC) located just north of the main Boeing plant in Everett. Negotiations for a contracted relationship were concluded in December 2012 and the partnership began in January 2013. The materials distributed in the College service area are branded with the Cascadia logo and school colors and services refer to the Everett site. The partnership is explained in the [publication](#). As the program grows, the College will share in the revenue by the third year of the partnership, August 1, 2015. This new partnership will be evaluated annually while the operations and the college relationships are being developed. Both colleges are very positive about the potential outcome as the CCEC brings a strong infrastructure with a variety of program offerings and Cascadia brings a diversified potential customer base with unmet needs, particularly in the business and industry training area.

Due to decreasing numbers of new students and a general softening of enrollments, a revitalized recruitment effort was made and two positions were created to offset the trend. We added an Outreach Specialist, to carry out intensive recruitment efforts and an Admissions Specialist, to work with enrollment intake and retention services. The Strategic Enrollment Management team is tracking the numbers and, with only two and a half quarters of implementation, the strategy seems to be working. Other colleges in our system are generally experiencing a softening of enrollments. Due mainly to the previous four years of economic downturn, colleges have seen rising enrollments, measured by the actual number of students served over the state-determined FTE's that are allocated to each college. In 2011-12, state reports show that Cascadia exceeded allocation at 134% for the biennium years. The state projection data show the College to be in the top three (out of 34) colleges in terms of high enrollment. During this time, there have also been budget cuts, such that the college's resources have been stretched by state standards. While the College enrollment has softened in the past several quarters, other colleges in the system have experienced a much steeper decline in enrollments. Even though, it is too early to accurately measure the new student enrollment numbers, the belief is that recruitment and retention efforts are showing early results. Winter Quarter enrollment data as of January 2013 show a 5% increase over winter 2012, which is a trend in a positive direction for the college and an anomaly among the state's 34 campuses.

In September of 2012 Board of Trustee member Jean Magladry, a local attorney, completed ten years of service to the college, comprising two 5-year terms. Janet McDaniel, a Claims Manager from PEMCO Insurance was appointed by the Governor and began her term as a Trustee in October of 2012. The College is governed by a five-member Board of Trustees that is an agency of the State of Washington and derives its authority as described in Revised Code of Washington (RCW) Chapter 28B.

Current Trustees:

Dr. Julie Miller Member since 2009, Term ends 2014.

Dr. Miller is President and Founder of Business Writing that Counts!;

Roy Wilkinson, Current Chair, Member since 2004, reappointed 2008, Term ends 2013.

Mr. Wilkinson is employed by Boeing as a machinist union representative;

Janet McDaniel Member since 2012, Term ends 2017.

Ms. McDaniel is a Claims Manager at PEMCO Insurance;

Kirsten Haugen Member since 2007, reappointed 2010, Term ends 2015.

Ms. Haugen is a community volunteer;

Louis Mendoza Current Vice-Chair, Member since 2011, Term ends 2016.

Mr. Mendoza is a Volunteer Coordinator for the United Way.

The funding for Cascadia Community College from the State of Washington has been reduced by \$3+ million since 2008. These cuts have been offset by increases in tuition and enrollment and expenditure reductions of over a million dollars. Budget cuts continue to be a challenge, especially since the college is serving a record number of students with fewer resources, including a RIF of one employee in spring 2012.

The College has recently signed articulation agreements with Antioch University, Argosy University, and Bastyr University which provides students with a local educational pathway. Faculty from Antioch University and the College are engaged in integrated class activities, student exchanges and joint faculty professional development. These four-year schools provide students with a similar environment to the College; a smaller college, with high value on integrated education and experiential learning. The college continues to seek out additional articulation agreements, both local and national.

The College continues to partner with UWB through joint student activities and co-sponsorship of building projects using student funds, joint faculty professional development opportunities, and programmatic connections related to student access. It shares the functions of facilities support services, security, and library operations with UWB while looking to increase efficiency where possible. Recently, the College partnered with UWB and Edmonds Community College to hire a Director of Emergency Preparedness.

Response to topics previously requested by the Commission

Cascadia's most recent accreditation report, March 2012, resulted in [five commendations and two recommendations](#).

Recommendation 1:

The evaluation committee recommends that the College continue to review and establish meaningful links among its mission statement, its core themes, objectives, and indicators (Standard 1.B.1 and 1.B.2).

- The college invested time in spring after the visit and over the summer in work groups reviewing the mission statement. The groups consisted of employees from the classified assembly, exempt assembly, faculty assembly, navigators, and Board of Trustees. The work finalized in September 2012 with the Board of Trustees approval of the new [identity and mission statement](#). After the mission statement was finalized Core Theme Teams were formed from across campus to define

the core themes and create objectives and indicators that contain meaningful links from the core themes to the mission.

