



COMPREHENSIVE SELF-EVALUATION REPORT

APRIL 2012



CASCADIA COMMUNITY COLLEGE

Comprehensive Self-Evaluation Report

Cascadia Community College

April 2012

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Institutional Overview

Cascadia Community College (CCC) celebrated its tenth anniversary in fall 2010. As the newest college to join the Washington State Community and Technical College system, it has navigated the challenging waters of creating a new institution while concurrently responding to an explosion of community needs and demands. Unique in the state of Washington, Cascadia is co-located with the [University of Washington Bothell](#), a branch campus of the University of Washington. Legislative policy passed in 1988 allowed the state’s research universities to develop branch campuses and, with the legislature's establishment of Cascadia, co-location of the two institutions began planning to provide access to a four-year pathway primarily for students in the greater Bothell region, a fast growing suburban area in the northeast Puget Sound. The final design resulted in student access to four-year degree pathways, sharing of services, and simultaneous exposure to a university and community college. The co-location also provides the opportunity to share functions such as library services and security. 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 College opened with unprecedented success, enrolling 1,940 students (1,059 FTEs) and far exceeding its State allocation of 800 FTEs for the first fall quarter in 2000. Enrollment has steadily grown over fall quarters until the most recent quarters when it began to soften:

All-source FTEs	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
	1,059	1,485	1,326	1,620	1,587	1,547	1,564	1,684	1,995	2,282	2,442	2,444

The College has developed into a comprehensive community college with an emphasis on the academic transfer component of the community college mission. CCC has been supported by a [foundation](#) since it opened and the College also offers International Student programs, Continuing Education, and ESL.

Cascadia Community College's [senior executive leadership](#) includes the president, vice president for administrative services, vice president for student learning and success, director of human resources, director of college relations, and executive director of the Foundation. The College employs an average of 40 [full-time faculty](#), 140 associate faculty, 35 exempt staff, and 40 classified personnel to serve students and help them meet their educational goals.

The [senior executive team](#) began to change shape with the former president’s retirement in June 2010. After conducting a national search, Dr. Eric Murray joined the college as the new president in July 2010. Meagan Walker joined the college as director of College Relations in January 2011. Rebecca Hastings was appointed director of the Foundation in April 2011 and Dr. Sara Burns joined the campus in August 2011 as the vice president for student learning and success.

The College has a diverse student body, mainly from the surrounding King and Snohomish counties. Students of Color total 27%, which is representative of our feeder high schools average of 25% and the surrounding counties at 30%. Students are provided access to 11 degrees and 17

certificates, which include transfer and selected professional/technical 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 Global Learning and the Arts Building. This building also added a large space for performances and events, studios, and faculty/staff offices.

Accreditation History

CCC's first official connection with the Northwest Commission on Colleges and Universities (NWCCU) was as part of Shoreline Community College's Substantive Change Proposal, whereby Shoreline sought permission to provide accreditation support services to Cascadia during its developmental phase. The NWCCU approved Shoreline Community College's proposal in June 2000 and in August of that year, Cascadia enrolled its first students.

Cascadia Community College has submitted nine reports to the NWCCU in the past decade as part of the process of becoming an institution of higher education accredited by the NWCCU.

- November 2000, Application for Consideration
- April 2003, Interim Report
- October 2003, Interim Self-Study Report
- October 2004, Interim Self-Study Report
- April 2005, Interim Self-Study Report
- [April 2007, Self-Study Report](#)
- [April 2009, Focused Interim Report](#)
- [April 2010, Third Year Progress Report](#)
- [March 2011, Year One Self-Evaluation Report](#)

Cascadia submitted its Application for Consideration for Candidacy to the NWCCU in November 2000. The NWCCU notified Cascadia of its approval of the application in February 2001, authorizing the College to proceed with its self-study. The NWCCU conducted an evaluation visit in April 2002 and granted the College "Candidate for Accreditation" status in June. The College provided the NWCCU with an interim report prior to its Interim Evaluation visit in October 2003. A second interim report and focused visit was completed in October 2004 with a third Interim Evaluation visit in April 2005.

In early 2007 the College submitted a comprehensive self-study report to the NWCCU. The evaluation site visit in April 2007 affirmed the College's readiness to receive accreditation. The College received the official notice of initial accreditation in July 2007. The NWCCU also requested that Cascadia Community College prepare a Focused Interim Report and host NWCCU representatives in spring 2009 to address the four recommendations from the spring 2007 Initial Accreditation Evaluation Report. The College submitted a Third Year Progress Report in April 2010, and a Year One Self Evaluation Report in March 2011. In April 2012 the College looks forward to hosting its second full evaluation site visit after completing the compressed timeline self-study of the new NWCCU standards.

Preface

Institutional changes since the Year One Report, March, 2011

In fall 2011, the College served 3,438 students (headcount) from all funding sources representing 2,444 Full-Time Equivalent (FTE) students. Since opening, enrollment has risen steadily, but is currently experiencing a softening. The College; however, continues to exceed the allocation set by the State Board for Community and Technical Colleges (SBCTC) with the [state projecting](#) the College at 138% of allocation for the current biennium. CCC is projected to have the second highest overage in the system.

The College added two new certificates since spring 2011; [Community Energy Systems Specialist](#) and [User Interface Development](#). The [Environmental Technologies and Sustainable Practices](#) and [Networking Infrastructure Technology](#) programs instituted curriculum changes.

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. The College continues to share the functions of facilities support services, security, and library operations with UWB. The College operates on a \$17,249,109 all source budget (including local funds such as course fees and contracted programs), with \$9,927,083 from the SBCTC allocation model.

The funding for Cascadia Community College from the State of Washington has been reduced by \$3,139,798 since 2008. These cuts have been offset by increases in tuition and enrollment and expenditure reductions of \$1,330,000. Budget cuts continue to be a challenge, especially since the college is serving a record number of students with fewer staff. In an effort to increase financial sustainability, Rebecca Hastings was hired as executive director of the Cascadia Community College Foundation in April 2011. With the departure of the vice president for student success in December 2010, the College decided to combine the duties of the vice president for student learning and the vacated vice president for student success position. In June 2011, the former vice president for student learning retired. The College hired Dr. Sara L. "Sunny" Burns in August 2011 as the institution's first vice president for student learning and success.

The senior leadership and the Board of Trustees managed several legislative suggestions regarding CCC's status, such as merging CCC with Lake Washington Institute of Technology and a redistricting at the State Board level which would combine the CCC district and the Bellevue College district. Each time the college faces a challenge to its status, the college community must address the actions, which takes considerable energy and time away from the core work of the college. Despite these threats and challenges, the college and community remain energized by the possibilities for growth in enrollment and access to more pathways for students.

The College continues to make strides in addressing the one recommendation resulting from the last site visit in April 2009. The recommendation from the spring 2009 Focused Interim Evaluation Report states:

“Cascadia Community College has great examples of "closing the loop" as indicated in this report. However, it is not systematic, documented, broad-based, and universally visible to all constituent groups, in a systematic way, how planning and evaluation lead to institutional improvement and how assessment activities lead to improvement in teaching and learning (Standards 1.B.9, 2.B.3).”

The College addressed the issue regarding the lack of data available to all constituent groups by implementing and refining systems to make data visible and usable for all. All committees and governance groups have a SharePoint site on the college intranet, My.Cascadia, with space to post minutes, agendas, related documents, and links for the users. The Outcomes Assessment Committee (OAC) has refined assessment data collection, analyzed the results of the assessments, and made changes for the future. The Strategic Program Review Committee (SPRC) is piloting Compliance Assist, a software package that will facilitate program-level review in 2011-12 by documenting and tracking the linkages between outcomes assessment, program review, strategic planning, accreditation goals, and college accountability. This will help the College to follow through on action and documentation. The College instituted accountability reports in 2009-10 for the annual targeted budget allocations and area Operational Plans so that the links between college goals, planning, budgeting, and institutional improvement are tracked.

The College implemented strategies to improve the documentation of "how planning and evaluation lead to institutional improvement and how assessment activities lead to improvements in teaching and learning" by setting up several systems and purchasing software for tracking and reporting. Making our planning and assessment processes systematic, documented, and visible to all constituencies was a major undertaking spearheaded by the Institutional Effectiveness office, whose mission is to promote student learning and the College's effectiveness by generating and analyzing relevant statistical information that supports college-wide, evidence-based decision-making. The director for Institutional Effectiveness met with key college constituencies to discuss what data is available, what data is needed, and where and how information can be accessed and used for decision-making. The director worked with the [Executive Team](#) to refine the college processes and to document the linkages between planning and institutional improvement. Up-to-date information is now available on the College's [Institutional Effectiveness](#) intranet site including [enrollment data](#), [student demographics](#), and institutional assessments such as the [Noel-Levitz Student Satisfaction Survey](#) and the [Community College Survey of Student Engagement \(CCSSE\)](#). Data for the [Student Achievement Initiative \(SAI\)](#), is available allowing faculty and administrators to see what kinds of initiatives made a difference for students and for the college's success in helping with student progression. That analysis was important in the decision to refocus college attention on student support, retention, and progression in developmental math. It also allowed CCC to link the work with local school districts (and student preparedness for college-level math) with the general college mission focusing on access and success. The general data that was used to assess progress on the College's strategic plan in 2009 and 2010 is public and available for review. The new technology and changes in the shared governance structure since July 2010 resulted in

greater clarity for all employee groups in the College and a greater understanding about how the strategic plan links with college committees and initiatives.

While student learning outcomes assessment has always been important, since the last accreditation visit a new process known as program review has been added to more holistically examine program outcomes. In the program review process each degree and certificate 45 credits and above goes through a rigorous evaluation that examines the student learning outcomes expected in the degree to make changes or additions to the outcomes and examines the extent to which the students are meeting those outcomes by reviewing faculty assignments and student work. In addition to examining learning outcomes, the process allows faculty and staff to engage in examining and discussing data on program retention, completion, program facilities, faculty professional development opportunities and other aspects of the program. The goal is to holistically look at the student experience from degree or certificate entry to completion and make changes that will lead to improvement in student outcomes. Each degree and certificate award undergoes a program review **every four years**. The **Strategic Program Review Committee** uses the results of multiple lines of inquiry, including the assessment tools mentioned above along with the results of outcomes assessment, to assess program effectiveness. All data gathered is well documented and provides a foundation for the College to move forward by rolling the information up to the institutional level.

The **Outcomes Assessment Committee** assesses Institutional Learning Outcome in student work by working with faculty to collect data, analyzing data, making recommendations, and hosting workshops for faculty to work with the results of outcomes assessment. Full-time faculty are required to attend the workshops. Associate faculty are invited to attend and paid a stipend for their participation. As a result, there is greater clarity about how outcomes assessment can improve teaching and learning, and faculty members are striving to gather useful data that informs their pedagogy.

The College made great strides in making certain that data is systematically gathered, centrally located, and visible to all constituent groups. Faculty, staff, and students can access the data via the intranet, My.Cascadia. The college public website has a [page](#) that provides information for external constituencies about the data collected and an analysis of the implications. It has been a challenge for the College to document the changes that have occurred. Although faculty and staff can articulate the changes that have occurred in the curriculum and the institution based on the data, the college did not have one central location for tracking and storing such information. Phase two of the assessment software implementation will begin in winter 2012 by providing a systematic, documented, and visible method to record and assess course level outcomes. This provides complete tracking and reporting in one place for outcomes from the institutional level to the course level. When complete, this process will have taken slightly over one year to implement.

When NWCCU updated the accreditation standards and process the College developed a strategy to identify the Core Themes tied to the mission statement. Essential elements of the mission and priority objective topics were identified at a work session during the Fall Convocation in September 2010. Over 100 employees representing classified, exempt, administrative, faculty,

and associate faculty groups attended convocation. The College community identified major strands of the mission through small group work. All attendees were asked to consider the following questions: “Why does Cascadia exist? Why was it created? What are the most important things we need to accomplish within that context?” The mission statement was reviewed and using the words within the mission statement, small teams were given an hour to select and discuss the concepts and objectives that define our purpose and to record their ideas on a large sheet of paper. Each group presented their conclusions to the group. The sheets were collected and the data compiled into an Excel pivot table that allowed the Accreditation Steering Committee to review all of the themes suggested. Two themes emerged as essential to the College: Learning-Centered Education and Collaboration.

Dr. Murray created the Core Theme Teams which were charged with the task of clarifying information collected at Convocation and identifying the objectives and outcomes that would be most important for fulfilling the College’s mission over the next five years. The teams were composed of the director for institutional effectiveness, two faculty members, a classified staff representative, and an exempt staff representative. Two members of the [Executive Team](#) co-chaired each Core Theme team.

Team members studied the reports from convocation, reviewed the existing strategic plan, considered the board’s work plan for the new president, conducted campus-wide surveys, and interviewed stakeholders: students, faculty, librarians, and staff members. The Executive Team used the results of the Core Theme teams’ work to develop a more focused framework, creating more than 60 indicators and measures of effectiveness. A draft was distributed to the larger college community via the public website and college intranet for comments, ideas, and questions. The outcome of this feedback is the Core Themes, Objectives, Outcomes, and Indicators. These are available on both the internal and external websites.

After the Core Themes were identified and described, they were further refined and integrated into the CCC processes and planning documents. The Board of Trustees reviewed the materials on Core Themes as a discussion item in February 2011. The Board of Trustees then revised and approved the Board Policy 9:5.10.01 in May, 2011, which includes the strategic plan and accreditation (with the Core Themes) processes.

Learning-centered Education and Collaboration embody the essential elements of our mission and encompass the College's work with transfer education, basic skills, professional technical offerings, and continuing education. The Core Themes reflect the foundation upon which the College was created and supports and fulfills its mission statement. The themes integrate with each other as well as with the four institutional learning outcomes (Think critically, creatively, and reflectively; Learn actively; Interact in diverse and complex environments, and Communicate with clarity and originality) to achieve the mission of the College.

The Year One Peer Evaluation Report from spring 2011 included commendations for *"improvement in collecting and making data more visible and available to the college community"* and *"continued faculty development focused on student outcomes assessment."*

The report also included three recommendations that CCC address 1) linking the Collaboration Core Theme more clearly to the essential elements of the missions statement, 2) Revisit and revise the objective-outcome-indicator structure and implement meaningful, assessable, and verifiable indicators of achievement, and 3) demonstrate how planning and evaluation lead to institutional improvement and improvement in teaching. The recommendations are addressed in the appropriate sections of this report. The College addressed these recommendations and the results of these efforts are included in the Standard updates of this report.

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 reaffirmed by the Board of Trustees in February 2010 along with the continued intent for the College to be a learning-centered institution with two Core Themes: [Learning-centered Education](#) and [Collaboration](#). 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 indicators and outcomes 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.

Standard 1.A. Mission

Cascadia Community College's mission statement:

"Cascadia is a community college whose caring culture supports creative, comprehensive, culturally rich, technologically advanced, and learner-centered education that is environmentally sensitive, globally aware, and seamlessly linked with the community, area enterprise, and other educational institutions."

This statement is published on the [website](#), on the back of college employee business cards, and is on display in public areas. It is included in new staff and faculty orientations.

The Board of Trustees for Cascadia Community College reviewed the mission statement in February 2010 in conjunction with an overview of the accreditation process. The annual all-campus Convocation held in September 2010 was devoted to beginning the process of articulating the Core Themes. Faculty and staff worked in small groups to discuss the College's beginnings, the development of the mission statement, and the changes that had occurred over the past decade. As the groups reported out and discussion ensued, the mission became more focused and essential elements of the mission statement became clearer. The [results of this group work](#) were the starting point for articulating the two Core Themes: Learning-centered Education and Collaboration. The College's Core Themes were discussed by the Board of Trustees in October 2010 and again, in more detail, in February 2011. The Board of Trustees re-confirmed the mission statement in February 2011. The mission statement articulates an appropriate purpose for an institution of higher learning, gives direction to the College's efforts, and is generally understood by our community. The board has endorsed the current mission and core themes as appropriate directions for Cascadia Community College.

In the [Year One Peer Evaluation Report](#) (spring 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 acknowledges 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 April 2012. The team felt there was not sufficient time to do a thorough and careful process to update the mission statement. Revamping the mission statement prior to the visit meant that the Core Themes and all related documents and systems would need to be updated; therefore, all the documents and materials refer to the existing language. The president has [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.

Interpretation of mission fulfillment:

The College will know that the mission has been fulfilled when the thresholds for each of the indicators for the Core Themes are met at an acceptable level or above. The indicators and assessment are measurable, both quantitatively and qualitatively, for both of the Core Themes. In the Year One Peer Report Spring 2011, it was noted that "...the College determined that meeting 70% of the effectiveness standards set for the objectives and outcomes is an acceptable measure of mission fulfillment. This appears to be a satisfactory level of mission fulfillment..." The College will continue to interpret mission fulfillment as meeting 70% of the effectiveness standards set for the objectives and outcomes.

Articulation of mission fulfillment:

Seventy percent of the effectiveness standards will be assessed through the use of an indicator scorecard. Each indicator of effectiveness will be reviewed and assessed against a pre-determined completion scorecard by the [Accreditation Steering Committee](#). The results of these assessments will be reviewed with the appropriate senior leadership and their teams. A report will be published on the internal website and a summary report published on the Accreditation page of the public website.

Standard 1.B. Core Themes

The following section describes the core themes, their objectives, indicators, and rationale for the indicator.

With extensive thought and input from a variety of constituencies, Cascadia Community College identified two core themes based on the mission statement and founding principles of a learning college. The core themes are **Learning-centered Education and Collaboration**. These two themes embody the foremost, integrated areas through which we realize our mission, and encompass all the college does with transfer education, basic skills, professional technical offerings, and continuing education. The themes overlap and integrate with each other as well as with the four institutional learning outcomes: **Think critically, creatively, and reflectively; Learn actively; Interact in diverse and complex 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, our mission.

Core Theme One: Learning-centered Education

Learning-centered Education is focused on providing education that is creative, comprehensive, culturally rich, technologically advanced, and learner-centered, while being environmentally sensitive, and globally aware. It is the College's belief that in order to support learners in this model the campus as a whole must embody a caring culture of engagement. To foster that engagement and culture the word "learner" is expanded to include staff and faculty. The learning outcomes "Think critically, creatively, and reflectively" and "Learn actively" link to this Core Theme.

Objective #1: Students and employees are engaged in a learning-centered environment.

Outcome	Indicator of Effectiveness
College-wide learning outcomes are represented throughout campus processes.	Programs complete program review as scheduled in a four-year rotation after process is created/finalized.
	100% of course syllabi and Course Outcome Guides (COGs) approved by SLC reflect institutional learning outcomes.
	50% of permanent employees are engaged in a given year in professional development.
Learners are actively engaged	Achieve and maintain 80th decile in results for all CCSSE benchmarks each survey year.

Rationale: A **robust program review** lays the foundation for a learning environment that engages students and provides a scheduled documented feedback loop to faculty. This loop evaluates the program from all aspects and allows for continuous improvement and inclusive review from the faculty to the vice president for student learning and success. This includes a formal review of program mission, objectives, course outcome guides, enrollments, progression, and completion ensuring that the learners are actively engaged in the program. This information is used to direct

the future plans of the program and provide a strong basis for resource allocation. All staff and employees are encouraged to continue learning through *professional development*. Participating in activities provides exposure to continued learning and fosters morale on the campus by building a strong, involved team across the campus. The participation is compiled and reviewed by the Human Resources Professional Development Team and used to plan future trainings that respond to engaging the college community. The *Community College Survey of Student Engagement (CCSSE)* is administered every other year. We use the students' feedback to ensure that we are responsive to their needs. The CCSSE provides a structured, external measure of engagement and allows for benchmarks to be established that are reliable and verifiable. The faculty, student support teams and the director for Institutional Effectiveness analyze the results from the survey and recommend improvements to the vice president for Student Learning and Success for future planning and implementation. Each indicator strongly ties the assessment results to the fulfillment of the learning-centered education element in the mission statement.

Objective #2: Students are encouraged to be environmental stewards.

Outcome	Indicator of Effectiveness
Courses reflect integration of environmental content.	Environmental Sensitivity (ES) distribution area. CCSSE CQ-12. Maintain a "Satisfied to Very Satisfied" percentage at or above 85% regarding environmental sensitivity is evident in how and what is taught on the CCSSE.