Recommendation 2:

The committee recommends that the College strengthen the connection between assessment of core themes and the College's planning, decision-making, and allocation of resources (Standard 4.B.1).

- The college had not had the opportunity to make it completely through a planning cycle using the operational plans with the new standards; however, it did have some connections in place to feed into planning and resource allocation. After the visit these connections were reviewed and strengthened using suggestions made by the evaluation team members including a reference on Operational Plan Action Items showing the catalyst for each item (i.e., accreditation indicator feedback referral, survey data, Outcomes Assessment results, etc.). As the process has cycled through, several new connection points have been identified and established. Others have been modified to allow for increased transparency and clearer communication. The results of the assessments from program review, accreditation indicators improvement referrals, and area assessments were reported out and documented into the plans for 2012-13 Operational Plan Action Items and budget requests. Full reports on core themes and the assessment of the indicators have been posted on the internal web site for easy access for planning, tracking and decision-making.

Executive Summary of Eligibility Requirements 2 and 3

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

Cascadia Community College is one of 34 community and technical colleges within the Washington State Board for Community and Technical Colleges (SBCTC) system. The state legislature authorized and enacted into law, effective April 1, 1994, that Cascadia Community College be established. The creation of the College and its Board of Trustees is pursuant to RCW 28B.50.1406 which defines the legislature's authority to create Cascadia Community College's Board of Trustees and designates the campus to operate and award appropriate degrees and certificates as the sole College in District 30.

The institution's mission and core themes are clearly defined and adopted by its governing board consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

The Cascadia Community College Mission Statement was affirmed by the Board of Trustees in September 2012 along with the College's new identity statement. The new mission and identity statement continue the intent for the College to be a learning-centered institution with two Core Themes: Integrated Education and Learning-Centered Community. The core themes were affirmed by the Board of Trustees in January 2013. The mission statement articulates an educational purpose appropriate for an institution of higher learning. Core Themes have been collectively developed by the campus with appropriate objectives and indicators of achievement that embody the essential elements of the mission of the College.

Resource allocation is a transparent process that funds student support systems such as admissions, advising, placement, and instruction. It includes staff, facilities, technology, global and environmental literacy, sustainability, and information resources. Resources are allocated in support of students and mission fulfillment through the core themes and the strategic plan.

1.A.1 Mission Statement

Cascadia Community College has a widely published mission statement that has been approved by the Board of Trustees. The mission statement articulates an appropriate purpose for an institution of higher learning, gives direction to Cascadia's efforts, and is generally understood by our community.

Mission Statement: Transforming lives through integrated education in a learning-centered community.

This statement is published on the website, on the back of college employee business cards replacing the old statement as new cards are ordered, and is on display in public areas. It is included in new staff and faculty orientations, and is a focus in foundation learning courses like College 101.

In the Year One Peer Evaluation Report (March 2011), the reviewers noted that: "The complex mission statement describes numerous characteristics of the education supported by the college culture. It is not clear if the "seamlessly linked with the community" reference pertains to the College, college culture or learner-centered education. Although cumbersome in wording, the mission statement articulates an educational purpose appropriate for an institution of higher learning."

While the College acknowledged the concerns of the NWCCU, due to the compressed accreditation timeline the College's accreditation team felt there was not sufficient time to revisit the mission immediately and decided to keep the current wording of the mission statement through the scheduled Comprehensive visit in May 2012. The president created a plan to work with the Board and College after the 2012 visit to review the mission statement with the intent to shorten, clarify, and update the language. With the NWCCU visitors barely off campus, work began to review the Cascadia mission statement. Feedback was collected from stakeholders via email, multiple campus presentations, and the intranet, MyCascadia. The College reviewed articles and outside agency mission statements. The president led the campus through these activities via his Friday Letter blog and presentations to the various Assemblies and the Navigator groups, which also served to keep the campus informed. The information gathering and planning processes were transparent and concluded with a cross-campus writing team. The result was the College's [Identity Statement](#) including a revised mission statement.

On September 17 the draft mission was vetted by approximately 130 college employees as they participated in activities to locate themselves in the proposed mission and define how their role supports it. Each workgroup was a mix of faculty, classified and exempt staff. The exercise was successful as the campus connected to the mission in ways that allowed them to be part of it. On September 19, 2012 the Board of Trustees approved the Identity Statement including the new mission statement.

The College identified two core themes, based on the new mission statement and founding principles of a learning college; the core themes are Learning-Centered Community and Integrated Education. These two themes embody the foremost, integrated areas through which the mission is realized, and encompass all the college does with professional development with college personnel, transfer education, basic skills, and professional technical offerings. The themes overlap and integrate with each other as well as with the four institutional Learning Outcomes; Think creatively, critically, and reflectively, Learn actively, Interact in complex and diverse environments, and Communicate with clarity and originality. The College's support systems to assist learners are addressed by the two core themes. The following section describes these core themes, their objectives and intended outcomes, indicators of effectiveness, and the rationale for selection of the indicators. These core themes individually convey essential elements of, and collectively encompass, the College's mission.

1.A.2 Mission Fulfillment

The College continues to work with the new standards and gain a better understanding of how to create an effective process for showing mission fulfillment. Ideally, each student would progress toward his/her goals in a timely manner and complete at Cascadia in a timely manner with clearly articulated goals for the future. Ideally, each employee would embrace learning opportunities of benefit to the employee and the institution. Ideally, all of the objectives would be met at 100%. The reality is that within the context of the purpose and characteristics of the institution, not everything can be accomplished at 100%. Each core theme therefore has objectives with indicators that reflect a reasonable stretch; they are intended to take the college to the next level of service.

The core theme teams are creating scoring rubrics consisting of anywhere from 1 to 5 standards. Each indicator will be scored by the core theme teams in the fall of each academic year based on evidence collected by the Office of Institutional Effectiveness each summer. Each rubric will be used to establish an objective score. The objective scores will be used to score each of the two core themes. The two core theme scores, embracing the essential elements of the mission, will be averaged to establish the mission fulfillment score. The goal is to maintain consistency throughout the process by using the core theme teams and making them permanent committees. The satisfactory effectiveness levels will be set in the spring of 2013 using data from previous years where available and benchmarks will be established in the coming summer using data from 2012-13 as the benchmark year. Each consecutive year will be monitored to maintain viability and can be adjusted as needed to ensure student success. This combined with the campus-wide review participation will allow for observation and tracking of the indicators that is consistent with their designed purpose and alignment with the mission. Ideally, all of these indicators would have established benchmarks; however, due to the creation of a new mission statement and core themes some data is not yet available. Time was spent to thoroughly establish meaningful core themes and indicators to measure effectiveness that will inform continuous improvement for transforming learners. The core theme teams acknowledge the work to be completed in establishing rubrics, benchmarks, and stretch goals with a plan in place that will complete the work by May 2013. The campus will have opportunity for input on these assessment pieces through the assemblies. The College is confident it has developed a formulaic methodology for assessing progress with annual check points for the indicators and the process as a whole.

The college is stepping up its indicators in order to show integration and learning in a meaningful way that does more than just count different areas of participation and milestones. This innovative challenge will require creating and revamping the collection and assessments of evidence. Taking this into consideration along with the fact that the College is working with a new Identity Statement including a new mission statement and new core themes, the College has established a 75% threshold of achievement for this self-evaluation cycle. This represents a 5% increase from last year's goal while being conservative as the College infuses its new mission.

1.B.1 Core Themes

"Integrated Education" and "Learning-centered Community" are two essential elements that when taken collectively encompass Cascadia's mission. Learning at Cascadia is integrative; all members of the Cascadia community are learners.

"Learning-Centered Community" is a focus on both the learner and the learning environment such that learners have the ability to meet their educational goals. "The learning college places learning first and provides educational experiences for learners anyway, anyplace, anytime" (O'Banion, 1995-96, p. 22).

"Integrated Education" comes in many varieties: connecting skills and knowledge from multiple sources and experiences; applying theory to practice in various settings; utilizing diverse and even contradictory points of view; and, understanding issues and positions contextually. Significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries.

The mission statement, as approved by the Board of Trustees, simply states that the College will transform lives through integrated education on a learning-centered campus. Integrated education is how students are taught to acquire and apply knowledge through all environments inside and outside of the classroom. It is a philosophy whereby every individual in the learning-centered community becomes both a teacher and a learner transforming their life through this experience.

1.B.2 Objectives and Verifiable Indicators

A **learning-centered community** is one that provides educational opportunities that engage and support learners and promotes lifelong learning. To foster that engagement and culture the word “learner” includes students, staff, faculty, and community stakeholders.

Objective 1: The community is engaged in a learning-centered environment.