Rationale: Environmental sensitivity (ES) is an essential element of the College's mission. CCC strongly supports environmental issues, which is reflected throughout the curriculum and across programs. Currently, environmental sensitivity has not been framed in a way that curriculum outcomes could be measured as a whole. Since the college operates with the use of designation codes to measure outcomes across an area of study, the outcomes for an ES designation are currently being developed. Once written, the designation and outcomes will be taken to the College's curriculum committee for approval, enabling faculty to revise Course Outcome Guides to include the new ES designation. In fall 2012, the College will be able to apply the ES designation to some of its courses. Each course that applies to use the designation code must assess designation code outcomes. Creating this code will allow the College to formally capture information on student learning and establish benchmarks for future planning and decision-making in regards to fostering environmental stewardship. It is something we say we do and this measure will allow us the means by which to track it and support it through resource allocation. The *CCSSE* allows us to capture student opinion on the teaching of environmental sensitivity to ensure that we are fulfilling this element of the College's mission. The CCSSE provides a structured, external measure of engagement and allows for benchmarks to be established that are reliable and verifiable. This information is reviewed by faculty and not only re-enforces the teaching of environmental sensitivity, but also provides evidence for the continuation (and possible increase) of resource allocation to the topic.

Objective #3: Create a positive environment for global and intercultural awareness.

Outcome	Indicator of Effectiveness
Courses reflect integration of global and	Course Outcome Guides reflect global and intercultural awareness content. CCSSE CQ-13. Maintain a "Satisfied to Very Satisfied" percentage at or above

intercultural content.	85% regarding exposure to global awareness on the CCSSE.
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Rationale: Cascadia Community College, in accordance with its mission, strives to *promote global awareness* on the campus. As with everything else, it starts with the students. The Student Learning Council (SLC) approved a designation code for Global Studies (GS) in April 2007, which outlines course outcomes aligned under the Institutional Learning Outcomes. SLC uses these outcomes to assess courses seeking the GS and the Cultural Knowledge (CKR) designation. Courses seeking this designation must meet at least two of the outcomes in each category. This is a direct assessment of global and intercultural awareness being taught and is assessed on a regularly scheduled basis during each program review cycle. These assessments are reported out in the program review document and used for improvement and resource allocation to support this essential mission element. The *CCSSE* allows us to capture student opinion on the exposure to issues and cultures needed to become globally aware ensuring that we are fulfilling this element of the College’s mission. The *CCSSE* provides a structured, external measure of engagement and allows for benchmarks to be established that are reliable and verifiable. This information is reviewed by the campus and not only re-enforces the presence of global awareness, but also provides evidence for the continuance (and possible increase) of resource allocation to the topic.

Objective #4: Students achieve their educational goals.

Outcome	Indicator of Effectiveness
Students progress towards established educational milestones.	Regular yearly increases in all categories of the Student Achievement Initiative. Maintain a "Satisfied to Very Satisfied" percentage at or above 80% regarding helping students be successful on the CCSSE.
Students are employed from the workforce training program.	Increase the number of students working 9 months after completion; monitor yearly for capacity.
Students complete degrees and transfer.	Increase degree completions and transfers in relation to enrollments with annual review for feasibility and benchmarking.

Rationale: The *Student Achievement Initiative* is led by the State Board for Community and Technical Colleges (SBCTC) and tracks the progress of students through milestones. The more students progress in each category, the more points the College receives; thus this provides a reliable, verifiable source for progression and achievement. The College uses this information to assess changes made in programs and support services, including Basic Skills, retention, workforce training, and completions. The *CCSSE* allows us to capture student opinion on the College’s contributions to their success ensuring that we are fulfilling the College’s mission. The *CCSSE* provides a structured, external measure of engagement and allows for benchmarks to be established that are reliable and verifiable. This information is reviewed by faculty and staff providing evidence for the continuance (and possible increase) of resource allocation to various programs and services documenting positive change efforts. *Degree completions* is a national outcome measure and by reviewing this quantitative information the institution can monitor successes and potentially recommend changes in programs and courses. It also provides a temperature check to make sure the College is keeping pace with professional standards and helps to establish benchmarks for achievement.

Core Theme Two: Collaboration

Collaboration is the term used by the College to define the seamless links with community, area enterprise, and other educational institutions. The learning environment extends well beyond the edge of our campus and being part of a community makes us a resource for all learners. In support of our values and in keeping with its mission, CCC makes a consistent effort to fully bridge the gap across educational experiences for learners. The Learning Outcomes "Interact in diverse and complex environments" and "Communicate with clarity and originality" link to this Core Theme.

Objective #1: Strengthen engagement with other educational institutions.

Outcome	Indicator of Effectiveness
Area high school students complete more college credits.	Additional courses offered in conjunction with the College in the High School plan.
Students seeking a 4-year degree transfer at higher rate with partnerships.	Partnership agreements with four-year institutions. Add 2 agreements per year for the next 2 years and then establish reasonable level for partnership attainment based on completions and acceptance rate at the receiving institutions.

Rationale: Being seamlessly linked with other institutions and the community requires collaborations. While measuring collaborations can be difficult, looking at the number of courses that the College collaborates with the high schools on, we can begin to determine some structure for the relationship. Because *College in the High School* is a new program for the College this will be an initial foray into the program and will be closely monitored for success and improved indicators including the student successes in the courses. This information will allow the College to strengthen these relationships and allocate resources (both financial and human) to the program accordingly while fulfilling this mission element. **Partnership agreements with four-year institutions** are an essential element in the mission and for student success. Over 70% of CCC's students enroll with the intent to transfer, so building agreements and monitoring the success of students through these agreements is vital to mission fulfillment. The Snohomish County area was identified as an underserved part of the state for student access to degree attainment, so these agreements are particularly crucial in this county. While the College prepares students well, clearly identifying the next step is critical to transfer students' success at the four-year level. The College currently has [nine articulations](#) on file, which smooth the transfer process for students and advisors.

Objective #2: Form and sustain partnerships to create opportunities for learners.

Outcome	Indicator of Effectiveness
Course offerings based on industry participation for both credit and noncredit.	Develop one course per year in response to industry demand for non-credit. Industry participation in the form of advisory councils for workforce programs.
Industry support of technology enhances learning.	Increasing dollar value of industry contributions of hardware and software.

Rationale: The non-credit Continuing Education department, working in conjunction with the Environmental Technologies and Sustainable Practices (ETSP) and Business Information Technology (BIT) programs, links to the essential element in the mission through response to **industry demand** for training. By designing and implementing one course each year in response to industry demand the College stays in touch with industry and keeps a pulse on needs so future planning can occur. The assessment of these training sessions fosters good partnerships with industry and embeds the College within the local community. **Industry participates** in the workforce aspects of the mission through advisory councils to vocational programs. Each program maintains a group of industry professionals and labor representatives to advise faculty and administration on curriculum and industry trends in order to keep the degrees current with entry-level job placement needs. Nurturing these relationships allows the College to improve on programs and increase the value of the education of students along with the placement and marketability of students upon completion. Speakers are invited to programs on a regular basis to share future job information and specific aspects of the industry of interest to students and faculty. **Industry contributions in the realm of technology** also show the community's support for the education being provided and for the mission of the College. Increasing these contributions helps the College stay current with industry standards and provides solid connections with the community. Links with contributing companies may also be connected to the Foundation and future fund-raising efforts that benefit students through scholarships and program support.

Year One Peer Evaluation Report Concerns and Responses:

CCC identified two broad core themes, one of which clearly links to the mission statement, and one that was difficult for the Evaluation Panel to connect. The Panel determined that "the two core themes, as defined in the report, do not collectively encompass the mission statement. Furthermore, additional components of the mission statement are not identified as core themes. The two core themes, as defined in the report, do not collectively encompass the mission statement."

The [Year One Peer Evaluation Report](#) cited two commendations and three recommendations. The first of the recommendations was regarding clear links from the core themes to the mission statement. While the College appreciated the evaluation team's candor in citing the linkage and confusion of the mission statement, it was decided that the current compressed timeframe would not allow for a review and revision to the mission in a way that would honor the transparency and shared governance that CCC honors. A timeline was created for full mission statement review to begin after the accreditation visit in spring 2012; the plan was approved by the BOT in

November 2011 and is detailed in Chapter One, Updated Mission 1.A.1 of the Comprehensive Report. The Accreditation team has agreed that the current mission statement is broadly written, making it difficult to align all components clearly to all aspects of the two core themes. The definitions for the Core Themes have been revised and shortened and more closely linked to the current mission statement language. When the mission statement is revised it will be used to begin the new cycle of the accreditation process where the Accreditation Steering committee will lead the campus through the creation of core themes and objectives with new understanding and knowledge from the NWCCU.

The second recommendation concerns the objective-outcome-indicators structure for both Core Themes and the shift of focus from the actual achievement to the "how" of achievement. The structure was reviewed, consolidated, and redirected. This was a true learning process for the College and the guidance of the Year One peer evaluation panel was greatly appreciated. The major changes, while evident in Chapter One, Updated Core Themes 1B1, were to reduce the number of objects, outcomes, indicators and more directly relate them to achievement of the essential elements of the mission. The objectives, outcomes, and indicators for both Core Themes have been significantly reduced and the assessments targeted and aligned with clear measures of effectiveness. The number and scope of objectives has been reduced and all assessments tied closely to the mission statement, objectives, and outcomes. The objectives have been revised to include institutional level assessments, as the Panel noted that the original objectives "tend to lack focus on institutional levels of the mission statement."

The third recommendation was from the spring 2009 and was cited to the then current standards 1B9 and 2B3 (revised standards 4A3, 4A6, and 4B2). Cascadia Community College was charged to "make visible to all constituent groups, in a systematic way, how planning and evaluation leads to institutional improvement and assessment activities lead to improvement in teaching and learning". Faculty and staff can articulate the changes that have occurred in the curriculum and the institution based on the data and the College now has one central location for tracking and storing this information. Processes have been implemented and built into the [College Planning Calendar](#) to ensure campus-wide accessibility to these reports with summaries published annually to the [Institutional Effectiveness public website](#).

Resources and Capacity

Executive Summary of Eligibility Requirements 4 through 21

Operational Focus and Independence (ER 4)

The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

Cascadia Community College's educational programs concentrate on higher education degrees and certificates. These efforts are supported by courses in basic skills and developmental studies that prepare students for college-level work. CCC currently offers 9 programs of study with 15 degree awards and 13 certificate awards.

The College is organized and staffed to operate independently with the governance of a Board of Trustees appointed by the Governor. The campus as a whole, including faculty, staff, and administration are accountable and responsible for maintaining compliance of the NWCCU accreditation standards and eligibility requirements. The College has sufficient resources to support the education programs and support services.

Non-Discrimination (ER 5)

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission and its core themes.

Cascadia Community College is devoted to creating a positive environment for global and intercultural awareness. As an equal opportunity institution, the College does not discriminate on the basis of race, color, religion, gender and/or sex, disability, national origin, citizenship status, age, sexual orientation, veteran's status, or genetic information. College policy complies with State and Federal laws regarding non-discrimination requirements. Publications, activities and events, and the curriculum directly address the College's commitment for global and intercultural awareness and fairness across the campus.

Institutional Integrity (ER 6)

The institution establishes and adheres to ethical standards in all of its operations and relationships.

Cascadia Community College strives for the highest levels of quality and ethical standards as a cornerstone in the work of the college. Standards for ethical conduct are detailed in policy and procedures in accordance with Washington Ethics Law, Revised Code of Washington, Chapter 42.52. It governs the actions and working relationships of Cascadia Community College employees with current or potential students, fellow employees, suppliers, government representatives, the media, and anyone else with whom the College has contact. In these relationships, employees must observe the highest standards of ethical conduct. Ethics training

is held on a regular basis for new and current employees. Each is expected in all education, business, and other matters and decisions to place the College's interest above her or his own self-interest, where there is any actual or potential conflict.

Governing Board (ER 7)

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

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. The governor appoints each member for a five-year term, eligible for renewal one time. The Board of Trustees guide the direction of the College through approving Board policy, hiring a president, tenuring faculty, approval of property acquisitions, and exercising their fiduciary responsibilities. None of the Trustees have a contractual, employment, or personal financial interest in the College.

Chief Executive Officer (ER 8)

The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

The Board of Trustees appoints a full-time president through formal board action who serves as the college's chief executive officer. The parameters of authority for the president are established in board policy BP9: 2.14. The president may delegate certain duties to other administrators; however, the president will continue to have responsibility for how the institution is organized and staffed, reflective of the college's mission, size, and complexity. Neither the president nor any other College employee serves on the Board of Trustees.

Administration (ER 9)

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

The College employs a sufficient number of administrators, including vice-presidents, deans, executive directors, and directors, to effectively lead the college to mission fulfillment. The organizational structure promotes collaboration and transparency through a formal system of assemblies and councils representing employee constituent groups and cross-campus interests of faculty, staff, administrators and students as appropriate.

Faculty (ER 10)

Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

The College supports high-quality, dedicated faculty to ensure students attain their goals and receive a quality education. Faculty go through a rigorous and well documented hiring process which meets not only the state regulations, but the standards needed to deliver material in a consistent and integrated way. Faculty participate in a three-year tenure review process, culminating in tenure decisions for each probationer by the Board of Trustees. Each faculty participates in regular and systematic performance evaluation, including dean observations, and professional development opportunities that include the development of partnerships with appropriate national and international agencies, on-campus training, professional conferences, and certifications. Faculty participate in the governance of the college through committees, task forces, and councils involving policy, finance, and instruction. Faculty play a major role in establishing the quality of and overseeing instructional programs through outcomes and assessment and regular program review. Key committees on which faculty serve are: Faculty Assembly, Student Learning Council, Social Justice and Institutional Pluralism, Faculty Professional Development, Global Education, Integrated Learning, Outcomes Assessment, Strategic Program Review, Teaching and Learning Academy, and Tenure Review Committees. Faculty contractual obligations, including workload, evaluation, and professional responsibilities, are defined in a collective bargaining agreement with the Board of Trustees.

Educational Program (ER 11)

The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational programs culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degrees with degree designation consistent with program content in recognized fields of study.

The College's mission statement forms the basis for educational programs at the college. The institution offers collegiate level programs that culminate in identified student competencies and lead to degrees or certificates in recognized fields of study. The achievement and maintenance of high quality programs is the primary responsibility of an accredited institution; therefore, the evaluation of educational programs and their continuous improvement is an ongoing responsibility. As conditions and needs change, the institution continually redefines for itself the elements that result in educational programs of high quality.

All programs receive both internal approval and approval from the State Board for Community and Technical Colleges. The current offerings in degree, certificate, and short-term training options are:

Academic Transfer Degree Awards

Associate in Business DTA/MRP

Associate in Elementary Education DTA/MRP

Associate in Integrated Studies DTA

Associate in Integrated Studies: Global Studies DTA

Associate in Pre-Nursing DTA/MRP

Associate in Science - Transfer Track 1

Associate in Science - Transfer Track 2

AS-T Track 2 Engineering MRP– Bioengineering and Chemical Engineering

AS-T Track 2 Engineering MRP– Computer and Electrical Engineering

AS-T Track 2 Engineering MRP– Other Engineering

Professional Technical Degree Awards

Environmental Technologies and Sustainable Practices–Business Emphasis

Environmental Technologies and Sustainable Practices-Technology Emphasis

Networking Infrastructure Technology

Web Applications Programming Technology-Programming Emphasis

Web Applications Programming Technology-Web Emphasis

Professional Technical Certificate Awards

Community Energy Systems Specialist

Computer Applications Specialist

Computer Programming Foundations

Database Development

Energy Audit Specialist

Energy Management Specialist

JavaScript Programming

Network Specialist

PC Network Technician

Technical Support Specialist

User Interface Developer

Web Applications

Web Foundations

Degree requirements are appropriate for college-level programs of study.

The Pre-College Program provides courses in writing and mathematics with reading embedded within the writing courses. Students applying for admission take the COMPASS assessment tests in writing, reading and mathematics to determine skill level placement unless they can document successful completion of college-level English composition course and a college-level math

course which must have been completed within the last twenty-four months. These courses satisfy the prerequisites required by the transfer-level college courses.

The College's Basic Skills Program includes courses in General Education Development (GED), Adult Basic Education (ABE) and English as a Second Language (ESL). Classes provide students with instruction in writing, reading, math and speaking to develop and improve the needed skills to transition into the next level of their educational pathway. The college adheres to the Learning Standards.

The intensive English Language Program provides the college's international students with the necessary language skills necessary to meet the academic English level for college-level transfer programs.

General Education and Related Instruction (ER 12)

The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

All Cascadia Community College associate degree and certificate awards of 45 credits or more require a substantial component of general education core including Foundations for College Success, Communicating and Thinking Critically, Quantitative or Symbolic Reasoning, and Cultural Knowledge. All degrees in inventory filed with the State Board for Community and Technical Colleges are approved with this model in place.

Library and Information Resources (ER 13)

Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever and however delivered.

The College's commitment to collaboration among faculty and library staff ensures that students receive integrated library services and resources, including course specific information literacy instruction, access to electronic and print resources, and the integration of information and technology literacy across the curriculum. Faculty and librarians together often design assignments and workshops that make use of the resources and services of the [Campus Library](#) local collections, as well as those of the [University of Washington Libraries](#).

Physical and Technological Infrastructure (ER 14)

The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

Sufficient physical resources, particularly instructional facilities, are designed, maintained, and managed (at both on- and off-campus sites) to achieve the institution's mission and goals. Information Services support teaching and learning functions by facilitating the research and scholarship of students and faculty. Related evaluation processes regularly assess the quality, accessibility, and use of information resources and their services to determine the level of effectiveness in support of the educational program. Students can access records, register for classes, obtain financial aid information online, and have access to both the internal My.Cascadia site and the online college social network in student life.

Academic Freedom (ER 15)

The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

Cascadia Community College intends that all its learners – employees and students – be provided an atmosphere that encourages and supports intellectual freedom and independence. The College demonstrates this commitment in both its policies and its actions. The College has two policies that specifically address academic freedom for students and faculty: BP4: 5.10 – Academic Freedom of Inquiry and expression and BP3: 1.11 – Freedom of Inquiry and Expression. The policies, which address academic freedom for faculty, were originally developed by faculty who served on the [Teaching and Learning Academy](#). Faculty follow the curriculum design and stated outcomes, as approved by the [Student Learning Council](#), and use their professional judgment and content knowledge to create ways to achieve student learning.

Admissions (ER 16)

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

The admissions administrative procedures are printed in the quarterly Schedule of Classes, Catalog, and recruitment materials. They appear on the general website, in the electronic Catalog and online quarterly class schedules, program brochures and in media advertising. Programs that have special admission requirements, such as completion of prerequisites, also advertise those requirements widely.

Public Information (ER 17)

The institution publishes in a catalog and/or on a web site current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights

and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid, and the academic calendar.

Cascadia Community College publishes its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid, and the academic calendar on the college's public web site. The College's catalog includes all the above information and is reviewed and revised each year. Each website is maintained and updated as the need occurs.

Financial Resources (ER 18)

The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

Anticipated reductions in student enrollment and/or State of Washington funding allocations place the adequacy of the College's funding at risk. The Washington State Legislature and allocations from the State Board for Community and Technical Colleges fund the College. The College's annual operating budget funds student learning, student success services, information resources, facilities and technology, and administration. Reductions in state funding in the past three years have required consolidations, greater efficiencies, and the investigation of alternative funding streams. The College's financial reserves have remained healthy and students continue to be served at a rate exceeding the allocation.

Financial Accountability (ER 19)

For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

The College's financial systems are audited by both internal and external auditors on a regular basis and found to be satisfactory. The State Auditor's Office uses a single audit concept in which all college funds and federal funds are included in the audit. When an audit is conducted, the State Auditor's Office verifies that the FMS accounting system for Cascadia Community College follows acceptable accounting principles. The annual state audit meets all the audit requirements of federal programs. Results of the audits are shared with the president and the Board of Trustees and are available to the public. **Recent audits** have affirmed the College's compliance with GAAP and have included no findings.