<p>Indicator 1.1 Learners report strong engagement</p>	<p>Effectiveness Measure: This indicator will be scored on a five standard rubric. The standards are comprised of five questions regarding engagement taken from three national surveys; the <i>College Employee Satisfaction Survey</i>, the <i>Community College Survey of Student Engagement</i>, and <i>Student Satisfaction Inventory</i>. A baseline score will be established in the spring of 2012-13 with annual increases and realistic thresholds.</p>
<p>Rationale: In order to assess engagement in a meaningful way the College has established a performance indicator to be measured annually using a rubric to compile ratings from student and employee responses to selected questions from three national surveys that represent engagement. The results of these surveys are synthesized for use by the College in setting policy and creating improvement strategies. Focusing in on a comprehensive engagement rating will allow the College to identify achievements, pinpoint places across stakeholder groups where improvements will have the most impact, and ones that are lacking for a particular group, which will help direct resource allocation for staffing and dollars in the most effective ways.</p>	
<p>Indicator 1.2 Foundation scholarships reflect support</p>	<p>Effectiveness Measure: This indicator will be scored on a three standard rubric. The standards include a 5% increase in internal Foundation donations with respect to employee count/retention, a 5% increase in community gifts for scholarships, and a 5% increase in student awards each year as a result of increased gifting.</p>
<p>Rationale: This indicator is two-fold; it supports and engages learners with the campus through the application/awarding process and it shows the internal and external stakeholders’ engagement through monetary gifts. Trending the indicator assists in establishing thresholds and staff resource allocation in an effort to balance donation streams and not tap out any one source. Striving for increases in these categories will help to evaluate accomplishments and support students.</p>	
<p>Indicator 1.3 Learners rate campus environment positively</p>	<p>Effectiveness Measure: This indicator will be scored on a five standard rubric. The standards are comprised of five questions regarding campus environment taken from three national surveys; the <i>College Employee Satisfaction Survey</i>, the <i>Community College Survey of Student Engagement</i>, and <i>Student Satisfaction Inventory</i>. A baseline score will be established in the spring of 2012-13 with annual increases and realistic thresholds.</p>
<p>Rationale: The College strives to maintain a campus culture that is representative of its values and assess the culture through three nationally recognized surveys with specific questions about the campus environment. The results of these surveys are synthesized for use by the College in setting policy and creating improvement strategies. Focusing in on a comprehensive environment rating will allow the College to identify achievements, pinpoint places across stakeholder groups where improvements will have the most impact, and ones that are lacking for a particular group, which will help direct resource allocation in the most effective ways.</p>	
<p>Indicator 1.4 Professional development activities enhance work/work life</p>	<p>Effectiveness Measure: This indicator will be scored on a three standard rubric. The three standards are based on three questions from the <i>College Employee Satisfaction Survey</i>. The questions are custom questions designed in Human Resources to provide specific feedback assessing the impact of professional development, and identification of area of improvement. Knowing what is and isn’t enhancing staff and faculty work/work life allows for critical resources to be allocated in the ways that are most effective.</p>

Rationale: Part of transforming a community is fostering the growth of individuals. Cascadia conducts needs assessments for employees and builds professional development opportunities to meet those needs. The national Noel-Levitz College Employee Satisfaction Survey (CESS) is conducted every three years allowing time for analysis, resource allocation, and implementation to take place. It provides consistent data for establishing trends and assessing satisfaction with the professional development activities being conducted and their ability to enhance work/work life; therefore, contributing to the engagement in the learning-centered community. By tracking responses to the selected questions the College can monitor if the activities being provided are of interest (attendance) and that value is being achieved.

Objective #2: Strong engagement with other educational institutions.

Indicator 2.1 College readiness improvement	Effectiveness Measure: This indicator will be scored on a four standard rubric. The standards are comprised of 2% increase of recent high school grads placed into college level English and Math via transcript review, increase school district agreements for student transcript placement into college level courses; 2% increase in students completing a fourth year of high school math, and 2% increase in college level math enrollments and 3% increase in successful completion of recent high school graduates taking a college level math course. All increases are annual and will be evaluated yearly for increases and realistic thresholds.
Rationale: By working with service area high schools to improve college readiness students will come to the College more academically prepared. This preparation will reduce the amount of time a student spends in pre-college work, and create a more direct pathway for progression and persistence to degree completion. Efforts include student placement in Math and English courses from the high school transcript, more students taking the fourth year of high school math, and the collaboration between college faculty and high school teachers to develop curriculum and assessment that supports alignment with college readiness. This innovative practice creates a bond with area high schools, supports students, and provides educational opportunities for college faculty and high school teachers. Tracking the placements, participation and success will allow for refinement of the processes and substantiate resource allocation. High school districts and the college are sharing data to make the tracking efforts effective.	
Indicator 2.2 Service area high school enrollments increase with 1 year persistence	Effectiveness Measure: This indicator will be scored on a two standard rubric. The two standards used will be 2% increase in enrollments from service area high schools and 2% increase in new recent high school graduate persistence through the first year. All increases are annual and will be evaluated yearly for increases and realistic thresholds.
Rationale: The College has the highest transfer percentage in the state system and has identified this as a strategic direction for continued growth. One contributing factor to that rating is that the College also has the youngest average age for students. Increased engagement with area high schools will foster not only our strategic direction, but assist high schools' in moving students towards their educational goals. Increasing enrollments will require staff resource allocation and focused marketing efforts which need to be justified by a solid return on investment in the form of enrollments and persistence. Success of this indicator will show strong engagement in service area high schools.	
Indicator 2.3 Success of academic transfers	Effectiveness Measure: This indicator will be scored on a two standard rubric. The standards will be rated by monitoring transfer GPA by program and monitoring time to completion for transfer students. The 2012-13 academic year will be used to establish benchmarks and set increases to be measured annually to establish yearly increases and realistic thresholds.
Rationale: The College will work with the top 5 transfer institutions to identify possible opportunities for improvement of average GPA and time to completion along with identifying benchmarks/thresholds and best practices. The College will begin with the University of Washington Bothell and work with one additional institution each year to create strategies to increase success and streamline pathways for completions. Strengthening relationships with four-years will help students achieve their educational goals and support mutual institution goals. This information will also be used to inform program review and resource allocation.	

Objective #3: Learners are supported to achieve educational goals.

<p>Indicator 3.1 Outcomes assessment reflects learning</p>	<p>Effectiveness Measures: This indicator will be scored on a one standard rubric. The standard is comprised of Outcomes Assessment (OAC) rubric scores by distribution area based on student work samples. 2012-13 academic year will be used for benchmarking with annual reviews to set increases and thresholds.</p>
<p>Rationale: The College communicates what it wants the students to learn in the four institutional learning outcomes. The Outcomes Assessment Committee assesses random samples of student work annually with feedback given to distribution areas and faculty. This faculty led peer-review process identifies best practices of learning for the outcomes and opportunities for improvements. It provides a basis for evaluating training for faculty, improvements that may be needed in the rubrics, and resource allocation.</p>	
<p>Indicator 3.2 Technology support receives positive ratings</p>	<p>Effectiveness Measures: This indicator will be scored on a four standard rubric. The standards are comprised of specific technology support questions from three surveys. Three are national surveys (CESS, CSSE, SSI) and one is the internal Information Services annual survey. These ratings will be calculated to establish a benchmark in 2012-13 with reasonable increases and thresholds identified as stretch goals at the annual review.</p>
<p>Rationale: Shows direct support for learners across campus in the area of technology. In order to include employees and students an overall score will be created from the sources; internal IS survey, the CESS, and the annual survey for students (SSI/CCSSE).</p>	
<p>Indicator 3.3 Completion and Transfer rates demonstrate progress and success</p>	<p>Effectiveness Measures: This indicator will be scored on four standard rubric. The standards are comprised of multiple data sources and measures including SBCTC points from the Student Achievement Initiative, IPEDS cohort data for completions and transfer rates, and internal completion and transfer rates based on standard formulas from the <i>National Complete to Complete</i> and the <i>AACC</i>.</p>
<p>Rationale: In order to gain comprehensive knowledge of student completion and transfer achievements the college established and monitors annually tracking resources using three data sources. By using multiple sources made up of varying cohorts the College develops strategies specific to multiple types of students including full-time, first-time, degree seeking (IPEDS), degree-seeking state funded students (SBCTC), and full-time/part-time students with various special population break-outs like International. This information allows for more widespread strategies to increase overall success of learners.</p>	
<p>Indicator 3.4 Learners report being supported</p>	<p>Effectiveness Measures: This indicator will be scored on a four to six standard rubric. The standards consist of questions from two national surveys administered every other year. The results will be benchmarked in 2012-13 with reasonable increases and thresholds established at annual review.</p>
<p>Rationale: By creating a support rating for the college using multiple data sources the College will gain comprehensive knowledge of student learning support resources. The indicator will allow for employee and student direct input based on survey results. The CCSSE and the SSI are administered in alternating years and the Learn and Earn survey and Library survey are administered every other year. This process provides direct feedback from learners that is used to create strategies by upper-level administration and by areas for improvements in supporting students. It will also help inform the resource allocation process.</p>	
<p>Indicator 3.5 Retention rates reflect persistence and success</p>	<p>Effectiveness Measures: This indicator will be scored on a four standard rubric. The standards are comprised of Student Achievement Initiative (SAI) points, specifically Basic Skills, Pre-college, 15, 30, 45 credits completed, fall to fall retention (by cohort), and fall to spring retention by cohorts. Benchmarks will be established in the spring of 2013 based on previous years' data with reasonable increases and thresholds establish for the self-study cycle.</p>
<p>Rationale: The College has established a multiple standard rubric that allows for a more complete picture of persistence and success. Students receive SAI points for completing various success milestones such as 15 credits, 30 credits, and 45 credits showing persistence. Because they are awarded to state funded students only, it is important to incorporate internal data on <i>fall to fall</i> and <i>fall to spring</i> retentions as well in an effort to support all students at the College. Special populations will be identified, reviewed, and strategies for improvement will be developed in an effort to increase persistence and success for students overall.</p>	

Integrated Education is the connection of 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.