Disclosure (ER 20)

The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

Cascadia Community College will disclose to the Northwest Commission on Colleges and Universities any and all such information as the NWCCU may require to carry out its evaluation and accreditation functions.

In the past four years, substantive change proposals have been submitted and approved regarding:

- *Three new degrees and a certificate (2008)*
- *Offer credit and non-credit classes at Woodinville HS (2008)*

Relationship with the Accreditation Commission (ER 21)

The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

Cascadia Community College accepts the policies and standards of the Northwest Commission on Colleges and Universities and agrees to comply with these standards and policies as currently stated or as modified in accordance with due process. Cascadia Community College understands and agrees that the Northwest Commission on Colleges and Universities may, at its discretion, make known to any agency or members of the public that may request such information, the nature of any action, positive or negative, regarding its status with the NWCCU.

Standard 2.A. Governance

Cascadia Community College is one of 34 community and technical colleges within the Washington State Board for Community and Technical Colleges (SBCTC) system. The SBCTC is a state agency that provides oversight, coordination, and support services under the Community and Technical College Act of 1991 (Revised). In 1994, the state legislature authorized and enacted into law the creation of Cascadia Community College; that same year the governor appointed the five-member Board of Trustees. 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 as the sole college in District 30.

The Board consists of:

Name	Position	Appointed	Term Expires	Profession
Dr. Julie Miller	Chair	2009	2014	Dr. Miller is a former secondary principal and current educational consultant.
Roy Wilkinson	Vice Chair	2004, reappointed 2008	2013	Mr. Wilkinson is employed by Boeing as a machinist union representative
Jean Magladry	Member	2003, reappointed 2007	2012	Ms. Magladry is an attorney.
Kirsten Haugen	Member	2007, reappointed 2010	2014	Ms. Haugen is a graduate student at the UW in Public Policy.
Louis Mendoza	Member	2011	2015	Mr. Mendoza is a volunteer coordinator for the United Way.

[RCW 28B.50.100](#); [RCW 28B.50.130](#); and [RCW 28B.50.1406](#) detail how the Board of Trustees is appointed, its terms of office, and its role in governance. [RCW 28B.50.140](#) authorizes the Board of Trustees to oversee the operation of the College. This chapter also grants the board power to appoint the president, determine her/his duties and compensation, and delegate to the president any of the powers or duties granted to the board. Cascadia Community College’s Board Policies (Article 9) reiterate the language in RCW 28B that grants the board its authority and compels the board to adhere to all federal and state government regulations and statutes.

Local campus governance is achieved through the [Cascadia Board of Trustees](#) that sets policy for the institution and delegates administrative authority to the college president. The president has an executive leadership team comprised of his senior staff. In addition, the College has four employee advisory groups: three “Assemblies” representing [faculty](#), [classified staff](#), and [exempt](#) (administrative) staff, and an elected group of "[Navigators](#)" (comprised of chairs and co-chairs of all Assemblies) who meet monthly with the president. Four councils round out the governance

system: [Student Learning](#), [Budget](#), [Policy](#), and [Information Security and Management](#). Student government representatives are also Navigators and have membership on some of the four councils. All of these groups have a defined communication structure to communicate issues of interest across to their constituencies, from their constituencies up to college leadership, and from college leadership back down to the college community. Employee Advisory Group agendas and minutes, as well as Navigator agendas and minutes, and those of the four councils are posted on the College's intranet site. Campus personnel are selected through various processes to serve on these groups. Each Council and Assembly assesses its achievements and effectiveness in spring of each year and plans for the next year are reviewed. The current [committee structure](#) has been in place since spring 2011 when the new Cascadia president arrived and led a campus-wide effort to assess the local governance structure with the goals of assuring that the fewest number of committees needed were in place, that their membership, purpose, and leadership was articulated, and that they were active and effective.

The College's culture is one of collaboration, and the commitment to shared governance is strong on campus. A value of transparency drives the close and careful following of policies and procedures regarding academic issues, student conduct, admission and placement, human resources, academic freedom, and college finances. Policies and procedures are widely published, reflect a systematic perspective, communicated consistently throughout the institution, and followed. The president and other constituencies regularly evaluate systems of shared governance and areas of concern are quickly addressed. While such a system of governance, particularly within the larger context of the SBCTC and CCC's unique co-location with the University of Washington Bothell, is sometimes a challenge, the small size of the College and the shared core themes of collaboration and learning-centered environment place a high value on holistic, transparent, and learner-centered governance.

Standard 2.B. Human Resources

Human Resources responsibilities at Cascadia Community College are process- and procedure-oriented and guided by the shared values of fairness, a desire for improvement, and transparency. The College has developed detailed rules and expectations around human resources functions that are widely published and understood.

Hiring of new faculty and staff members is process-oriented. Each constituency on campus that has a direct interest is given the opportunity to review and comment on the job description, participate on highly regulated search committees, and finally, select finalists to move on to the hiring authority. The new hire process at the College is open, transparent, and meticulously followed. While very occasionally resulting in long or failed searches, the College regards this process as essential to select the best candidate and support campus values.

The [Faculty Assembly](#) is the initial recommending body in the recruitment process for tenure track positions. After discussing current staffing levels and future growth areas, the Faculty Assembly recommends tenure track positions for the upcoming year to the vice president for student learning and success who then presents the request(s) to the [Executive Team](#) for its consideration and approval. Despite deep budget cuts, in 2010 the college was able to add two new Full-Time Tenure Track faculty (one in English, one in History and Global Studies), as well as replacing an English Composition faculty who moved into administration. Staff and administrators follow a similar process beginning with a request form detailing the need for the position and submitted by the appropriate unit leader.

Evaluations and assessments of faculty, administrators, and staff are done regularly and systematically with a spirit of collaboration for improvement. Exempt employees review setting learning objectives with a supervisor and revisit those objectives at the end of the year. Supervisors of classified employees are provided training for using a college-wide [Professional Development Plan \(PDP\)](#); classified employees are given an overview of the PDP process and their rights and responsibilities in participating in their performance assessments. Classified employees are union represented by a collective bargaining agreement by and between the [Washington Public Employees Association \(WPEA\)](#) and the State of Washington. Article 11 of the negotiated agreement between the College and the [Cascadia Community College Federation of Teachers \(CCCFT\)](#) describes the annual faculty assessment process. Faculty conduct an annual self-assessment of his/her performance. Each November, faculty and his/her dean confer on the faculty member's self-assessment. This may be followed by a request for additional evidence such as a classroom observation, review of syllabi, or classroom assessment tools. Every fourth year, each tenured faculty member receives an administrative or peer evaluation placing an emphasis upon the following criteria: Excellence in teaching and learning, collegiality, and professional growth and/or service. The review includes collecting feedback from students, faculty peers and college administrators. In addition, faculty conduct quarterly student Course Instructor Evaluations (CIEs) from a minimum of 50 percent of his/her courses from each of the preceding years since the most recent assessment. In addition to primary teaching responsibilities, faculty undertake a variety of other professional tasks such as developing new courses, learning outcomes and assessment, program review, academic advising,

professional development activities, participation in college governance, and other activities such as participation in hiring committees. College governance includes participation on committees, task forces and councils. The evaluation system is process oriented, widely understood, and followed by all campus groups. While budget cuts have taken a toll on CCC, the college has maintained its commitment to provide sufficient and qualified faculty and staff and to provide professional growth and development for employees.

AP6:3.80.01 establishes a Professional Development Fund for use by all staff via an application process, to support individual professional development learning opportunities. In 2008 an assistant director of Professional Development was hired. The assistant director manages the professional development fund, and beginning with the 2010/11 academic year, was charged with holding two all-college professional development days. Themes were developed following a campus-wide needs assessment survey. A follow-up needs assessment survey is planned for spring 2012.

Every tenured faculty has access to \$775 per academic year and all associate faculty can request from a \$5500 pool of funds for professional development activities designed to enhance professional growth and development. A separate fund of \$10,000 is established for individualized requests by administrators, professional exempt, classified, and hourly employees for professional development opportunities. In the 2010-11 academic year, approximately \$9400 was used by 36 employees: \$5,655 by exempt employees, \$3,245 by classified employees, and \$500 by hourly employees. This fund is in addition to the many professional development activities and events held on a regular schedule on campus, for example, new faculty orientation, technology training, etc.

Standard 2.C. Educational Resources

Cascadia Community College offers nine programs with fifteen degree awards and thirteen certificate awards. The College's professional-technical programs focus on the areas of computers and environmental sustainability. Learning outcomes for each of these programs are widely published, with expected outcomes identified and provided to students. The college catalog describes each program of study and course and program requirements are clearly defined. Each degree award requires a Core of General Education and distribution of credits throughout the humanities, mathematics, natural sciences, and social sciences. The courses the College provides to complete the various degree awards give students a depth of choices in each area which gives a broad exposure to a wide variety of disciplines, as well as the opportunity to focus on preparation for his or her chosen area of emphasis.

The appropriate content and rigor of program curricula are ensured by the oversight of the [Student Learning Council \(SLC\)](#), comprised of faculty, administrators, a librarian, student services, and student representation. The SLC is responsible for “Reviewing Cascadia degrees and certificates, including proposals for new programs and modifications to existing degrees and certificates, and recommending such to the vice president for student learning and success; promoting curricular/program innovation; and developing a program review process that provides for reviews of degree and certificate programs and disciplinary clusters.” Members represent various constituencies of the faculty, and ensure that a broad discussion of the proposals occurs. Membership on the SLC includes eight faculty members, three deans for Student Learning, the director of Student Advising and Support Services, one Student Success Services staff, and one student representative. The vice president, a librarian, and the curriculum coordinator are non-voting members. In addition, all degrees and certificates awarded by CCC are approved by the [State Board for Community and Technical Colleges \(SBCTC\)](#); transfer degrees are reviewed for compliance through the College’s participation in the Inter-College Relations Commission (ICRC) and the [Articulation and Transfer Council \(ATC\)](#), and [Instructional Council \(IC\)](#). SBCTC keeps an inventory of degrees and courses statewide.

Assessment of learning outcomes has been embraced as a serious component of Cascadia Community College’s focus on learning-centered education. The [Outcomes Assessment Committee \(OAC\)](#) is chaired by a faculty member with reassigned time. The chairperson also represents faculty on the [Strategic Program Review Committee \(SPRC\)](#) and links with the SLC as appropriate to update learning outcomes and programmatic recommendations. Faculty members from the instructional distribution areas serve as committee members on the OAC. They provide leadership for refining learning outcomes, developing new courses, and support instructional assessment through collaboration with the OAC. Assessment of learning outcomes has been embraced as a serious component of CCC’s focus on learning-centered education. The Outcomes Assessment Committee (OAC) is chaired by a faculty member with reassigned time and takes a leadership role in assessing and refining student learning outcomes. Educational assessment at Cascadia takes place in four different levels; course, distribution, program (degree or certificate) and college-wide, each of which feeds into institutional effectiveness.

At the course level, faculty design learning-outcomes which are approved by the SLC and are included in each syllabus. Faculty use rubrics and other assessment methods, including campus-wide Assessment Fairs to assess student learning in their classes. Faculty in each of the distribution areas have described how their discipline area demonstrates student learning in each of the four college-wide student learning outcomes. For example, in the distribution area of natural science student demonstrate the four learning outcomes in the following ways:

Learn actively

Learners will comprehend and describe science as a process of generating knowledge that relies on testable hypotheses, verifiable data, and evolving theories that explain natural phenomena.

Think critically, creatively, and reflectively

Learners will conduct scientific investigations, that is, design and modify experiments, make accurate observations, and apply quantitative and qualitative strategies to interpret numerical and graphical data.

Communicate with clarity and originality

Learners will read technical information with understanding and express technical information in written, verbal, and graphical forms for a variety of audiences, both within and outside science.

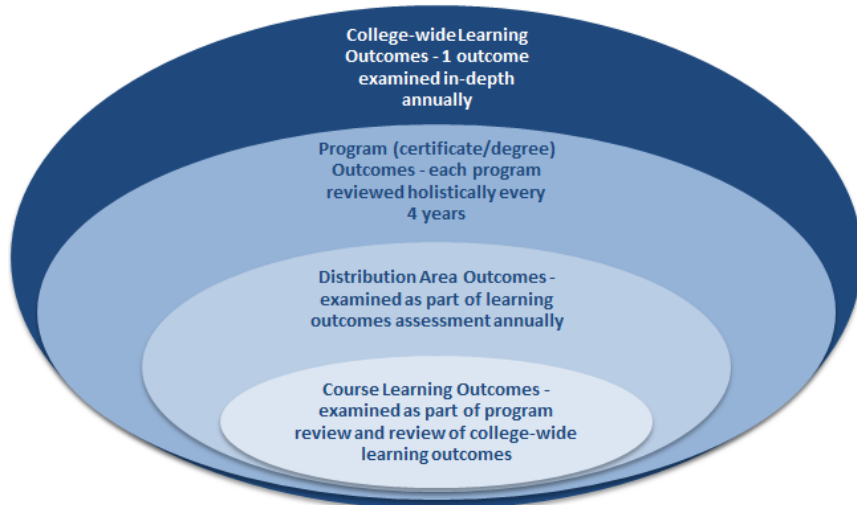
Interact in diverse and complex environments

Learners will know and apply fundamental concepts in the biological, chemical, and physical sciences to make informed decisions and engage meaningfully in ethical issues that involve science and technology.

The four college-wide student learning outcomes are reviewed each year across all distribution areas and programs. Faculty examine tests, assignments, and student work to determine the extent to which students are achieving each of the colleges learning outcomes and to make recommendations for improvement.

Every four years, course and distribution area outcomes in programs (degrees and certificates over 45 credits) are reviewed for appropriateness, content, and student learning. Faculty spend considerable time and effort examining not only program learning outcomes but also other data such as retention, completion, program facilities, faculty professional development opportunities etc. in a holistic view of the program. Faculty and administrators make recommendations for changes based on this review and also feed any identified budget needs into the budget development process.

Course Level to Institutional Level



Board policy [BP3: 4.10](#) (Ref. 3.12) and administrative procedure [AP3: 4.10.01](#) (Ref. 3.13) detail the college’s admission practices. The College provides access to higher education in accordance with the “Open Door” admissions policy of [RCW 28B.50.090](#) (3)(b) and the State Board for Community and Technical Colleges’ (SBCTC) [Policy Manual, Chapter 3](#) and its 2002 Regulations Resource Guide. Potential students who are eighteen years or older, or those with a high school diploma or GED, are eligible to apply to CCC. Students may apply during any quarter by completing an admissions application via the web, by mail, or in-person. In addition to posting application information on the SBCTC and CCC websites and in the Enrollment Services office, the College distributes application forms to local high schools. Special admissions for students 16 years or younger are outlined in the catalog.

Cascadia Community College publishes graduation requirements for all degree and certificate awards in the [catalog](#), on the college website, and printed degree worksheets that are available in the Kodiak Corner Student Services Center. Students and advisors also can access the online degree audit system, which allows students to see how their credits count toward any of our degree and certificate programs. They can then view any remaining requirements that still need to be met and what available courses would meet that requirement.

The College’s commitment to collaboration among faculty and library staff ensures that students receive integrated library services and resources, including course specific information literacy instruction, access to electronic and print resources, and the integration of information and technology literacy across the curriculum. Librarians are available to meet with faculty individually for training in using research databases, assignment design or other library resources. Faculty and librarians together often design assignments and workshops that make use of the resources and services of the Campus Library local collections, as well as those of the University of Washington Libraries. More information can be found at <http://library.uwb.edu/instruction>.

The College awards credit for prior learning when a student demonstrates he or she has achieved the student learning outcomes, knowledge, and skills found in the [Course Outcomes Guide \(COG\)](#) for that specific course. Students requesting credit for prior experiential learning may request a course challenge to request credits for one specific course, or may prepare a portfolio to request credits across more than one course. Students have the option to take a course that will teach them to develop a portfolio of their experience for potential credit. A subject matter specialist in the programs for which the student is seeking credit evaluates the course challenge demonstration or portfolio. The student can obtain up to 15 credits towards their degree and/or certificate; CCC allows a maximum 25% of credit awarded for degree requirement to be from prior experiential learning.

Transfer credit is accepted according to procedures that provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the College ensures that the credit accepted is appropriate for its programs and comparable in nature, content, and academic quality. Where patterns of student enrollment between institutions are identified, the College develops articulation agreements between the institutions.

The College has established two administrative procedures, [AP3: 7.10.01](#) and [AP3: 7.10.02](#) that outline practices on transfer of credits and nontransferable courses. Enrollment Services and Student Advising and Support Services staff recently updated the resource manual that describes transfer processes to assist them in the advising process so that students receive consistent guidance and information on how to transfer courses to CCC to earn a degree or certificate. In establishing transfer policies, the College follows accepted standards as established by the Intercollege Relations Commission (ICRC) and [Articulation and Transfer Council \(ATC\)](#), and approved by the [Instruction Commission \(IC\)](#) and [Joint Access Oversight Group \(JAOG\)](#).

[Continuing Education \(CE\)](#) offers classes in a wide variety of subjects that include personal enrichment, computer technology, and courses designed to enhance a student's business and career. Some of these classes allow students to earn professional certificates. CE also provides customized contract training for local businesses and industry. This is a representative, but not inclusive, list of continuing education classes offered at Cascadia Community College: Understanding Financial Markets, Yoga, Swing Dance, Italian, Spanish, Watercolor Basics, Digital Photography, C# Programming, Microsoft Office 2010, and Medical Administrative Assistant. Courses aim to be responsive to community needs. More information can be found at <http://www.campusce.net/cascadia>.

Standard 2.D. Student Support Resources

Cascadia Community College provides extensive resources to students outside of the classroom. The College supports resources that include a tutoring center, an open learning center for technology access and support, robust orientation and follow-up advising for all students, and an active student government. The college provides one-on-one and group tutoring support through the [Math and Writing Center \(MWC\)](#). Supplemental Instruction, peer tutoring, and workshops such as study skills, how to use a calculator, and how to find online resources are a few of the student support services offered through the MWC. Cascadia is a partner in the Northwest eLearning Tutor Consortium (NWeLTC) which provides online tutoring for students. In addition, the college hired its first full-time Tutor Center Program Coordinator and has been able to expand tutor hours and services. The [Open Learning Center](#) supports student access to technology and a supportive environment for studying and project work. Students can also rely on [Disability Support Services](#), student financial services, and the Center for Inclusion. The Kodiak Corner Student Services Center, which includes Admissions, [Advising](#), Enrollment Services, and [Financial Aid](#), provides admission and registration services and maintains confidential student records for all students in a secure location. The [Student Life Office](#) provides opportunities for students at CCC to become involved in student programs to enhance the educational experience. In 2003, the [Cascadia Student Government \(CSG\)](#) created the [Cascadia Activities Board \(CAB\)](#) to develop a comprehensive variety of programs for students, including recreational, social, educational, and cultural activities. The services of the professional [safety and security staff](#) are shared with the University of Washington Bothell.

In addition to the many services offered, the College also strives to communicate effectively with students through the use of an extensive and regularly updated online catalog. The catalog is published annually, and may be updated during the academic year if significant changes are necessary. The College website, social media, and digital signage on campus are also used to inform students of activities, information, policies and procedures. The 2011-12 catalog contains current and accurate information on the following:

- [Institutional mission and core values](#);
- [Entrance requirements and procedures](#);
- [Grading policy](#);
- [Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings](#);
- [Names, titles, degrees held, and conferring institutions for administrators and full-time faculty](#);
- [Rules, regulations for conduct, rights, and responsibilities](#);
- [Tuition, fees, and other program costs](#);
- [Refund policies and procedures for students who withdraw from enrollment](#);
- [Opportunities and requirements for financial aid](#);
- [Academic calendar](#).

The College has a process in place to ensure that students enrolled in a program that has a significant change or potential closure have an opportunity to complete their program with a minimum of disruption. The appropriate dean and faculty meet with an academic advisor to review student pathways available at CCC or one of the nearby colleges. Options would be designed, which may include a teach-out, taking courses at another institution and transferring the courses back, or using similar courses and substituting them for the requirements. Students would be contacted to meet with advisors to discuss the pathway most appropriate for their goal.