Objective 1: Learners connect disciplinary knowledge to interdisciplinary and multidisciplinary contexts.

<p>Indicator 1.1 Enrollment and successful completion in a:</p> <ol style="list-style-type: none"> 1. learning community, a class that engages the campus-wide integrated learning theme 2. class with a multi-class project 3. class with a community-based learning project 	<p>Effectiveness Measure: This indicator will be scored on a three standard rubric. The standards are comprised of increases in course enrollments each academic year, increases in offerings each academic year, and increase of successful completion (2.0 or better) by 2% each academic year. The 2012-13 year will be used to establish benchmarks and thresholds that are reasonable achievement measures for the seven year self-study.</p>
<p>Rationale: These classes clearly represent integrated education as a pervasive methodology and successful completion evidences comprehension of the concepts. A list of these courses will be created and tracked annually. The 2012-13 year will establish benchmarks and set initial increase thresholds. This data will be reviewed annually and the results shared with the campus and the Integrated Learning Committee for continuous improvement strategies and feedback. This encompasses multi-area involvement: Student Success Services (SSS), Student Learning (SL), Office of Institutional Effectiveness, and resources support.</p>	
<p>Indicator 1.2 Courses contain integrated assignments that are communicated by faculty syllabi including both disciplinary and interdisciplinary or multidisciplinary approaches.</p>	<p>Effectiveness Measure: This indicator will be scored on a three standard rubric. The standards are comprised of the number of offerings that include an integrated assignment, the percent of syllabi containing the communication (currently less than 20%), and the question regarding the College’s learning model contributing to the success of the student on both the CCSSE and SSI. Each standard will have initial benchmarks set from 2012-13 academic year of data and increases with optimal thresholds established on annual review.</p>
<p>Rationale: While this is somewhat of a process indicator, it is required to establish the basis for integrated education and a common foundation from which to create continuous improvement in student learning. Disciplinary, interdisciplinary, and multidisciplinary concepts are consistently being vetted and expanded; as faculty incorporate them into the syllabi it shows not only the faculty’s ability to connect the concepts, but to communicate the concepts, which deepens the commitment to integrated education. Progress on these standards will help to direct resources allocation for offerings, and professional development and TLA training.</p>	
<p>Indicator 1.3 Students complete projects that require integration of ideas or information from various sources</p>	<p>Effectiveness Measure: This indicator will be scored on a one standard rubric. The standard is a direct question from CCSSE/SSI administered in alternating years. The benchmark will be established based on an average from each of the most recent administrations with annual increases and realistic thresholds. <i>Question 4d: Worked on a paper or project that required integrating ideas or information from various sources.</i></p>
<p>Rationale: This question is standard on the CCSSE which the College administers every other year. This question has been added to the SSI so yearly measures can be taken. This indicator supplies direct evidence of integrating information and supports the theme from the student’s perspective. This indicator is also indirect evidence of the process indicators listed above. The results are reviewed in work groups in both Student Success Services (SSS) and in Student Learning (SL) a faculty group through Teaching and Learning Academy (TLA) and strategies are developed and implemented during the coming year for improvement and growth.</p>	

Indicator 1.4 Board of Trustee and Foundation Board of Directors are well versed on the concept of integrated education	Effectiveness Measure: This indicator will be scored on a one standard rubric. This standard will be based on conducting an overall anonymous assessment of each group results in an aggregate rating of comprehension. (the Board of Trustees can speak to 80% of the material in the training on integrated education)
Rationale: Because the College was built to be different in its learning model from the beginning, it is important that these groups are also learners and receive training in Integrated Education approaches and methods annually. This is a big piece of the College story that needs to be shared out by them to their constituents. It is not enough to say Cascadia is different; the difference must be able to be articulated especially in the communications from the top level of the institution. It also creates more support for the campus culture and essential mission elements.	