Because the College was built in the last decade and designed with a learner-centered philosophy, the physical spaces on campus are not only beautiful, but come equipped with the latest in instructional technology. Classrooms have e-podiums equipped to support various instructional strategies. Room arrangements within the classrooms support group work and interactive learning. Student breakout areas allow places for student computer work and student work on group projects. Conference rooms, including many with collaboration technology, can be reserved within the classroom buildings as well as at the library for individual study or for group work.

Standard 2.E. Library and Information Resources

Cascadia Community College has the unique advantage of sharing library space and services with the University of Washington Bothell (UWB). The resources available to the College's students are similar to those offered to UWB students. During the past two years, CCC faculty, staff, and students were responsible for 15% of all Campus Library circulation/checkouts (including UWB-purchased materials) and 35% of the circulation of CCC-purchased materials. To date the CCC-purchased collection consists of 11,049 volumes, approximately 11% of the total collection.

Over the past 11 years, CCC's materials have circulated 55,824 times and have total renewals of 47,586. Cascadia pays a percentage contribution for those [UW Libraries databases](#) that most closely match its curriculum, and regularly pays \$18,000+/yr. for serials and database subscriptions. However, Cascadia patrons have access to hundreds of additional UW Libraries online databases, e-journals, and e-books. While there is no courier service or paging of materials housed at UWS and UWT, faculty, staff, and students may visit those libraries and checkout materials. The Campus Library houses an extensive [media collection](#), 575 titles purchased by CCC. Media may be used in the classroom, checked out, or placed on reserve for classroom use.

The Campus Library director is responsible for collections development, staffing, and library operations and librarians are active participants at the College, participating in several governance councils. In addition, the librarians are available for curriculum consultations with faculty and to visit classes for information literacy instruction. In 2010-2011, Librarians visited 91 classes providing information literacy instruction to 1,853 students. Librarians also supported online and hybrid courses, building class-specific research guides as requested by faculty, and provided course integrated information literacy instruction for core classes such as College 101 and English 102.

The vice president for student learning and student success regularly and systematically evaluates the library through a library use survey conducted every three years. Results of the survey are used to improve library services. Overall, based on usage data as well as quantitative and qualitative feedback from students, the Library has implemented the following new or expanded services:

- Added 10 computers to third floor quiet study area in 2009-11
- Added collaboration technology to 6 group study rooms in 2009-11
- Improved signage/navigation in 3rd floor stacks in 2008-09 and 2010-11
- Improved signage regarding library policies (study areas, food/drink policies, etc.) in 2010-11

Standard 2.F. Financial Resources

The Washington State budget is in a shortfall situation and the legislature and governor have informed the SBCTC system to expect more budget cuts this biennium. Despite this situation Cascadia Community College has the funds to support its current programs and services in the short term. At the end of fiscal 2011 the College had a total fund balance of \$5,656,471 including reserves of \$3,087,566. The College accordingly has the financial resources necessary to support its current programs and services and to ensure short-term solvency. The College has established reserve funds to provide for anticipated future liabilities; these totaled \$2,385,000 at the end of fiscal 2011 and are sufficient to fund anticipated future liabilities through 2013.

The College has engaged in extensive planning processes to examine options to address future potential cuts and may have to make cuts to programs and services or substantially grow revenue through grant funding, [continuing education](#), [international programs](#) or partnering with other local institutions to share costs. The College is already working to grow revenue opportunities.

In these tight budget times the College has relied heavily on its open and transparent budget process; all processes and procedures are publicly available and documented online. The College follows a budget development process that reflects a "base plus" budgeting philosophy, i.e. each year's budget (excluding one-time items) forms the base for the following year's budget. Proposals for new budget expenditures budget are posted for public comment prior to their review by the College's [Budget Council](#). Budget Council representation includes all major functional areas of the College and representatives from each employee group as well as a student representative. The Budget Council is responsible for hearing budget proposal presentations and classifying them into "tiers" correlating to funding priority. The Budget Council's work informs the budget recommendations that the [Executive Team](#) makes to the president. The president reviews the budget with both the Budget Council and the College as a whole (in public meetings) prior to finalizing the budget and presenting it to the Board of Trustees for their approval.

In the event budget reductions are required as part of the regular budget cycle, the president discusses ideas for addressing the revenue shortfall (excepting specific personnel changes) with the Budget Council. In the event the budget reductions are not part of the regular budget cycle, the president may call the Budget Council into session to consult with them about planned expenditure reductions. The Board of Trustees receives a quarterly budget report to keep them apprised of ongoing and new developments.

Funding for construction of the instructional and instructional support facilities identified in the Campus Master Plan comes from the State of Washington, which has a biennial process for requesting capital projects. Many auxiliary enterprises are shared with UWB and by policy are self-supporting. Recent external audits of campus finances by the Washington State Auditors Office found the College to be in compliance with GAAP and state regulations.

The [Cascadia Community College Foundation](#) (CCCF), a 501c3 corporation, raises funds to support the College's mission. The College has a written agreement, pursuant to [RCW](#)

28B.50.140 (8) with CCCF (Agreement between Cascadia Community College and Cascadia Community College Foundation) that defines its relationship with CCCF. The CCCF's policies require all fundraising to be in a professional and ethical manner that complies with government requirements.

Standard 2.G. Physical and Technological Infrastructure

Cascadia Community College opened its doors in 2000 and consists of two dedicated buildings and other buildings shared with the University of Washington Bothell (UWB). The facilities have been carefully designed to support the institutional mission, programs, and services. One of the hallmarks of the campus design is an emphasis on sustainability. The CC3 building, which was completed in 2009 and incorporates recycled materials and numerous resource conservation measures, exceeds the State mandated LEED Silver standard and, with the planned addition of a PV solar array, will be certified as a LEED Platinum building. To support the College mission and program outcomes, CCC has two teaching labs for Biology, one each for Chemistry and Physics, and one for the Earth Sciences, along with support and preparation lab spaces. The College shares state-of-the-art instrumentation with UWB. There are 11 computer labs with the equipment needed to support its information technology programs and an annual budget of \$15,500 to fund baseline instructional equipment needs. Additionally, when necessary, funded budget action plans provide the equipment needed to support the achievement of program outcomes. The College has a Program Development Reserve fund with a balance of \$600,000 that can be used to fund the equipment needs of new programs.

The College is operating under the master plan revised in 2006 and shared with UWB that still meets the institution's needs. In 2009-10 the master plan was revised by UWB to reflect their growth but has not yet been finalized as they have acquired additional land. The College's Board and president have been actively involved in partnering with UWB to ensure that both institutions' needs are met. The [draft master plan](#) is available on the UWB's website.

Part of the College's mission is to provide a technologically advanced education. Technology management is centralized, with a single department reporting to the vice president for Administrative Services responsible for both instructional and administrative systems. The College has 11 computing labs with 297 computers that support the various programs that use them, lab computers are replaced on a 3-year cycle. The College also has 8 breakout/work areas with 83 computers available for use, including PC's and Macintoshes. All classrooms at the College are "smart" classrooms where instructors can display any of the devices and services connected to the "ePodium" to the class on a large screen. In addition the College offers video capture and editing, file storage, print and e-mail service, laptops for student checkout, a learning management system for e-learning and hybrid classes and a SharePoint portal for web enhanced classes. The campus offers wireless connectivity – CC3 has pervasive wireless service that allows up to 30 laptops/room to access the Internet without significant performance degradation. CC1-2 provides "amenity" wireless access throughout the building. Our partnership with UWB offers wireless access to our students, staff, and faculty throughout campus. The College also has 5 "classrooms on wheels" that faculty can request for use in the classroom. Each "classroom on wheels" has 30 laptops. The College has three videoconferencing technologies to meet the diverse needs of the campus. There are 2 mobile ITV systems that are used for both administrative and instructional purposes, as well as a software solution that can be deployed for smaller ITV conferences. The College provides both employees and students with remote access to college computing resources. The College is deploying a digital signage system that allows for scheduled display of information from a wide variety of information sources. The Rave Mobile

Safety emergency notification system immediately notifies subscribers of campus emergencies via the electronic communications channel of their choice. The College's technology staff keeps the classroom images updated every quarter by surveying the faculty on what software will be used in the coming quarter. This software is remotely installed every quarter to ensure that instructors have the software they need to teach their class that quarter.

The following are key infrastructure components that support the College's technology services:

- Server Infrastructure – The College maintains 48 physical servers and 95 virtual servers and can deploy new servers “on demand” with its virtual server infrastructure.
- Network Infrastructure – The College is connected to the Internet by 100 Mb uplink that is scalable to 1GB; it maintains a 10GB fiber backbone between buildings and minimum 1GB Ethernet between all network switches. Minimum network connection speed to the desktop is 100mb; computers in CC3 all have 1GB connections to the network.
- Storage Infrastructure – The College has three SAN's with a total of 22 TB of storage.
- Backup Systems – The College has a disk based file backup system that adheres to a weekly full and nightly incremental procedure. All backup data is retained for a period of two weeks.

The College supports the technological literacy of its employees through weekly training sessions on the College's "core" applications and regular training sessions for faculty on educational technology. All trainings follow a regular schedule but can also be requested at any time by individuals. The College has put many [training videos and technology tutorials](#) online. Finally, professional development funds are available for employees to take classes if the expertise they are seeking cannot be acquired at the College.

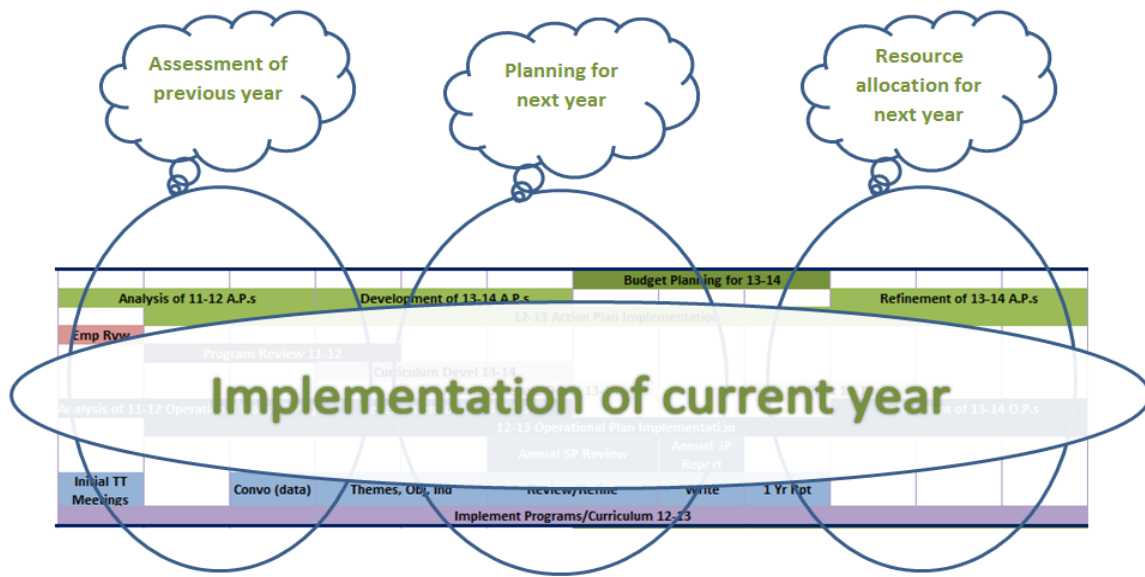
The College prioritizes the replacement of classroom technology and mission critical infrastructure. The technology plan establishes the funding levels required to ensure that faculty and students have access to the classroom technology needed to advance their learning. The plan also establishes the funding levels required to maintain reliable network communications and data center services.

Standard 3.A. Institutional Planning

Cascadia Community College engages in a comprehensive planning process to identify core themes, objectives, and action plans that foster the fulfillment of the College's mission. The institution also evaluates how well, and in what ways, it is accomplishing its mission. The results of this analysis are shared publicly with both internal and external stakeholders, and used for broad-based, continuous improvement and planning.

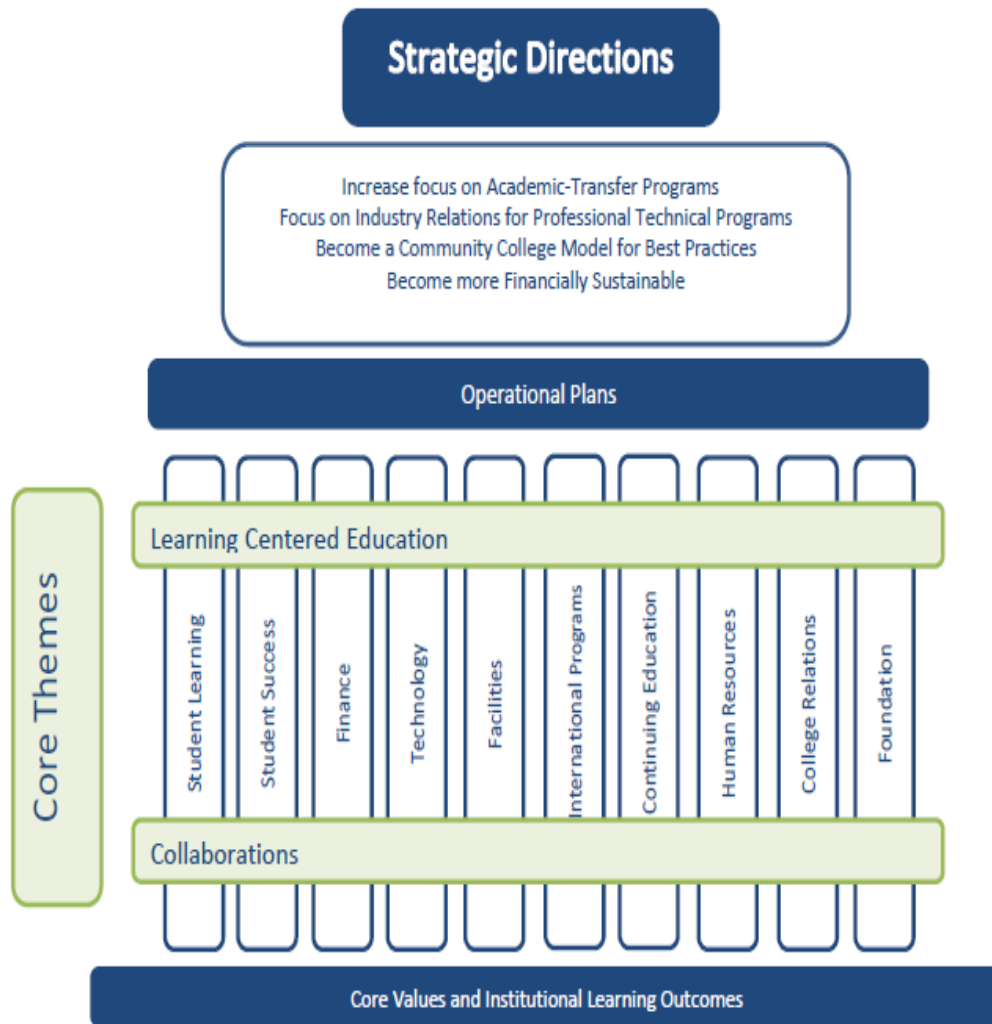
The College engages in a continuous campus-wide planning cycle; at least one all-campus gathering per year (fall Convocation or the winter All-Campus Meeting) is focused on these processes. The [Accreditation and Strategic Plan Steering Committee](#) is responsible for assuring adherence to planning timelines and gathering input from the campus and community constituents (see Standard 3.A.2). The committee consists of the president, the vice president for Administrative Services, the vice president for Student Learning and Success, the executive director of the Foundation, the director of Human Resources, the director of College Relations, and the director for Institutional Effectiveness.

The development of the [Strategic Plan](#) and its components is part of a continuous process of planning, assessment, feedback, reflection, and improvement. The process implemented for the Strategic Plan in the 2010-11 academic year was a new process built around the current activities and modes of operation at the College. Because the overall process was created on area operations that were already in place, the design was and remains in continuous improvement mode. 2011-12 has been the pilot year for the plan and the full implementation roll out to the campus. The campus has access to the planning process via the [College Planning Calendar](#) which maps out the flow of work and planning across the campus. This calendar shows each major process that takes place in an academic year and how it feeds into other major processes to create the synergy that leads to fulfillment of the mission. The College Planning Calendar is available on the [internal](#) and [external](#) websites. While access to planning documentation on campus is widespread, the College is working to spread the word and internalize the new system. The calendar was created using individual functional area timelines from the previous planning process, received campus-wide review and feedback, and was approved by Executive Team in October 2010. The calendar, like the Strategic Plan itself, is a living document and minor adjustments are made as needed to account for both internal and external influences. The calendar represents the relationship of the assessment, planning, resource allocation, and implementation that takes place in an academic year. During an academic year current operational plans and activities are implemented; in the summer and early fall assessments take place across the campus from aggregating course instructor evaluations, evaluating national survey information, learning outcomes assessment, and assessing the previous year's operational plans to name a few; the end of fall and winter quarter start the planning for the upcoming year; and spring allows plan finalization including resource allocation. This relationship is represented in the graphic below.



The new planning process is based on a system whereby the work of the college's functional areas is directly tied to the [Strategic Directions](#) and [Core Themes](#) through Operational Plans. The Operational Plans are created by the functional areas of the college. The Operational Plans were designed to 1) accomplish the work objectives of the functional area, 2) directly support the mission of the college by supporting either a Core Theme or Strategic Direction, and 3) be representative of the College's learning outcomes and/or values. The new process was written into [Administrative Procedure 9:5.10.01](#) and approved by the Board of Trustees in September 2011.

The College is working to define clearly the relationship between the core themes, strategic directions, operational plans, institutional learning outcomes, and values. While the relationships for planning are understood by the Board of Trustees and at the administrative level and participation comes from all levels, it will take time for the entire new system to be internalized at all levels of the institution. Each piece is an essential element in the Strategic Plan. The Core Themes and the Strategic Directions are both evidenced and brought to fruition by the Operational Plans. Supporting this entire enterprise are the institutional learning outcomes and values.



The Strategic Plan articulates the priorities of the College and aligns the initiatives of the functional areas that will be pursued to ensure the attainment of those priorities. Each component is available on both the internal and external websites.

Core Themes are the integral part of the College’s accreditation plan as mandated by the NWCCU. They are developed from the College’s mission statement and are supported by objectives, outcomes, and indicators.

The *Accreditation Steering Committee* establishes draft core themes, which are then shared out via an email from the president and via the internal website for feedback. Feedback is reviewed and the Core Themes are established (or, in future years, revised as need indicates). The planning for the core themes is done through Theme Teams. The Theme Teams are charged to define their theme, set the objectives for the next five years, identify outcomes to make them happen, and determine the indicators that will be used to measure the outcome. The process used to accomplish the charge is directed by the team, but is to include multiple campus-wide

processes that provide for input and feedback. Common processes used include campus-wide surveys, interviews, and discussion boards on My.Cascadia.

Each Theme Team was co-chaired by a member of the Accreditation Steering Committee and an administrator. The director for Institutional Effectiveness participates on each Theme Team. The remainder of the committee was made up of two faculty representatives, one classified representative, and one exempt status representative. Each representative collected feedback through the appropriate assembly and other methods deemed appropriate by the Theme Team, and shared out information. (see 3.A.2 for details on input)

Strategic Directions. The College's Strategic Directions are determined by the campus and approved by the Board of Trustees. Strategic Directions may include themes that overlap with the accreditation process' Core Themes or may define a direction for the College that furthers the academic mission.

An annual Strategic Plan Update is prepared by the Office for Institutional Effectiveness; this document includes community demographics, trends, and projections as well as demographic and performance data from the most recent three academic years, and is available on My.Cascadia and the public website. The Strategic Planning Committee holds a retreat to examine the information, including a review and assessment of the current strategic directions, and to discuss the possible directions for the institution. The draft Strategic Directions are written by the committee, and shared out via email and the My.Cascadia site. College employees are encouraged to read the document and provide feedback via discussion boards, email, and face-to-face meetings. The president personally responds to all concerns and comments brought forward. The Strategic Planning Committee finalizes the Strategic Directions based on the comments and feedback of the campus and posts the final draft for one more public review. The Strategic Directions are then approved by the Board of Trustees and posted to both the internal and external websites.