Objective 2: Learners build knowledge across the curriculum and co-curriculum

Indicator 2.1 Students enrolled in College 101 articulate an understanding of the college’s mission statement.	Effectiveness Measure: This indicator will be scored on a three standard rubric. The standard will be comprised of an increase in successful completion of COLL 101 by 2% yearly with review to establish maximum threshold, increased scores of evaluated OAC student work for College Foundations distribution area, and higher student retention as compared to the cohort not taking COLL101.
Rationale: College 101 is a foundational class that sets students up for academic success and is the place where the understanding of integrated education begins. This includes particular ways of knowing and reasoning within the academic disciplines as a component of the course content and learning objectives. Successful completion of the course demonstrates comprehension of the mission with a clear understanding as to why students are here and the skills needed to be successful. Student Learning Council (SLC) monitors curriculum changes to ensure the mission remains a focal point.	
Indicator 2.2 Students successfully complete assignments which require them to put together concepts, ideas from different courses, or a project that requires integration of ideas or information from various sources	Effectiveness Measure: This indicator will be scored on a two standard rubric. The standards will be comprised of one CCSSE custom question (previous Special Focus Question 1) and one SSI custom question. <i>Question: In your experience at this college during the current school year, about how often have you put together ideas or concepts from different courses when completing assignments or during class discussions?</i> The most recent scores from 2011-12 will be used in the spring to establish a benchmark. (Very Often 25%, Often 34%, Sometimes 32%, Never 9%)
Rationale: This question was originally asked by CCSSE as a special focus group question in 2010; it embodies integrated education and gives the student perspective on what they are doing and learning. The College will add this to the College’s custom questions for both the SSI and the CCSSE to broaden the student perspective and track it on an annual basis. This indicator is also indirect evidence of the process indicators listed above. The results are reviewed in work groups in both SSS and in SL (a faculty group through TLA) and strategies are developed for improvement and growth.	
Indicator 2.3 Campus organizations design or present co-curricular activities and events that relate to the campus-wide IL theme	Effectiveness Measure: This indicator will be scored on a three standard rubric. The standard is comprised of an increase in offerings of events about the campus-wide theme, increased participation/visibility in the events, and establishes an assessment for the integrated theme and measures the results for both employees and students at the beginning and end of the year.
Rationale: The library, UWB, community members, and civic organizations are included in planning along with Cascadia Student Government, SL, and SSS to present a cohesive model of integrated education to further infuse the integrated concept. This is learning that impacts the entire community, employees, students, and some external learners as well such as UWB. By conducting pre-posttests the College can add value to the campus-wide theme and start to develop a deeper understanding of concept knowledge to assist in growth for members of the community.	

Objective 3: Learners apply integrated education to situations on and off campus.

<p>Indicator 3.1 Learner presentations at quarterly assessment fair involve the campus-wide integrated learning theme, a multi-class project, or a community-based learning project.</p>	<p>Effectiveness Measure: This indicator will be scored on a four standard rubric. The standards are comprised of increases in the number of presentations, increases in attendance, increases in the survey participation, and the increases of positive survey results. A baseline score will be established in the summer of 2012-13 with annual increases and realistic thresholds.</p>
<p>Rationale: As integrated education becomes more woven into the fabric of campus instruction, it will become more apparent in the assessment fairs. By setting this as a measure it will evidence the mission and a transformation in the thinking of not only the learner’s on campus, but of the campus learning-centered culture as well. A survey is being developed for attendees (and possibly participants) to gauge the learning that happens at the fair. While this is partially a low level indicator using attendance, it is valuable to help establish the presence and internalization of integrated education.</p>	
<p>Indicator 3.2 Conference presentations by faculty and staff involve the campus-wide integrated learning theme, multi-class activities, or community-based learning project.</p>	<p>Effectiveness Measure: This indicator will be scored on a two standard rubric. The standards will be comprised of an increase of presentations made and an increase of positive feedback forms from presentations (presenters may need to take the College’s form if the speaking opportunities don’t provide). A baseline score will be established in the spring of 2012-13 with annual increases and realistic thresholds.</p>
<p>Rationale: Faculty and staff as learners will continue to engage with integrated education as part of professional development. One great way to evidence learning is through sharing, by sharing the concepts and activities of the College with outside groups and peers the concepts are deepened and external listeners become learners. Transforming how education is seen in constituents’ circles. This process supports original designs for the College to share its way of educating and a current strategic direction regarding best practices.</p>	
<p>Indicator 3.3 Students successfully complete internships, externships, or community-based learning projects as part of their degree.</p>	<p>Effectiveness Measure: This indicator will be scored on a three standard rubric. The standards will be comprised of an increase of employer/organization completed evaluations containing positive responses, an increase in ratings of SSI <i>Question 9: Internships or practical experiences are provided in my degree/certificate program</i> and CCSSE <i>Question 4i: Participated in a community-based project as part of a regular course</i>. A baseline score will be established in the spring of 2012-13 using the most recent data from 2011-12 with annual increases and realistic thresholds.</p>
<p>Rationale: Practical experience in off-campus settings allows for application of academic approaches to work situations. This emphasizes the importance of critical thinking skills and the ability to integrate the knowledge into real situations. These skills will get students remembered and talked about in a positive way that will help them build their own personal network as well as reflect positively on the College. The addition of direct student input from the surveys along with the evaluations from employers informs strategies for improvement in course outcomes and offerings.</p>	
<p>Indicator 3.4 Students discuss ideas from coursework with students, family members, coworkers, etc. and apply concepts to practical problems and new situations.</p>	<p>Effectiveness Measure: This indicator will be scored on a two standard rubric. The standard will be comprised of increased ratings from CCSSE <i>Question 4r: discussed ideas from your reading or classes with others outside of class (students, family members, coworkers, etc.)</i> and CCSSE <i>Question 5e: applying theories or concepts to practical problems or in new situations</i>. A baseline score will be established in the spring of 2012-13 with annual increases and realistic thresholds.</p>
<p>Rationale: This is a CCSSE question that shows learner’s internalizing what they learn and discussing it with peer groups outside the classroom. The more a student does this the deeper their understanding of the material and the application outside the classroom. It also exposes other people in their world to what they are learning and garners support for them to continue. Monitoring these scores shows the extent to which students engage in the integration outside the classroom and off campus. The more students carry what they learn outside the classroom the deeper the integration, if the scores start to drop then adjustments can be made.</p>	