Operational Plans. The campus's Operational Plans are defined by functional areas of the college and list the action items that ultimately support a Core Theme, a Strategic Direction, or both. Final Operational Plans for the coming year are submitted via the campus's software platform by August 1 of each year.

The campus currently defines functional area operations in terms of the following areas: Student Success, Student Learning, Foundation, College Relations, Human Resources, Finance, Information Technology, Facilities, International Programs, and Continuing Education.

Operational Plans must include action items, the funding necessary to accomplish that item and the person responsible for overseeing the item, a due date for completion, how the action item fulfills a core theme objective or a strategic direction, and how and when the action item will be assessed (using SMART goals) for effectiveness.

Supervisors are tasked with keeping abreast of the progress made via each action item. [Mid-year progress reports](#) are due to the [Executive Team](#) by January 1. Final assessments from the

functional areas of the current year's action items are due June 30 each year. Outcomes of the previous year's action items, as well as mid-year progress reports for the current year's action items, drive planning for the coming year's action items in early winter. Planning for the coming year includes a review by the campus Budget Council in the spring.

As each action item is implemented, in support of either a Core Theme or a Strategic Direction, the College strives to assure that the campus's defined learning outcomes are embedded in each process or action. Cascadia Community College has established four college-wide learning outcomes, (Think critically, creatively, and reflectively; Learn actively; Interact in diverse and complex environments; and Communicate with clarity and originality), which are the institutional learning goals for all students, faculty, staff, and administrators. These outcomes guide learning, decision-making, and actions by all members of the college community.

As a learning organization, CCC continually strives to reach the highest levels of quality in its academic, student and administrative programs and services through continual analysis, assessment and improvement. The College's defining values are community, diversity, access, success, learning, innovation, and environmental stewardship.

The processes outlined above define Cascadia Community College's institutional planning mechanism. Its ultimate goal is to assure that the College fulfills its mission and provides quality education which, in turn, leads to graduates prepared for transfer education or a career.

The College's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies. The College has multiple avenues for regularly scheduled input and information sharing through formal task forces, committees, assemblies, councils, and joint meetings with the University of Washington Bothell campus. The Board of Trustees, administrators, faculty, staff, students, and other interested parties have been, and will continue to be, invited to participate in the planning processes through various avenues. Planning events are scheduled on non-instructional days or at times that faculty and students are able to fully participate.

The College gathers input and provides feedback used for planning throughout the academic year beginning with the fall convocation. The College conducts at least one activity that ties to one of the institutional learning outcomes, values, Core Themes, or Strategic Directions. These activities involve group participation and include University of Washington Bothell joint employees (employed by both institutions) as well as classified, exempt, full-time, and associate faculty.

The Navigators, assemblies, and councils, are instrumental in providing input in the planning process.

- *The Navigators* are a group of elected and/or appointed individuals charged with representing their particular employee category. Currently, the Navigators represent the students, classified staff, exempt staff, faculty, the Bookstore, and the Library. The group's goal is to enhance communication between administration and the College's

employee categories. In particular, the president convenes this group, shares in the development of the agenda with the group, takes minutes, and helps to facilitate conversation among group members. The group has determined that this is a vehicle for shared governance, when situations call for it, and for assuring the College has a feedback perspective that encompasses more than the traditional hierarchical structure of the College.

- **Assemblies** provide a way for each employee group on campus to be represented and facilitate discussions for input into planning processes. There are currently three assemblies: **Classified Assembly**, **Exempt Assembly**, and **Faculty Assembly**. Their purpose is to ensure clear and open communication among college employees and to close the communication loop between faculty, administration, and college governance bodies.
- **Councils** collect feedback and disseminate information for planning and processes at the College. There are currently four councils; the **Budget Council**, **Policy Council**, **Student Learning Council**, and the **Information and Security Management Council**.

The Community is brought to the table for input on formal planning documents via email, the public website, social media, and focus groups; however, their feedback is also solicited through advisory committees, community organizations, and local businesses by the president and other representatives.

Cascadia Community College's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission. The data is collected in a variety of ways in order to capture both immediate changes needed (e.g. course-level assessment) and track long-term trends (e.g. Community College Survey of Student Engagement (CCSSE) administered every other year). Other methods of data-gathering employed by the College include:

Environmental Scan External Data: The Environmental Scan process is designed to describe the environment in which the College operates. In order to fulfill its mission, it is imperative that long-term goals be revisited on a regular, scheduled, periodic basis with both internal data and external data considered. Whether these goals are being met or whether they need to be redefined can only be understood with a clear picture of the influences affecting not just the student body, but also the general public.

The College conducted an external environmental scan in spring 2011. A consultant was hired who facilitated two focus groups; one for students and one for community leaders. The focus groups were asked to provide feedback on strengths, weaknesses, opportunities, and threats (SWOT analysis). The data from the groups was compiled into a **report** to the College. The results of the focus groups provided evidence for administrative decisions on campus from marketing to student support services. The results were also shared back out to the students in coordination with the Student Life area. This process will be repeated in a five-year cycle.

Surveys provide the College with information and feedback from students and staff. The input received from these surveys is reported out in writing, presented in summary to the Board of

Trustees, and in detail to the respective functional areas. The reports are also posted on the internal and external websites. The College conducts the Community College Survey of Student Engagement (CCSSE) in alternating years with the Noel-Levitz Student Satisfaction Inventory (SSI). Every three years the college surveys staff with the Noel-Levitz College Employee Satisfaction Survey (CESS). Periodic surveys are conducted on specific focused topics in order to gather information on working students, e.g., a “Learn and Earn” survey was conducted fall 2011.

Enrollment Data: Quarterly enrollment targets are developed for each of the academic areas. The area deans review enrollment data, take into account recent and upcoming program changes, review local and global (where appropriate) trends, and establish goals based on budget and facility capacity. Enrollment targets are reviewed by the Executive Team, and compared against the Strategic Planning Data and the state allocation to ensure allocation achievement. The Weekly Enrollment Report, published on My.Cascadia, offers a comparison of FTE enrollment data to the same date in the previous year. FTE enrollment data, which includes a target comparison broken down by institutional intent, is provided to the administrative team and campus-wide on a weekly basis via the Institutional Effectiveness site on My.Cascadia. An enrollment report is presented to the Board of Trustees on a quarterly basis, which includes a three-year trend comparison.

Enrollments are monitored based on institutional program intent mix on the academic year-to-year comparison report: *Academic Transfer (76%), Basic Skills (8%), Pre-college (9%), and Workforce (7%)*. Based on the mix, which has stayed consistent over most of the College's existence, CCC is primarily a transfer institution. In the summer of 2011 the president created the Growth Management Task Force, which completed its work at the end of fall 2011. The task force was broken into six workgroups: *Institutional Philosophy, Staffing, Curricular Design, Finance, Recruitment, and Retention*. Each group was given discussion questions to begin working with, and was charged to provide a summary document giving insight into the questions and proposing directions for the college. These directions will be reviewed by the Strategic Enrollment Management Committee and the Executive Team, and shared out for input and reflection before going to the Board of Trustees for final approval (see 3.A.2 for details).

Integrated Post-secondary Education Data System (IPEDS) Feedback Reports are also used to review the academic year and posted to the internal website. The College has built a custom feedback report that includes the 34 colleges in the Washington State Board for Community and Technical Colleges system in an effort to make comparison data more valuable. While the College realizes that its performance and decisions need to be based on its own progress, it also values knowing what the local industry standards are and where the College falls in the state scheme.

Course and Program Data: Data is collected at the course level by using the Course Instructor Evaluations (CIEs). Beginning with fall 2011 aggregate reports of CIEs will be reported and available on the My.Cascadia IE Planning and Assessment site by end of winter quarter. The CIEs assess various activities in courses. Instructors then use the data to improve individual courses within a program. The Student Learning Council reviews each course every four years

as a part of the Program Review process. A system for collecting data related to the learning outcomes rolls assessment data up to the distribution level within degrees. The Program Review process reviews data collected at the distribution level and adds program-level data.

The Budget Process spans the academic year, beginning in the fall term with assessment of previously distributed funds. Action Plans that were funded the previous year are examined based on the assessment plan submitted as part of the action plan. Major initiatives for the upcoming year are identified and assessed by the [Budget Council](#) and [Executive Team](#), receiving input from all employee groups through the process. During the early weeks of the winter quarter, the upcoming year's baseline budget is prepared using information that is available through the State Board for Community and Technical Colleges prior to the legislative process concluding. This means the budget is initially prepared using some assumptions about reductions, new costs, the impact of legislation, and forecasted revenues. The result produces the financial projection and allows budget building for the upcoming year.

The call for budget request Action Plans goes out early to mid-winter quarter. Action Plans are direct results of functional and institutional planning activities on campus such as Operational Plans and Program Review. Action Plans include budget ownership information, one-time and ongoing costs, justification tied to Core Theme(s) or Strategic Direction(s), and an assessment plan. During an open feedback period draft plans are posted on the My.Cascadia website where they are vetted for accuracy as well as made available to the college community for review and feedback.

The [Budget Council](#) is called into session early in the spring term. Each functional area delivers their plans to the Council through face-to-face presentations and the Council assesses the merits of each plan. Recommended Action Plans are forwarded to the [Executive Team](#) and president for consideration. Prior to review and approval by the board near the end of spring quarter, the president shares the final budget with the campus community.

The annual budget process is designed, as much as possible, to be transparent and open to everyone, but in an effort to always make improvements, a Budget Process Survey for the campus community is administered in spring term (May/June). The results from this survey are used to fine-tune the budget process for the upcoming year.

The Budget Council's primary role is to ensure that the budget process to allocate funds for new initiatives is transparent and that the budget recommendations made to the president are well informed. It is responsible for reviewing and discussing budget proposals and for advising changes to the budget to the president and the [Executive Team](#) on budget priorities. By posing questions about Action Plans and discussing their merits and drawbacks, the Budget Council ensures that budget proposals are well considered before being accepted, modified, or rejected by the president.

The membership consists of:

- 2 faculty representatives
- 1 non-faculty (staff/administrator) from Student Learning
- 2 Student Success Services representatives (one of whom is a classified employee)
- 2 Finance/IT representatives (one of whom is a classified employee)
- director of College Relations
- director of Finance
- College president
- Other [Executive Team](#) members (3)

The [Executive Team](#) and the director of Finance are permanent members of the committee. The remaining membership serves two-year terms. Faculty Assembly elects their two representatives; the vice presidents directly appoint or establish a process to select the representatives for their areas of responsibility.

The Security and Campus Safety department is managed and staffed by the University of Washington Bothell and provides professional security and campus safety services to University of Washington Bothell and Cascadia Community College. The College is committed to creating and maintaining safety as well as a sense of security, in order to enhance the teaching and learning environment for the entire campus community. The College's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

Campus Safety's responsibilities include traffic enforcement, monitoring local and campus crime, reporting security threats, offering a comprehensive plan for disaster preparedness and providing service numbers for campus members seeking assistance with personal health and safety issues, such as domestic violence. The Safety and Security Plan establishes procedures and duties, promotes planning, and establishes training for the staff of Cascadia Community College and the University of Washington Bothell for fire, earthquake, bomb threats, chemical spills, and other emergency evacuations as required by the Washington Administrative Code ([WAC 296-24-567](#)). The [Emergency Evacuation and Operations Plan](#) (EEOP) provides the management structure, key responsibilities, emergency assignments, and general procedures to follow during and immediately after an emergency. It plans for a temporary crisis management structure, which provides for the immediate focus of management on response operations and the early transition to recovery operations. The EEOP includes procedures for communicating with the Cascadia Community College and the University of Washington Bothell Emergency Operations Center as well as the management structure of the Incident Command System.

The campus' emergency response procedures and programs satisfy an element of the Departmental Health and Safety Plan required by the Department of Labor and Industries ([WAC 296-24-567](#)).

The College's [Safety Committee](#) meets monthly and maintains a My.Cascadia website. The committee is charged with improving workplace health and safety through employee involvement in the review and evaluation of programs. Activities include:

- Review and evaluate health and safety inspection reports
- Review and evaluate accident investigation reports,
- Review and evaluate CCC's emergency, accident, and illness prevention programs,
- Provide a forum for employee concerns about health, safety, and facilities on campus.

The Emergency Management Plan and emergency procedures are available in several locations including:

1. The Cascadia Community College [internal website](#) and public website
2. The Staff - [When Things Go Wrong](#) document library on My.Cascadia
3. [Emergency Procedures Flyers](#)

Executive Summary of Eligibility Requirements 22 and 23

Student Achievement (ER 22)

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

Cascadia Community College has established learning outcomes for individual courses, and for all certificates and degree programs. The course outcomes are documented in each course approval form and included in the course syllabus that is given to students every time the course is taught. The certificate and degree learning outcomes are published in the catalog and on the public website.

Student achievement of learning outcomes is reviewed across the curriculum in a four-year cycle and assessed at the distribution level; this information is considered in the overall degree program review process. Certificates and degree programs are reviewed on a four-year program review cycle, which includes an examination of every course included in the degree.

Institutional Effectiveness (ER 23)

The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

The College has established an interconnected system of planning and governance over the past year. Changes to the overall accreditation structure, feedback from the Year One Peer Review, changes in the College's administration, and the Core Theme development process provided an impetus to assess the past structure. As a result, the College implemented changes in the governance structure, organizational structure, and created a more transparent and systematic way to collect, analyze, and use data from a variety of sources to improve the institution. All employee groups have a direct voice to the president through the Navigator group, which makes data collection and feedback easy to process. The planning processes, deadlines, data collection, benchmarks, and indicators are clearly established and documented using the Compliance Assist software package. The College Planning Calendar is posted where all college employees have access to it. The College has regularly scheduled data collection activities ranging from external scans, to surveys, to course assessments that feed into various evaluative committees (e.g. Outcomes Assessment Committee, Strategic Enrollment Management). The committees use the data to recommend changes and new initiatives that support the mission of the College, the strategic plans, and the Core Themes.

Standard 3.B. Core Theme Planning

Cascadia Community College outlines the planning for Core Themes as part of the College's [Strategic Planning process](#) (comprehensive plan). At the fall Convocation in September 2010, twenty workgroups representing all categories of employees took part in an activity to identify the group's perception of the essential elements of the mission and the top ways that CCC shows those elements coming to fruition. Each group made a three-minute presentation on the findings at the meeting. The work from that meeting was [transcribed](#) and published to the internal My.Cascadia website. The transcripts from the Convocation work sessions showed overwhelming support for themes focused around learner-centered, seamlessly linked to the community, environmental sensitivity, and global awareness.

The [Accreditation Steering Committee](#) grouped the transcribed results and from those drafted four Core Themes. The initial four groupings were Learning-centered Education, Partnerships, Environmental Sensitivity, and Global Awareness. The draft core themes were shared out via a presidential email and the internal website for feedback from all constituencies across the College. Feedback indicated that Learning-centered Education and Partnerships embodied environmental sensitivity and global awareness within them as these two elements are manifested through educational curriculum and activities and through partnerships with internal and external constituents. The final result was two themes: "[Learning-centered Education](#)" and "[Collaboration](#)." Two Theme Teams were developed and the president appointed a chair for each from the Accreditation Steering Committee. It was also decided by the committee that the director for Institutional Effectiveness would serve on both committees. Each chair chose a co-chair from outside the Accreditation Steering Committee and began work with their teams to define the core themes and create meaningful objectives that accomplish the mission of the college. All information on the core theme development is posted on the internal [accreditation website](#).

Each Theme Team had membership that represented faculty, classified, exempt, and administrative employee levels. Each person acted as a conduit for information from his or her respective employee groups to the Team. The Core Theme Teams defined the theme, set the objectives for the next five years, identified outcomes to make them happen, and determined the indicators that will be used to measure the outcome. The process used to accomplish the charge is directed by the team, but included multiple campus-wide processes that provide for input and feedback. Common processes used include campus-wide surveys, interviews, and discussion boards.

Members of the Theme Teams conducted interviews with co-workers from each employee group. The number of questions was limited and the interview was designed to only take ten minutes. The goal of the interview was to determine what "learning-centered" meant at CCC. The interviews helped provide structure along with the mission for defining the core theme of [Learning-centered Education](#) and the foundation for choosing the objectives, outcome, and indicator structure. A summary of the responses shows comments about integration, engagement, and the need for faculty and staff to be engaged to contribute to the learning environment to promote student achievement.

The questions used were:

- Thinking broadly, what does being learning/ learner-centered look like from a student perspective?
- What does being learning/ learner-centered look like from an employee perspective?
- What does being learning/ learner-centered look like from [insert stakeholder function – example e-learning] perspective?
- What does the College need to do to become even more learning/learner-centered?

The [Collaboration Theme Team](#) survey centered on campus employee collaborations both on and off campus. Twenty-eight people completed the survey. They were from varying departments with varying years in service. Fifty-seven percent are involved in a multitude of professional organizations at varying levels of participation. The survey also resulted in a summary of partnerships the College would most benefit from developing. The top collaborations included: local high schools, Service Learning (local businesses), UWB (Business Incubator, faculty), World Affairs Council, Workforce Resource Center, community colleges, College Board, and the Five Star Consortium. The majority of this list is represented in outcomes for the second core theme of Collaboration.

The results of the surveys, interviews, and quantitative data are available to the campus on the My.Cascadia site for [Institutional Effectiveness](#). Employees are encouraged to review this data as they create the Operational Plans for their functional areas, the action items, the action plans, and during general planning sessions for the area. The longitudinal data, including benchmarking surveys, is available on the Institutional Effectiveness site and contains the date for the next anticipated update.

Initiatives are detailed each academic year in accordance with [AP9: 5.10.01](#). The Action Items are tied to either an identified Core Theme and/or an identified Strategic Direction and include an assessment plan and report out at the end of the year. This process helps to ensure that the majority of all work that is done on campus is focused on accomplishing the mission of the college while encouraging each functional area to enhance and strengthen its service or program for students. The Executive Summary level of the Operational Plan containing each functional area's action items is available on both the internal and external websites.

The planning for Core Themes was a resource inclusive process from people (outlined above) to data. Qualitative elements were used such as transcripts from the work completed at Convocation along with interviews and surveys conducted by the Theme Teams. Quantitative data was also used including enrollment numbers, completion rates, transfer rates, participation rates, and results from benchmarking surveys like the Community College Survey of Student Engagement (CCSSE) and the Student Satisfaction Inventory from Noel-Levitz.

Much of the data used to plan the core themes is longitudinal in nature and will be used to assess the themes as well. The college administration is committed to self-evaluation for improvement and therefore, committed to accreditation and the new standards. Each fall, a work session is

planned at convocation to address essential elements of the mission and core themes; the winter annual meeting has dedicated time to the subject with the topic selection left to the Accreditation Liaison Officer. Each summer an update on the accomplishments of the Core Themes will be produced and distributed to the campus and other stakeholders via the internal and external websites.

Standard 4.A. Assessment and 4.B. Improvement

Core Theme One: Learning-centered Education

Learning-centered Education is focused on providing education that is creative, comprehensive, culturally rich, and technologically advanced, while being environmentally sensitive, and globally aware. It is the College's belief that in order to support learners in this model, a caring culture of engagement must be embodied by the campus as a whole. To foster that engagement and culture the word "learner" is expanded to include staff and faculty.

Learning-centered Education encompasses multiple essential elements of the mission at Cascadia Community College and the theme is represented through four objectives: 1) *students and employees are engaged in a learning-centered environment*, 2) *students are encouraged to be environmental stewards*, 3) *create a positive environment for global and intercultural awareness*, and 4) *students achieve their educational goals*.

Objective 1: Students and employees are engaged in a learning-centered environment.

Outcome: College-wide learning outcomes are represented throughout campus processes.

Indicator: Programs complete program reviews as scheduled in a four-year rotation after process is created/finalized.