Conclusion

Cascadia Community College is a vibrant, learning-centered community where integrated education transforms lives. As a relatively new college in the state system, Cascadia's efforts to continuously improve offerings and processes have been rewarded by firmly establishing itself as one of the top transfer institutions in the state system. The college has a strong commitment to serving all learners through the community college mission and contributing to the unique opportunities available through the co-location with the University of Washington Bothell.

The Identity Statement, mission statement, and core themes were developed with extensive thought and input from various constituencies across the college community. The core themes encompass the college initiatives which support the educational areas of basic skills, transfer education, and professional technical offerings. The various areas of the college and its community are represented in the mission statement and manifested through the core themes. This Year One Report provides an overview of the work that transpired, in part, due to the feedback from the Commission on the March 2011 Year One Report regarding the mission wording and the alignment of the core themes and objectives. The feedback from the Commission about the March 2013 Year One Report will form the foundation on which future reports are built. The input will be used along with the annual indicator feedback to improve and refine strategies for mission fulfillment. The College has worked diligently to make substantive and visible changes in the mission statement and core themes since the last report to the Commission.

The Year One Report process has provided an opportunity for the College to establish a strong mission reflective of the campus and the learning that takes place here. It has also encouraged a rich and informative discussion about the evaluation and scoring structure for the core themes, objectives, and indicators resulting in more inclusive participation across the campus. Recently, Sanford C. Shugart gave a [speech](#) at the Southern Association of Colleges and School's Commission on Colleges in which he discussed college completions and the challenges inherent in measuring student completion. He outlined some principles in completion metrics including calculating completions for different groups and monitoring special populations separately in order to ensure the best representation for all students. The College's recent work has created core theme indicators which align with these principles. Using comprehensive rubric scores based on measures for various groups ensures transformation for all learners. Intentional indicators were developed which are meaningful to the process of transforming lives and utilize multiple data points which can be gathered in a way that honors reliability, validity, and serves as information for improvement. The core theme teams and the Accreditation Steering Committee are aware that this is a work in progress which will be continually refined as the information is collected and analyzed. The groups will examine the data gathered for this academic year over fall 2013, which will no doubt result in refining the indicators, benchmarks for effectiveness, data sets, and rubrics. The results of this work along with samples will be included in the Year Three report, and final assessment results and improvements with documentation in the Year Seven Report.

Cascadia has responded thoughtfully and thoroughly to each NWCCU recommendation as an opportunity to strengthen service to learners. The College moves forward into this self-study cycle with great clarity regarding its purpose and identity due to the creation of the Identity Statement and the new streamlined mission. The College worked with intent and purpose to define the themes, identify objectives and indicators with appropriate measurements, and to further internalize this self-study process as a part of assessment and planning at the College. The activities and deadlines linked to the self-study cycle are part of the routine of the college through assemblies, committees, planning and resource allocation documents, and daily processes. The Accreditation Steering Committee looks forward to continued input from the Commission as the college strives to fulfill the mission with a passion for transforming lives through Integrated Education in a Learning-Centered Community.

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