Percent	90-100	80-89	70-79	below 70	Score
Achievement	Indicator achieved or benchmark completed	Indicator partially achieved or benchmark partially completed	Indicator not achieved, but changed or benchmark not completed, but plan in place	Indicator not achieved or benchmark not completed	85

Score: 85 points - The process of program review is conducted at the certificate and degree level and was developed and piloted from fall 2011 through spring 2012. The program review documentation tool, [rotation schedule](#), and [flow chart](#) all provide a clear set of data and analysis by faculty, deans, and the vice president for Student Learning and Success. This analysis results in recommendations being made for improvement of programs. The [Pre-Nursing MRP/DTA](#), [Networking Infrastructure Technology](#), and [Business MRP/DTA](#) are being reviewed this current year. The analysis and report out this spring (2012) will result in the first completed program review cycle. Program review is terminology that has been used on campus for assessment of learning, but not for a true health and vitality check of an academic program (degree/certificate). This process finalized terminology and began to bring clarity to the assessment cycle from courses to learning outcomes to degrees and certificates. While the actual first cycle is not complete, it is in progress for the first time. Some delays were unavoidable due to unforeseen organizational leadership changes. Great efforts were taken to communicate and vet the new process and align it with current valuable processes such as learning outcomes assessment and course outcome guide reviews through the [OAC](#) and [SLC](#). Creation and documentation of this process marks a major achievement for CCC. Finding a process for program review that met the logistics of a true review while still honoring the vision for learning created by the mission has been challenging. The documented process and collection of data all in one place, utilizing the

Compliance Assist software, with direct links to core themes, operational plans, and strategic directions is a huge success.

Scoring: The indicator is partially achieved at this time and on track to complete in the spring of 2012 which puts it in the 80-89 point scoring range. The score of 85 points was awarded due to the fact that the new process is midway through the implementation phase with faculty from the scheduled programs working on the report closely with area deans. The initial faculty feedback from those involved is that the system is easy to use and the experience is positive. The process is on track with the expectation of an on-time completion. The program review schedule calls for the report to be due in spring.

Improvements: With this being the first run through of the process there is a lot being learned. The rotation schedule of programs has already been adjusted from a three-year rotation to a four-year rotation to accommodate CCC's extremely large transfer program. The software is also being tweaked to include recorded roles and due dates for the person(s) responsible for parts of the review, and built in report outs and comment areas for the dean, the faculty, and [Strategic Program Review Committee \(SPRC\)](#). Another improvement in the process is to re-work the Student Learning Council's schedule for course review and incorporate it into the program review schedule. As the process completes, the improvements will become program specific in order to improve student learning. One additional piece of work to be done is to continue to clarify and embed the program review terminology with the campus and faculty. The words "program review" were used in the past to describe the process of assessing learning outcomes at the distribution level. This very important effectiveness measure is conducted by the OAC and now termed Learning Outcomes Assessment. Adding the program level of assessment for academic awards (degrees and certificates) has caused some confusion and work is underway to help create a common understanding among all faculty. Those involved in OAC, SLC, and currently conducting program review have a clearer understanding than those who were not directly involved in fall 2011.

Indicator: 100% of course syllabi and Course Outcome Guides (COGs) reflect institutional learning outcomes.

Percent	90-100	80-89	70-79	below 70	Score
Achievement	Indicator achieved or benchmark completed	Indicator partially achieved or benchmark partially completed	Indicator not achieved, but changed or benchmark not completed, but plan in place	Indicator not achieved or benchmark not completed	100

Score 100 points - 100% of courses reflect institutional learning outcomes. Syllabi with learning outcomes are provided to students in every course. SLC reviews learning outcomes for content and rigor before implementation. Assessment of these outcomes takes place each year through the [Outcomes Assessment Committee \(OAC\)](#). The OAC reviews the distribution area learning outcomes annually. Classes in the distribution areas are selected and student work is selected at random. The process spans the academic year with student work being collected in winter and spring quarters, assessment, analysis and recommendations for improvement in the summer.

Scoring: Each class that is created ties each course outcome to an institutional learning outcome; therefore, this indicator is completed with a score of 100 points. The ties are reviewed and approved by the SLC.

Improvements: Through this process, it was noted that while great care is taken in creating and assessing the learning outcomes, and in using the knowledge gained for improvements, there is not a system for transparent documentation and sharing. Faculty documents recommendations and results, shares them with each other informally, and post them to the internal website, but greater distribution of the knowledge and changes needs to be visible both internally and externally. The work of the OAC and mapping of the courses and learning outcomes will be added to the assessment software and are being embedded in the program review process through regularly scheduled COG review. It is also noted that this is a low-level indicator measuring a process rather than an outcome of effectiveness. As this process solidifies, future indicators will be directed more toward how the learning outcomes increase the engagement of the students.

Indicator: 50% of permanent employees are engaged in a given year in professional development.

Percent	90-100	80-89	70-79	below 70	Score
Achievement	Indicator achieved or benchmark completed	Indicator partially achieved or benchmark partially completed	Indicator not achieved, but changed or benchmark not completed, but plan in place	Indicator not achieved or benchmark not completed	50

Score: 50 points - Professional Development: Professional development for all employees is provided on an individual, small group, and campus-wide basis through the Human Resources Development Team, led by the assistant director of Professional Development. Individuals apply for funding to fill professional development needs. One of the criteria for the awarding of these staff funds is that the activity supports the individual’s professional development goals as stated on their yearly performance assessment. Weekly, small group lab training is offered for computer topics such as Microsoft SharePoint, Word, Outlook, and Excel and any employee is welcome to attend on a drop-in basis. Functional areas or teams can request tailored training to suit their needs. Recent examples of these types of sessions are Team StrengthsFinder, Campus Safety training, and using classroom technology. A group representative or supervisor works individually with the assistant director of Professional Development to provide or arrange these types of learning opportunities. Campus-wide events are open to all employees. The topics for the two non-instructional, professional development days are determined by the bi-annual Training Needs Assessment that is conducted by HR. Topics of high interest and of benefit to all types of employees are selected. Recent topics have included Wellness and Stress Reduction, Customer Service, and Emotional Intelligence/Having Difficult Conversations. These events are followed by an online post-training evaluation summary that is sent to attendees. Attendance is tracked at each session using a sign-in sheet.

The [Teaching and Learning Academy \(TLA\)](#) provides faculty with pedagogy-focused professional development opportunities, including, workshops, events, panels, and orientation sessions that are designed to develop the skills and enrich the pedagogical knowledge of faculty.

In support of their central role in maintaining and expanding the acquisition of new knowledge and abilities in a learning college, all full-time and associate faculty and teaching librarians are members of the TLA. The Steering Committee consists of a smaller group of faculty, led by a full-time faculty member with one-third release time. The TLA concludes each workshop with a [brief survey](#), fielding comments from faculty on what they found useful, what they would change about this workshop, and how they heard about the workshop. The results of these forms are relayed back to the presenters and are reviewed before offering similar content again. The responses drive how subsequent or related sessions are offered in terms of content, focus, and delivery.

Scoring: The score of 50 points was awarded as this indicator has not been met campus-wide. Through this process it came to light that there was not a reliable tracking method for establishing the 50% attendance listed in the indicator. The points awarded are due to the efforts of the TLA and the assessment of the training and opportunities for feedback including a review of the potential usefulness for attendees.

Improvement: The Human Resources Development Team identified the need to create and implement a more comprehensive tracking system and include more comprehensive metrics and analysis of the sessions offered and requested. A main realization for this objective is to re-establish the indicator to measure the effectiveness of the professional development opportunities rather than the participation. The College Employee Satisfaction survey that will be distributed to staff and faculty this winter quarter has questions regarding the effectiveness and pertinence of the training added to it to serve as a better indicator in the future and allow for more responsive improvements to be made from the survey tool. The TLA is well-developed, functioning well, and has wide-spread support and credibility among faculty, staff, and administrators. The improvement the College could make in this area is to restore the previous budget cuts made to allow more workshops to be conducted and ensure more associate faculty receive pay for the sessions attended.

Outcome: *Learners are actively engaged.*

Indicator: Achieve and maintain 80th decile in results for all CCSSE benchmarks each survey year.

Percent	90-100	80-89	70-79	below 70	Score
Achievement	Indicator achieved or benchmark completed	Indicator partially achieved or benchmark partially completed	Indicator not achieved, but changed or benchmark not completed, but plan in place	Indicator not achieved or benchmark not completed	80

Score: 80 points - The [Community College Survey of Student Engagement \(CCSSE\)](#) is administered every other year; the College uses the students' feedback to ensure that we are responsive to their needs. The CCSSE provides a structured, external measure of engagement and allows for benchmarks to be established that are reliable and verifiable. The survey was administered in [spring 2010](#) providing three collection years of data. Cascadia Community College's scores over the last three surveys have shown consistent success in achievement of the 80th decile in Active and Collaborative Learning, Academic Challenge, Student Effort, and

Student Faculty Interaction; however, the Support for Learners area has only achieved the 70th decile. The last survey did show an increase in this area from the 60th decile in 2006, while the changes implemented showed improvements in the services more is required to achieve the desired level.

Scoring: A total of 20 points were awarded for each benchmark that achieved or maintained a ranking in the 80th decile. Four of the five benchmarks met this criteria totaling 80 points for the indicator score.

Improvements: This objective will be reviewed each year to establish whether or not maintaining the 80th decile is enough of a stretch goal or if the decile ranking should be increased. The results from the survey were analyzed by the faculty and student support teams with the director for Institutional Effectiveness and used to recommend improvements to the vice president for Student Learning and Success for future planning and implementation. While many of the improvements from the workshops were implemented in 2011 the next survey will not be administered until spring 2012. Some improvements made are:

- Add information about the Math and Writing Center to Academic Warning, Academic Probation, and Academic Alert letters
 - They have added information about the math/writing center, along with other helpful resources and tips to their letters to students on probation. Follow-up data will be gathered after the 2011-12 academic year to see if more students on academic probation participated.
- Increase awareness of child care assistance funding among SSS staff
 - The Child Care Assistance program through financial aid, upon further review, is not working and the College is discussing options to transition the program out. It is a time consuming task that could be eliminated, especially due to the lack of students served per year.
- Ask students how they would like to access advising (online chat, Facebook, face-to-face, etc.)
 - A survey has not been conducted, but advising options were increased in a variety of ways – online chat, face-to-face, appointments, drop in, phone appointments, Facebook, and Twitter.
- Increase faculty awareness of student responses
 - Faculty were surprised by responses regarding encouragement to study and response times. Discussions were held and efforts of faculty to communicate and manage expectations were increased.

Objective 1: Summary: Each indicator strongly ties the assessment results to the fulfillment of the learning-centered education element in the mission statement. Through the indicators CCC has shown success in creating a caring culture that supports creative, comprehensive, and learner-centered education while identifying areas for continued improvement.

Objective 2: Students are encouraged to be environmental stewards.

Outcome: Courses reflect integration of environmental content.

Indicator: Environmental Sensitivity designation code.

Percent	90-100	80-89	70-79	below 70	Score
Achievement	Indicator achieved or benchmark completed	Indicator partially achieved or benchmark partially completed	Indicator not achieved, but changed or benchmark not completed, but plan in place	Indicator not achieved or benchmark not completed	79

Score: 79 points-The courses with the *environmental sensitivity (ES)* related to student learning outcomes will be identified, then approved, and coded. This information will appear for students in the catalog that is published online. Information will be gathered beginning in the academic year after implementation for analysis and recommendations for the following year budget cycle.

Scoring: This indicator has not been achieved, but has led the College to closely examine how it incorporates Environmental Sensitivity into course work. Further, it has brought to light additional methods for assessing the effectiveness of this content, please see the improvements section for details. Because the indicator is not complete it falls into the 70-79 points ranking, because the new plan is in place and the assessment of the indicator led to stronger options that are in place and would make better indicators, it was awarded the high end points from the range of 79.

Improvements: In the future, the College will use more outcomes-based assessments that are currently in place. While the designation code will be a low level indicator, it is the assessment of the indicator that will provide future information. Currently, the College relies on CCSSE and SSI questions specifically designed to inquire directly from the students the level at which the faculty and curriculum embrace environmental sensitivity. The focus groups conducted also stated that the College embraces and lives this ideal and is known for being environmentally sensitive. Another indicator suggested would be to use student work from the environmental assessment fairs that are held during the academic year and linked activities between courses and the CCC director of facilities services and sustainability.

Indicator: Maintain a "Satisfied to Very Satisfied" percentage at or above 85% regarding environmental sensitivity is evident in how and what is taught on the CCSSE.

Percent	90-100	80-89	70-79	below 70	Score
Achievement	Indicator achieved or benchmark completed	Indicator partially achieved or benchmark partially completed	Indicator not achieved, but changed or benchmark not completed, but plan in place	Indicator not achieved or benchmark not completed	89

Score: 89 points - The *CCSSE* was administered in February 2010 and captured student opinion on the teaching of environmental sensitivity. The [results of the CCSSE](#) indicate that 84% of the respondents stated that CCC's focus on environmental sensitivity is obvious in how and what faculty teach. This falls one percent below the desired effectiveness level of 85%.

Scoring: This indicator was not achieved at the desired effectiveness level, which lands it clearly in the 80-89 point range. Because the desired level was missed by a small margin (1%) the high end of the range (89 points) was awarded to the indicator.

Improvements: The information from these indicators was reviewed by faculty through the **Faculty Assembly** which not only re-enforced the teaching of environmental sensitivity, but also provides evidence for the continued (and possible increase) of resource allocation to the topic. While the CCSSE provides a good indicator for effectiveness, this indicator could be improved by adding results from the SSI as well. The indicator will also be reviewed annually to assess the level of effectiveness for appropriateness and to ensure the College is stretching for continuous growth.

Objective 2: Summary: Each indicator strongly ties the assessment results to the fulfillment of the learning-centered education element in the mission statement. Through the indicators CCC has shown success in creating learner-centered education that is environmentally sensitive while identifying areas for continued improvement.

Objective 3: Create a positive environment for global and intercultural awareness.

Outcome: Global and intercultural awareness in course content.

Indicator: Course Outcome Guides reflect global and intercultural awareness content.

Percent	90-100	80-89	70-79	below 70	Score
Achievement	Indicator achieved or benchmark completed	Indicator partially achieved or benchmark partially completed	Indicator not achieved, but changed or benchmark not completed, but plan in place	Indicator not achieved or benchmark not completed	95

Score: 95 points- The SLC approved a designation code for Global Studies (GS) in April 2007, which outlines outcomes aligned under the Institutional Learning Outcomes that meet Global Studies objectives. SLC uses these outcomes to assess courses seeking the GS and CKR designations. Currently, **51 courses are designated as GS**, which equates to 25% of the non-vocational courses. The initial effectiveness level was met at 25%.

Scoring: The indicator was met at the desired level of effectiveness that was set placing it in the highest point range of 90-100; however, as it was realized that this is a process based indicator and not one of effectiveness the points awarded were 95.

Improvements: While having a majority of courses coded with the GS designation code sets the curriculum to provide global awareness it does not directly reflect the effectiveness of the curriculum. In order to make this outcome more useful the indicator will need to be changed to something that measures the effectiveness of the curriculum not just the quality. The College is becoming aware of multiple process measures that are in place and will work to improve these by moving toward effectiveness indicators by using the strong the learning outcomes work being done by the OAC.

Indicator: Maintain a "Satisfied to Very Satisfied" percentage at or above 85% regarding exposure to global awareness on the CCSSE.

Percent	90-100	80-89	70-79	below 70	Score
Achievement	Indicator achieved or benchmark completed	Indicator partially achieved or benchmark partially completed	Indicator not achieved, but changed or benchmark not completed, but plan in place	Indicator not achieved or benchmark not completed	100

Score: 100 points- The respondents scored CCC at an 87% rating (*Satisfied to Very Satisfied*) that the College provides students with exposure to issues and cultures needed to become globally aware. CCC students reported a higher rate of self-examination of their own weaknesses and views on topics and issues. They also reported more instances than their national counterparts of learning something that changed their viewpoint on an issue or concept. CCC students report having included diverse perspectives in classroom discussions or assignments almost 10% more than the small college or national cohort and having included diverse perspectives in classroom discussions or assignments almost 10% more than the small college or national cohort.

Scoring: This indicator has been met and was awarded the highest points score of 100.

Improvements: This is consider a strong indicator as it is an assessment from the students, provides a national benchmark, and has been collected longitudinally. One way to improve this indicator will be to add in the ratings of the same question from the SSI survey. Both surveys are administered on a regular schedule and part of the College Planning Calendar and budget planning. The results of the survey are also assessed by Student Success Services and Faculty Assembly with facilitation of the director for Institutional Effectiveness. The indicator will be assessed each year for appropriateness and stretch for growth.

Objective 3: Summary: Each indicator strongly ties the assessment results to the fulfillment of the learning-centered education element in the mission statement. Through the indicators CCC has shown success in creating learner-centered education that is globally aware while identifying areas for continued improvement.

Objective 4: Students' achieve their educational goals.

Outcome: Students progress towards established educational milestones.

Indicator: Regular yearly increases in all categories of the Student Achievement Initiative.

Percent	90-100	80-89	70-79	below 70	Score
Achievement	Indicator achieved or benchmark completed	Indicator partially achieved or benchmark partially completed	Indicator not achieved, but changed or benchmark not completed, but plan in place	Indicator not achieved or benchmark not completed	80

Score: 80 points - The SAI data for the past three years shows an average overall increase of 12% every year since the baseline year 2005 in terms of students progressing through certain educational benchmarks. Increases have been consistent and steady in achievement in 15 credits, 30 credits, quantitative reasoning, and tipping point (academic award achievement). Both basic skills and college ready (development) have recorded ups and downs based on a two to three year trend. The thought is that the trend correlates to student progression through the program. There were also changes in the developmental Math program. Revisions to the MATH 075/085/095 sequence that created new math curriculum was introduced in 2010-11 along with new books. Math faculty responded to the need to move material in MATH 095 into MATH 085 and the transition caused students to lag a little in successful outcome. In 2010-11 CCC saw the first drop in over five years; even though the drop was only 1% in points, it seemed to focus on a large drop in basic skills. The largest gains this past year were seen in quantitative and tipping points which is reflective of efforts in the Math program working with high schools, providing Supplemental Instruction sessions, increasing Math tutors and hours in the lab, and increased efforts on helping students complete through increased communication from Student Success.

Scoring: The indicator was not achieved at the desired level putting the points awarded in the second highest range of 80-89 points. The SAI points achieved were relatively flat in each category except Basic Skills which saw a significant drop and completions which saw a significant increase off-setting the drop. This allowed the overall score to experience a minimal drop only. The points awarded for this indicator were at the low end of the range (80) due to the minimal increases in the retention categories.

Improvements: Due to an overall decrease (-1%) from 2010-11 in SAI figures, data was reviewed by unit points achieved. The larger percent of SAI points dropped during this time frame was incorrectly identified as a student decrease in progress in the Basic Skills levels. Since 2010 the Basic Skills program has taken steps to improve its compliance with state mandates regarding testing eligibility. These local improvement efforts have reduced the number of students testing each quarter, thereby decreasing the opportunity to capture student gains as frequently. State and federal mandates require 45 hours of instruction prior to testing. The program has addressed this by increasing course intensity which gives students the eligibility to assess at the end of each quarter and represents a programmatic process in student progress. Focus plans need to be recorded and assessed using the SAI measure for effectiveness, benchmarks should be established for increases, and a documented plan created for overall SAI increases, which translates to student success.

Indicator: Maintain a "Satisfied to Very Satisfied" percentage at or above 80% in regards to helping students be successful on the CCSSE.

Percent	90-100	80-89	70-79	below 70	Score
Achievement	Indicator achieved or benchmark completed	Indicator partially achieved or benchmark partially completed	Indicator not achieved, but changed or benchmark not completed, but plan in place	Indicator not achieved or benchmark not completed	95

Score: 90 points - CCSSE respondents scored CCC in the *Satisfied to Very Satisfied* range with 80% stating that the College's learning model that stresses active and collaborative learning has contributed to their success. Even though the indicator was met at 80%; it was realized that there is not a previous score to benchmark against. Therefore, the score from 2010 will be used to establish a benchmark for the upcoming CCSSE being administered in February 2012.

Scoring: This indicator was completed at the pre-determined level of effectiveness landing it in the highest point range of 90-100. Points were awarded at the low end of the range as a previous benchmark could not be established; therefore, it could not be determined if the indicator's level of effectiveness was appropriate or a stretch goal.

Improvements: As CCC continues to grow and face tough economic times it is important not to stray from the learning-centered mission, which is shown through active and collaborative learning. The faculty work session reviewing CCSSE results held much discussion about active and collaborative learning and all the ways that manifests itself at CCC. Do the students include all the assessment fairs that are done as "classroom presentations" and do they understand that all the group work being done is active and collaborative learning as well? The discussion brought a great deal of awareness to the faculty in regards to terminology and communication with the students. The discussion and individual efforts that grew from this was a qualitative improvement. A more measurable improvement will be the commitment to increase specific training on active and collaborative learning with associate faculty. The indicator will also be improved by adding additional scoring from the SSI and conducting a study on the success of transfer students and an employer survey.

Outcome: Students are employed from the workforce training program.

Indicator: Increase the number of students working 9 months after completion; monitor yearly for capacity.

Percent	90-100	80-89	70-79	below 70	Score
Achievement	Indicator achieved or benchmark completed	Indicator partially achieved or benchmark partially completed	Indicator not achieved, but changed or benchmark not completed, but plan in place	Indicator not achieved or benchmark not completed	90

Score: 90 points - The measure for this outcome is to evaluate the number of students working after completion of degrees and certificates. This data is calculated annually by the SBCTC ensuring reliability and validity. The most current data available is for 2009-10 and shows that 77% of the students participating in job preparatory training were working nine months after completing the program. This score is up from 53% in 2008-09 and from 71% in 2007-08.

Scoring: This indicator was achieved and awarded points from the highest range; however, the indicators did show a lag from the state benchmark.

Improvements: This data is helpful; however, it operates on a delay due to external tracking mechanisms and coordinating data sharing with the Department of Labor. One way CCC improved the information and its timeliness was to hire a Job Site Developer in fall 2011 whose responsibility it is to develop internship sites for students in the Professional/Technical programs, track graduates, and to develop a system to track all graduates. While this project will

not be finalized by the time of the accreditation visit, this data will augment the SBCTC data for the next accreditation report. Feedback provided by program advisory committee members has been instrumental in providing guidance in curriculum design and improvements, resulting in the complete overhaul of the [Networking Infrastructure Technology program](#). The changes should yield higher enrollments and better placement in this program for future years. The indicators and data collected for workforce related program employment should be revised to reflect data, which is collected annually, as well as continuing to use the SBCTC data for confirmation.

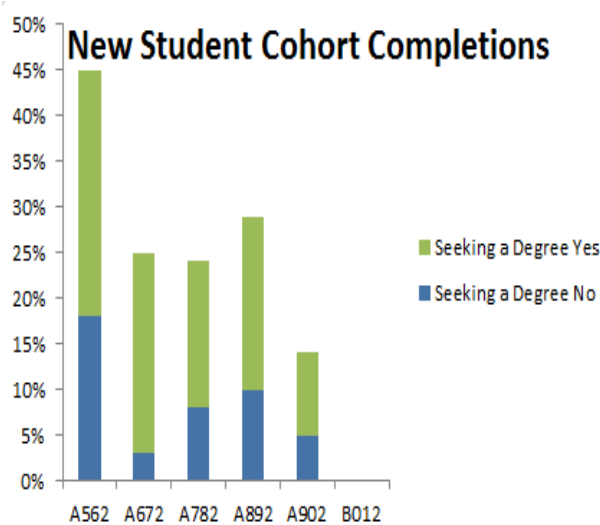
Outcome: Students complete degrees and transfer.

Indicator: Increase degree completions and transfers in relation to enrollments with annual review for feasibility and benchmarking.

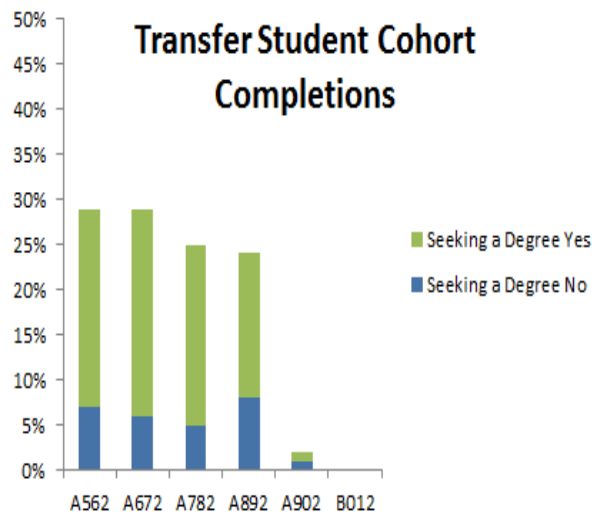
Percent Achievement	90-100	80-89	70-79	below 70	Score
	Indicator achieved or benchmark completed	Indicator partially achieved or benchmark partially completed	Indicator not achieved, but changed or benchmark not completed, but plan in place	Indicator not achieved or benchmark not completed	95

Score: 95 points- The College reviews and assesses local and national completion and transfer trends along with its own longitudinal data in order to establish benchmarks and thresholds. IPEDS data is used minimally due to the restrictions on the cohorts (i.e., full-time, first time, degree seeking, etc.), which are not always representative on the community college system. In summer 2011, CCC's Office for Institutional Effectiveness began to adapt and report out the [American Association of Community Colleges' \(AACC\) Voluntary Framework of Accountability \(VFA\)](#) for reporting completions, transfers, and progression. CCC is looking at completions in two categories, new student cohorts and transfer cohorts over a 200% of time including all completion, even the ones that do not declare to be degree seeking, but receive an academic award.

New Student Cohort Completions



Transfer Student Cohort Completions



The College also reviews the total number of completions and transfers each year. Completions have increased by an average of 20% over the past three years. Last year saw a large increase (31%) due to renewed efforts to reach students that are near completing and helping them progress through completion. The average increase prior to that was 17%. On the average CCC has around 300+ graduates a year transferring into four-institutions. This past year the data was unavailable to confirm this trend, but early results of individual inquiries are promising that transfer rate continues to increase. The reason that the transfer information is so limited is due to several factors (as of summer 2011):

- In 1999 UW and SBCTC created Mutual Research Transcript Enterprise (MRTE); it allows research of where community college students go and how well they do – institution participation is voluntary;
- several years ago it was moved to the OFM;
- it was not maintained;
- it has moved back to the SBCTC until the Educational Research and Data Center can support it;
- SBCTC is working on re-launching it; CCC has volunteered to be a pilot tester; again – participation from the four-years is voluntary.

Another factor CCC tracks in regard to transfers is how many students leave to go to another two-year institution in the system and how many come to CCC from other two-years. The most recent data available shows the College as an Importer of students; transferring in 231 students versus exporting 95 students.

Scoring: This indicator was completed earning points from the high range of 90-100.

Completions were increased in the number of academic awards given and in SAI achievement points from eh SBCTC. Tracking the percent of students completing at a 200% of time range also increased in both the new and transfer categories earning a total of 95 points for the indicator's effectiveness.

Improvements: CCC's Office for Institutional Effectiveness will continue to develop and refine reporting for this information on the internal and external websites, expanding the understanding of completions and further categorizing the cohorts to allow for increased support as needed. In fall 2011, the College re-established the [Strategic Enrollment Management committee](#) to monitor the full spectrum of enrollment from inquiries to completions and transfers. Another improvement will be to develop relationships with the four-years to allow for increased tracking by program area for the top five transfer institutions. Student Success Services will continue to further develop efforts to increase completions as well.

Objective 4: Summary: Each indicator strongly ties the assessment results to the fulfillment of the learning-centered education element in the mission statement. Through the indicators, CCC has shown success in creating learner-centered education that is creative and comprehensive while being seamlessly linked with other educational institutions and identifying areas for continued improvement. These indicators also conclude success in meeting the less literal mission of higher education in general, to complete degrees and progress on to four-year institutions or the workforce.

Standard 4.A. Assessment and 4.B. Improvement

Core Theme Two: Collaboration

Collaboration is the term used by the College to define the seamless links with community, area enterprise and other educational institutions. The learning environment extends well beyond the edge of our campus and being part of a community makes us a resource for all learners. In support of our values and in keeping with its mission, Cascadia Community College makes a consistent effort to fully bridge the gap across educational experiences for learners.

Objective 1: Strengthen engagement with other educational institutions.

Outcome: Area high school students complete more college credits.

Indicator: Additional courses offered in conjunction with the College in the High School plan.

Percent	90-100	80-89	70-79	below 70	Score
Achievement	Indicator achieved or benchmark completed	Indicator partially achieved or benchmark partially completed	Indicator not achieved, but changed or benchmark not completed, but plan in place	Indicator not achieved or benchmark not completed	70

Score: 70 - The College in the High School program was explored with Northshore School District. Because CCC is a newer college in the area, the surrounding colleges, Bellevue College, Everett Community College, and Shoreline Community College have established relationships with Northshore School District, leaving only three courses available for College in the High School through Cascadia Community College. While discussion is continuing, the College has changed focus from the Northshore School District to the new high school being designed through Lake Washington School District which is focused on **Science, Technology, Engineering, and Mathematics (STEM)** preparation. A dean has been assigned to be a part of the high school planning and design team and will establish the College in the High School model to be implemented when the high school opens in fall 2012.

Scoring: The indicator has not completed which puts it in the 70-79 point range for scoring. The low end of the point scale (70) was awarded due to the lack of completion of the initial indicator and incompleteness of the plan for implementing/assessing the STEM high school project. There is also not a formal plan for continuing the College in the High school offerings that can be documented other than continuing discussions.

Improvements: While the indicator has not been met as written, the College is confident that this relationship with Lake Washington School District will result in many high school students enrolled when the partnership is fully implemented. Discussions will continue with Northshore School District and others, but the main focus now will be the new STEM High School. The College will work to document formal plans for both options and include an assessment. The plans will be published on the internal website and summarized for the external website.

Outcome: Students seeking a four-year degree transfer at higher rates with partnerships.

Indicator: Partnership agreements with four-year institutions. Add 2 agreements per year for the next 2 years and then establish reasonable levels for partnership attainment based on completions and acceptance rate at the receiving institutions.

Percent	90-100	80-89	70-79	below 70	Score
Achievement	Indicator achieved or benchmark completed	Indicator partially achieved or benchmark partially completed	Indicator not achieved, but changed or benchmark not completed, but plan in place	Indicator not achieved or benchmark not completed	90

Score: 90 points - Over 70% of CCC’s students enroll with the intent to transfer, so building agreements and monitoring the success of students through these agreements is vital to mission fulfillment. The College currently has nine articulations on file that smooth the transfer process for students and advisors. Three new partnerships were developed during 2011-12; [Middlesex University](#) in the U.K., [Bastyr University](#) in Washington State, and a targeted program articulation with [University of Washington Bothell](#) computer program. The articulation with [Argosy University](#) was renewed and updated, as well.

Scoring: The indicator has progressed to the level of effectiveness for the first year, because the indicator was written to cover a two year span it cannot be considered "achieved" at this time. Points were awarded from the highest range of 90-100, but at the low end of the range pending completion of the second years additional agreements being put in place.

Improvements: There are two more targeted program partnerships in the planning stages with the University of Washington: the BA in Business Administration program and the BS in Electrical Engineering program. Other current articulations on the list need to be updated and checked for currency of the curriculum. A scan of area colleges and universities with partnership potential for future actions will be conducted in 2012-13. This indicator was written into the future instead of evaluating what had been achieved previously, in the future, the indicator will be redirected to assess previous performance.

Objective 1: Summary: Each indicator strongly ties the assessment results to the fulfillment of the collaboration element in the mission statement. Through the indicators CCC has shown success in creating seamless links with other educational institutions while identifying areas for continued improvement.

Objective 2: Form and sustain partnerships to create opportunities for learners.

Outcome: Course offerings based on industry participation for both credit and non-credit.

Indicator: Develop one course per year in response to industry demand for non-credit.

Percent	90-100	80-89	70-79	below 70	Score
Achievement	Indicator achieved or benchmark completed	Indicator partially achieved or benchmark partially completed	Indicator not achieved, but changed or benchmark not completed, but plan in place	Indicator not achieved or benchmark not completed	89

Score: 89 points - Continuing Education has developed a non-credit course in response to industry demand each of the last five years except 2008-09.

2011 – 2012 Business Writing: Meeting Minutes and Agendas (City of Bothell)

2010 – 2011 XHTML (Vertafore) and Cascading Style Sheets (Vertafore)

2009 – 2010 Residential Energy Audit (Worksource – Federal funding)

2008 – 2009 None

2007 – 2008 Grammar (City of Bothell)

These courses are facilitated by the director of Continuing Education and the curriculum is written by content-area experts, most of whom also teach the course. The director and content area expert meet to discuss the course parameters and outline the course; the final curriculum is submitted to the director for approval. The course is then included in the publication materials and registration software. The director develops new courses based on a continual environmental scan; watching for new companies opening up in the area, monitoring industry demand, keeping track of student demand (phone calls and emails asking about whether or not we offer a course), and instructors who see a need and offer to write curriculum and teach a course. The director facilitates the development of the training, hiring the instructor, writing the contract, ordering the textbooks, distributing and collecting training evaluations, and billing. In many cases, the area industry professionals approach the College to see if we can help with training. [Boeing](#) is a good example of industry coming to Continuing Education to offer courses. The College’s long-term relationship with Ed Wells Partnership, the training center for Boeing employees, began in 2011 when they rented the computer lab to offer MATLAB classes. Because of the excellent attentive customer service they experienced during the MATLAB courses, the curriculum developer for the newly formed Propulsion University within Boeing, was given our contact information. Between Ed Wells Partnership and Propulsion University, MATLAB classes are offered to their incumbent workers monthly and the demand for these classes continues.

These industry connections have resulted in positive outcomes for students and programs. For example, a manager at [Vertafore](#), Karen Goetz, attended the Web Design certificate program (which included classes in XHTML and Cascading Style Sheets) and both of her sons attended Cascadia Community College. Because of the positive experience in the courses, she approached Continuing Education to provide XHTML and Cascading Style Sheets to the software programmers and software developers at Vertafore. An instructor at the College developed the curriculum to meet Vertafore’s needs.

Scoring: The indicator fell slightly short by not creating a class in the 2008-2009 academic year; therefore, the point range assigned was the second highest of 80-89. The final points awarded were 89 due to the fact that all other years achieved the mark and one year added two new classes.

Improvements: In an effort to align all the income generating areas of the College, Continuing Education was moved from Student Learning and Success to the Administrative Services area. The move included a creation of a new business plan including targeted goals and benchmarks approved by the Board of Trustees in fall 2011. Continuing Education continues to assess regional needs, scanning for additional training possibilities. The director is also exploring off-site locations for broader offerings: some for targeted audiences, such as Evergreen Hospital education program and Brightwater Education and Community Center at the Waste Treatment Plant facility.

Indicator: Industry participation in the form of advisory councils for workforce programs.

Percent	90-100	80-89	70-79	below 70	Score
Achievement	Indicator achieved or benchmark completed	Indicator partially achieved or benchmark partially completed	Indicator not achieved, but changed or benchmark not completed, but plan in place	Indicator not achieved or benchmark not completed	85

Score 85 points - Advisory Committees have been formed for the following programs: [Environmental Technology and Sustainable Practices](#), [Web Applications](#), [Networking Infrastructure Technology](#), and Workforce Education. The first three are program-related advisory committees and the last one is an umbrella committee that advises on all workforce programs. Each advisory committee meets two to three times a year, usually once a quarter excluding summer quarter. These committees include representatives from a total of 22 companies and agencies, including the statewide Veterans' program. Industry-related speakers are invited to present current and specific program-related topics to IT students each Friday. After the 40-minute presentation, the student audience asks questions of the speakers. Because of the IT Speakers Series, students get to hear directly from professionals in the field about how to break into the job market, challenges they might face along the way, and how to overcome them, as well as how to succeed on the job. Companies that will be represented at the Speakers Series winter quarter 2012 include Google, Blue Tooth, NC Soft, Microvision, Coalfire Systems, Inc., and Microsoft.

Scoring: The indicator was placed in the second highest point range in regards to completion and awarded a score of 85 points due to participation achievement. Full points were not awarded as it was agreed that participation is a low-level indicator and should be increased by adding complexity to the participation.

Improvements: While Advisory Committee meeting participation shows support, the College will add complexity to this participation in the future by adding connections to the College Foundation Board, increasing the scope of the audience for the speakers, and assessing the current advisory committee members to be sure the College is including new companies in the area and covering all aspects of changes to programs in the last year. The College will expand

this speaker series to include all workforce programs in 2012-13. The program review process also provides a tracking mechanism for level of participation from advisory committee members along with future participation in focus groups.

Outcome: Industry support of technology enhances learning.

Indicator: Increasing dollar value of industry contributions of hardware and software.

Percent	90-100	80-89	70-79	below 70	Score
Achievement	Indicator achieved or benchmark completed	Indicator partially achieved or benchmark partially completed	Indicator not achieved, but changed or benchmark not completed, but plan in place	Indicator not achieved or benchmark not completed	60

Score: 60 points - Industry contributions in the realm of technology were received from Microsoft for a joint project with Hitachi on the Excel add-in feature called [PowerPivot](#). The contribution was approximately \$10,000 and allowed for the Office of Institutional Effectiveness to create a tool for program and course management that also tracks completions and at-risk courses. This tool allows the deans to have the information at their fingertips and run information for decision-making. This data solution is also used to generate accurate and reliable data for program review. While other donations were expected, none came to fruition.

Scoring: This indicator did not manifest as intended placing it in the incomplete range for points. Because there were contributions that did enhance the work of the College in the area of technology and provide valuable information, the indicator was awarded 60 points.

Improvement: The next step for the current donation is to move it to the College's internal website so that the information is available to the campus, withholding sensitive specifics regarding faculty and anything that may allow for identifying a student. Efforts are also underway to create a more formalized plan for soliciting and receiving donations in the area of technology for workforce programs.

Objective 2: Summary: Each indicator strongly ties the assessment results to the fulfillment of the collaboration element in the mission statement. Through the indicators CCC has shown success in creating seamless links with other educational institutions while identifying areas for continued improvement in both the processes and the selection of indicators for providing evidence of seamless links to the community. In retrospect, there are other connections to the community that would better reinforce the fulfillment of this essential mission element.

Executive Summary of Eligibility Requirement 24

Scale and Attainability (ER24)

The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

The College has reached the ten-year anniversary of serving students in King and Snohomish Counties, in partnership with the University of Bothell. The co-location has allowed for efficiencies for both institutions including joint library support and security/facility service to the respective staff, faculty, and students. The College is able to maintain all college operations at the current enrollment level with the current funding from the state and the collection of local fees. The facilities are modern and well maintained and will continue to serve the College community well into the future. While the College is sustainable in the current environment, potential future cuts to state funding and declines in enrollment will result in a greater effort to seek alternative funding sources through Continuing Education, International Education, and Foundation efforts.

Standard 5.A. Mission Fulfillment

Cascadia Community College engages in a regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments. This assessment is defined in Administrative Procedure 9.5.10.01 as part of the [Strategic Plan](#) and in conjunction with the newly designed accreditation process of the NWCCU. The stages of planning, implementation, assessment, and reflection are designed to roll from one into the next and from one year to the next feeding a cycle of continuous improvement. This cycle was used in creating the current strategic plan, including strategic directions, core themes, and operational plans.

The Board of Trustees for Cascadia Community College reviewed the [College mission statement](#) in February 2010 in conjunction with an overview of the accreditation process. The College held an all-campus Convocation fall 2010 where faculty and staff worked in small groups to discuss CCC's beginnings, the development of the mission statement, and the changes that had occurred over the past decade. The results of this group work, Core Theme Teams, and meetings with assemblies, councils, and other constituents were identified from of the essential elements of the mission and the two [Core Themes](#): Learning-centered Education and Collaboration. The Board has endorsed the current mission and core themes as appropriate directions for Cascadia Community College. The mission statement articulates an appropriate purpose for an institution of higher learning, gives direction to the College's efforts, and is generally understood by the community.

In the [Year One Peer Evaluation Report](#) Spring 2011, the reviewers noted that "The complex mission statement describes numerous characteristics of the education supported by the college culture... Although cumbersome in wording, the mission statement articulates an educational purpose appropriate for an institution of higher learning." While the College acknowledges the concerns of the NWCCU, due to the compressed accreditation timeline the team felt there was not sufficient time to revisit the mission immediately. The president created a plan, which will commence shortly after the spring 2012 visit, to work with the Board and College to revisit the mission statement with the intent to shorten, clarify, and update the language.

The College will know that the mission has been fulfilled when each of the indicators for the Core Themes is met at an acceptable level or above. The indicators are measurable, both quantitatively and qualitatively, for both of the Core Themes. In the Year One Peer Report spring 2011, it was noted that "...the College determined that meeting 70% of the effectiveness standards set for the objectives and outcomes is an acceptable measure of mission fulfillment. This appears to be a satisfactory level of mission fulfillment..." The College continued to interpret mission fulfillment as meeting 70% of the effectiveness standards set for the indicators of the objectives and outcomes.

The effectiveness of the indicators was assessed through the use of an indicator scorecard. Each indicator of effectiveness was reviewed for completeness and assigned a point range which its final score would come from. The Office for Institutional Effectiveness awarded final points based on actual completion, spirit of intent of the outcome, and creation of a new indicator or plan for the future. The points were then totaled for theme and averaged. The theme scores were then averaged together to create the final mission fulfillment score. The scores were forwarded to the Accreditation Steering Committee for review. The College community then reviewed the scorecards and provided feedback. All indicators were determined to be equal in weight for mission fulfillment across both themes as all represent essential elements of the mission. The College understands that this was a more subjective method of assigning scores, but due to the compressed timeline and new college planning structures being piloted that the method was effective and efficient for this cycle. In the future, more in-depth rubrics for scoring will take place and it will be a collaborative assessment from the theme teams facilitated by the Director for Institutional Effectiveness.

Indicator Scorecard			
Learning-Centered Education			
Objective	Outcome	Indicator of Effectiveness	Score
Students and employees are engaged in a learning-centered environment.	College-wide learning outcomes are represented throughout campus processes.	Programs complete program review as schedule in a four year rotation after process is created/finalized.	85
		100% of course syllabi and Course Outcome Guides (COGs) approved by SLC reflect institutional learning outcomes.	100
		50% of permanent employees are engaged in a given year in professional development.	50
	Learners are actively engaged	Achieve and maintain 80th decile in results for all CCSSE benchmarks each survey year.	80
Students are encouraged to be environmental stewards.	Courses reflect integration of environmental content.	Environmental Sensitivity distribution area.	79
		Maintain a "Satisfied to Very Satisfied" percentage at or above 85% regarding environmental sensitivity is evident in how and what is taught on the CCSSE.	89
Create a positive environment for global and intercultural awareness.	Global and intercultural awareness in course content.	Course Outcome Guides reflect global and intercultural awareness content.	95

		Maintain a "Satisfied to Very Satisfied" percentage at or above 85% regarding exposure to global awareness on the CCSSE.	100
Students achieve their educational goals.	Students progress towards established educational milestones.	Regular yearly increases in all categories of the Student Achievement Initiative.	80
		Maintain a "Satisfied to Very Satisfied" percentage at or above 80% regarding helping students be successful on the CCSSE.	90
	Students are employed from the workforce training program.	Increase the number of students working 9 months after completion; monitor yearly for capacity.	90
	Students complete degrees and transfer.	Increase degree completions and transfers in relation to enrollments with annual review for feasibility and benchmarking.	95
Collaboration			
Objective	Outcome	Indicator of Effectiveness	Score
Strengthen engagement with other educational institutions.	Area high school students complete more college credits.	Additional courses offered in conjunction with the College in the High School plan.	70
	Students seeking a four-year degree transfer at a higher rate with partnerships.	Partnership agreements with four-year institutions. Add 2 agreements per year for the next 2 years and then establish reasonable level for partnership attainment based on completions and acceptance rate at the receiving institutions.	90
Form and sustain partnerships to create opportunities for learners.	Course offerings based on industry participation for both credit and non-credit courses.	Develop one course per year in response to industry demand for non-credit.	89
		Industry participation in the form of advisory councils for workforce programs.	85
	Industry support of technology enhances learning.	Increasing dollar value of industry contributions of hardware and software.	60

The percentage points awarded to each indicator were rolled into the Core Theme scorecard and then into the assessment for mission fulfillment based on the approved 70% completion rate.

Core Theme Scores	
Learning-Centered Education	86%
Collaboration	79%
Mission Fulfillment Score = 85%	

Cascadia Community College has attained substantial mission fulfillment as defined and approved in the Year One Peer Evaluation Report by effectively completing 85% of the pre-determined indicators. These indicators have also served to establish areas for continuous improvement for the College that will be discussed and reviewed by the executive leadership, Accreditation Steering Committee, assemblies, and councils. The results of these discussions will be used as CCC moves forward into the next accreditation cycle and as the mission is reviewed. This process and processes that follow will continue to be documented, systematic, community-based, and transparent in an effort to best serve the students in moving forward to four-year institutions and employment.

Standard 5.B. Adaptation and Sustainability

The College regularly evaluates the resources, capacity and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered. The **Executive Team** led by the president is ultimately responsible for the overall health and condition of the College. The planning processes are regularly evaluated and documented in a central location accessible by the campus and in summary form on the Internet. Constant feedback and the open communication between the assemblies and the president provide an ongoing forum for feedback on any part of the college that is not functioning well. Committees have a regular reporting cycle, which provides feedback and information through the **Executive Team**. Any one individual at the College has at least three methods by which to be heard and to forward initiatives: the employee group via the assemblies, the functional area related committees, and through their respective supervisors and vice presidents.

There are formal evaluations in place for resources through the vice president for Administrative Services' constant monitoring of the budget through regular reports to the Board of Trustees, president, other vice presidents and budget managers. The annual budget process is designed, as much as possible, to be transparent and open to everyone, but in an effort to always make improvements a budget process survey for the campus community is administered in late spring term (May/June). The results from this survey are used to fine-tune the budget process for the upcoming year. The College community is invited to offer feedback on the **Budget Council** process, as well. Assessment plans for each of the funded action plans are also finalized and implemented before year-end. Changes noted throughout the year are implemented in the budget-building process for the following year. Grants and other sources of funds are assessed annually against the outcomes of the grants and requirements for the source of funds (i.e., federal regulations govern some Basic Skills grants).

Capacity and resources are closely linked. Since the College has been more occupied with budget cuts than how to spend additional revenue, capacity has been a topic of concern. While budgets are shrinking, enrollments have been trending upward. Capacity for staff and facilities has been maximized over the past several years. The **Strategic Enrollment Management (SEM)** committee has played a role in evaluating capacity for enrollment, along with the Student Services enrollment area and finance area in setting quarterly and annual targets for enrollments, which are evaluated throughout the quarter and at the end of each quarter. This information is included on a regular basis in reports to the Board of Trustees. Staffing levels are currently adequate, but stretched. The College has a reduced staff from three years ago, having cut support positions and restructured the senior level management, combining two vice president positions. Functional area managers are responsible for regular evaluation of staff performance and monitoring workload. Cascadia Community College has the capacity to maintain the current level of enrollment with the current faculty, staff, and administrators.

Evaluation of the effectiveness of operations takes place through the established planning and data gathering cycles. The **strategic directions** are evaluated annually and cover a rolling five-year time span. The administrative procedures and operational plans are written to support **Core**

Themes and Strategic Directions. Each operational plan has a mid-year progress report on current Action Items due on January 1 each year, and in January and February new action items are developed for processing through the **Budget Council**. Each June 30, evaluations of the current action items are submitted. There are regular surveys to gather information from college personnel on professional development, college climate, and targeted issues of concern. The appropriate assemblies, committees, or councils use this data to affect changes in the institution.

The system of evaluation in the Student Learning arena includes course level and distribution level assessment of college-wide student learning outcomes, program level outcomes and a formal program review of all degrees and certificates every four years (through the **Strategic Program Review Committee**). Each course is reviewed and updated as needed every four years as a part of the formal program review process. Additionally, students evaluate faculty on a regular basis, with faculty in the tenure track monitored by a tenure committee. A series of surveys to collect data from students is conducted biennially, the **CCSSE** and **Noel-Levitz SSI**, and as needed for targeted issues (i.e. Learn and Earn survey conducted fall 2011 of all working students). Results of the surveys are available to the campus community via the Institutional Effectiveness **assessment** website.

Cascadia Community College has a broad and integrated system of gathering data and feedback on the performance of each functional area of the College and uses the data intentionally to make positive changes and to increase the future effectiveness of the institution. Data use has been addressed at the institutional level and is currently being piloted at the course level. The College engages in a comprehensive planning process to identify core themes, objectives, and action plans that foster the fulfillment of the College's mission. The institution also evaluates how well, and in what ways, it is accomplishing its mission and uses the results for broad-based, continuous improvement and planning. This planning and the results are shared publicly with both internal and external stakeholders.

The campus engages in a continuous campus-wide planning cycle. At least one all-campus gathering (Convocation or the winter All-College Meeting) is focused on these processes. The Accreditation and Strategic Plan Steering Committee is responsible for assuring adherence to planning timelines and gathering input from the campus and community constituents (see Standard 3.A.2). The committee consists of the president, the vice president for Administrative Services, the vice president for Student Learning and Success, the executive director of the Foundation, the director of Human Resources, the director of College Relations, and the director for Institutional Effectiveness.

The development of the **Strategic Plan** and its components is a continuous process of planning, assessment, feedback, reflection, and improvement. The root of the planning process is established in the **College Planning Calendar** to align the flow of work and planning from across the campus. This calendar shows each major process that takes place in an academic year and how it flows and feeds into every other major process to create the synergy that leads to fulfillment of the mission. This information is available to all campus personnel on My.Cascadia. New planning processes were established in 2010 whereby the work of the college's functional areas was directly tied to the **Strategic Directions** and **Core Themes** through

Operational Plans. The Operational Plans are created directly by the functional areas of the College. The Operational Plans were designed to 1) accomplish the work objectives of the functional area, 2) directly support the mission of the College by supporting either a Core Theme or Strategic Direction, and 3) be representative of CCC's learning outcomes and/or values. The new process was written into Administrative Procedure [9:5.10.01](#) and approved by the Board of Trustees in September 2011.

Other major documents that guide planning are the Facilities Master Plan, the Emergency Response Management Plan, and Cascadia Community College and University of Washington Bothell [emergency response procedures](#).

Cascadia Community College is working to clearly define the relationship between the core themes, strategic directions, operational plans, institutional learning outcomes, and values campus-wide. While the new processes are well documented and available, the administrative levels are more familiar with the new system due to implementation; communication and internal marketing is planned to internalize the processes at all levels. Each piece is an essential element in the Strategic Plan. The Core Themes and the Strategic Directions are both supported by the Operational Plans. Underlying this entire enterprise are the institutional learning outcomes and values. The processes outlined here define the College's institutional planning mechanism. The ultimate goal for all planning and guiding documents is to assure that the College fulfills its mission and provides quality education that, in turn, leads to graduates prepared for transfer education or a career.

The College monitors internal and external environments through both the Learning-centered Education and Collaboration Core Theme indicators. Internal data about college-wide learning outcomes is garnered mainly from the Learning-centered Education Core Theme through the [CCSSE](#), employee surveys, outcomes and assessment processes, program review for degrees and certificates, course review, and as a formal and scheduled process. Internal data is also collected through discussion on various topics in the [Faculty Assembly](#), [Classified Staff Assembly](#), and the [Exempt Assembly](#), which is passed up through the [Navigators](#) group to the president. Topical surveys on college constituencies are conducted as needed through the Institutional Effectiveness area. This data, collected systemically, provides dashboard information for general monitoring, and specific information on targeted topics, such as the "Learn and Earn" survey conducted in order to learn more about the needs of working students leading to changes in ways we serve them in the future.

External environments are monitored using a broader method of regularly scheduled (5-year rotation) environmental scans, community surveys/focus groups, and monitoring statewide trends through the [Executive Team's](#) statewide commissions ([Instruction Commission](#), [Business Affairs Commission](#), [Human Resources Management Commission](#), [Information Technology Commission](#), [Public Information Commission](#), and [Student Services Commission](#)) and the president's [Washington Association of Community and Technical College](#) state-level group. External data is collected through members in the Foundation, industry partners, and members of the professional/technical Advisory Committees both formally and informally. For example, an Advisory Committee member may inform the College at a committee meeting of a

new industry trend impacting the entry-level skills for students, which would be researched and clarified. The dean and faculty for the program may change course requirements as a result of this input and confirming research, take the course through the Student Learning Council for formal revision and adoption, resulting in students being better prepared for the workplace. Board of Trustees members set board goals, approve Strategic Directions, finalize budgets for the college, and consistently provide input to the president.

The accreditation self-study process and setting the first Core Themes has been a valuable endeavor for Cascadia Community College that has resulted in a vastly improved (over two-years ago) system of internal and external data collection and a system of governance to use the data in a way which will result in implementing improvements to the College in support of the mission and finally (this year) to document those changes. The College's [Executive Team](#) is committed to embracing the new method of self-study, sees the value in the process, and will continue to implement institutional effectiveness using this system.

Conclusion

Cascadia Community College is known for its strong cultural value of living the basic tenants set out by Dr. Terry O’Banion’s work on learner-centered institutions. The founding president, faculty, and staff took these principles seriously and wove these concepts throughout curriculum, teaching strategies, academic structures, and operations. The College has been through many iterations of organizational structure and assessment methods, and prides itself on not being the same as other community colleges. 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.

The College has been largely successful in maintaining these basic principles, which are reflected in the two Core Themes: Learning-Centered Education and Collaboration. Early in the College's development, faculty teams visited Alverno College, nationally recognized for excellent assessments and outcome and learning models for students. The faculty team successfully incorporated and adapted assessment and outcomes models into processes that worked for the College environment. Learning assessments and outcomes are firmly ingrained in faculty thinking and actions. The faculty-lead Teaching Learning Academy (TLA) continues to bring new faculty, both full-time and associate faculty, into the group by teaching them the “Cascadia Way” through orientations and ongoing professional development workshops. Two of the learning outcomes developed during this time, "Think critically, creatively, and reflectively," and "Learn actively" directly relate to the Learning-Centered Core Theme. These learning outcomes are woven throughout the college. There is a solid college culture of consensus-building. This is reflected, for example, in how meetings are conducted across the employee groups: the appointed chair, after a lengthy discussion, commonly asks for those in agreement, those opposed, and those “standing outside,” meaning they will not block the action, but do not agree with it. Every effort is made to include all voices in major conversations through the Assemblies and task forces made up of a diverse group of college participants. The curriculum and program structure, while in compliance with all state and federal standards, is delivered in a very intentional learner-centered way, through extensive use of team-building, public display of assessments of student work each quarter, linked courses, faculty collaboration on assignments between courses, and integrated learning courses.

The Collaboration Core Theme was derived from a very basic cultural value at CCC. The two learning outcomes that relate to this Core Theme are "Interact in diverse and complex environments" and "Communicate with clarity and originality." The complex governance structure is a very unique and intentionally integrated system of multiple ways voices can be heard. The College has built collaboration throughout the college structure, resisting the traditional community colleges divisions and departments, which may create barriers and factions. There are no traditional departments identified, although faculty in various disciplines do get together quarterly (i.e. Math, Psychology, etc.). Division deans are identified over various areas of study which are diverse. The only traditional position is the Professional Technical dean with related programs and grants. College employees, across the board, expect to have their voices heard, and the governance structures are in place to ensure that truly happens.

While the basis of the culture is collaboration and inclusion, consensus building can slow down action. The College Planning Calendar provides an overall structure to be sure that groups do not get bogged down in long conversations, which is a tendency in a consensus environment. The most recent iteration of the governance structure moves the College in a more balanced way to achieving strategic directions through the Operational Plans.

While the partnership with University of Washington Bothell remains a challenge at times, a general trend of creating ties and formal partnerships has been recently on the rise. The joint functions are operating efficiently; the library in particular is an excellent model of a best practice in the Washington State system of higher education. Faculty and students feel very supported and the needs of the College are met at a high level. The current director of the Campus Library is very supportive of the College and consistently includes faculty and the VPSLS in operations and higher-level decisions. The College has survived numerous external threats from legislative bills mandating mergers with various area institutions and, despite the stress connected with this constant threat, maintains a very positive outlook for the future development as initially written in legislation, partnering with the University of Washington Bothell.

The new accreditation processes triggered an examination of the mission statement by the entire college community in an inclusive process to create the core themes. Identifying how the strategic plan fits into the organizational structures to affect change and move Cascadia Community College forward caused a healthy self-reflection, which resulted in basic institutional changes. The College responded positively to the new accreditation processes and the creation of core themes. While new processes have been created, the short timeline has meant that our new creations have not been fully piloted with enough time to assess and revise them further. It also has meant that, although processes are developed, they are not yet fully integrated into the college community and being piloted this year for immediate assessment upon conclusion of the academic year cycle. The College, at the core, is very learning-centered and collaborative, but even though creating the themes was a broad process, college personnel are not yet fully connected with the new language of "core themes" and these terms have not yet made their way into the fabric of the culture in the way the learning outcomes are integrated.

In preparation for the Year One Report, the college community was fully engaged in identifying and defining the two Core Themes; "Learning-centered Education" and "Collaboration." During this preparation, college personnel also identified the need to collect data more intentionally and make it widely available. "Compliance Assist," a software package, was purchased to gather data for accreditation, assessment, and planning. This is in place and under constant improvement as it is used in more intricate ways. SharePoint was employed to create the My.Cascadia site, which contains a full range of information for college employees and students regarding assemblies, councils, committees, [Executive Team](#), as well as task forces and operational information. Major reports are posted, along with the Board Policies and Administrative Procedures. While the College has always been engaged in data gathering and planning, technological advances brought the awareness and sharing to a much higher level across the functional areas. The public web site and My.Cascadia are currently being assessed for changes in navigation, but the information contained is sound and current.

After the Year One Report Review Team gave feedback to the College, attention was turned to preparing the Comprehensive Report. The Accreditation Steering Committee outlined the process and the Accreditation Liaison Officer (ALO), the vice president for Student Learning and Success, was assigned the task of implementation. It was decided to create a base of information by completing the Year Three and Year Five reports as far ahead as possible, in order to have data to effectively write the summaries and do the proper reflection. Authorship of Standard 2, A-G was divided out across the campus, with wide input from individuals and groups related to each section topic. The Director for Institutional Effectiveness, ALO, and several other staff formed a core implementation team to coordinate and assess the data being entered. The ALO conducted sessions with each Assembly to inform the campus about the progress of the document, educate everyone about the new process, cycle, and form for accreditation during fall 2011. An outside consultant was engaged to aid with the final compilation of the Comprehensive Report. The draft document was edited by a faculty member from the College and then shared with the campus community for broad input, which was also incorporated in the document.

Since the College has experienced major transitions from writing to old standards to the new standards, creation of core themes, experienced a significant changeover in senior leadership and president, implemented new ways to access data via My.Cascadia, refined all planning processes, and accomplished all this in a very compressed timeline, the Accreditation Steering Committee conducted a "trial run" prior to the visit in the form of a "Mock Visit." The Team hoped to learn where the knowledge gaps might be and, at the same time, create an opportunity for all to practice the new language and processes. The Mock Visit was held on February 22, 2012. The day-long visit was lead by an experienced, trained accreditation visitor, Dr. Brinton Sprague and five other administrators who are trained visitors and work in area colleges. This process was invaluable for testing ourselves on our new processes and terminology. The Mock Visit team feedback included suggestions to provide more information to the college about the core themes and how they relate to the planning elements such as the mission statement and strategic directions. We also learned that the Assembly members felt that core theme development (adding objectives and indicators) should have been taken back to either the Assemblies or by re-forming the core theme teams to provide additional feedback. While the

compressed timeline did not allow us to gather as much feedback as we would have done during a regular seven-year cycle, we plan to do so during the next cycle. The visitors also learned that the college community wishes to understand the accreditation process more fully. A response team was formed immediately to find ways to provide information on the core themes, the planning processes and how the elements relate, and the accreditation process in general. The College has implemented several methods of getting the word out in preparation for the April 30 - May 2 visit, including sharing out charts, creating one-page information sheets, holding discussion forums, and reaching all the established standing assemblies, councils, and committees.

The self-reflection process conducted in the preparation of the Comprehensive Report and the Peer Review Panel's feedback from the Year One Report also brought some areas of improvement the College wishes to address after the accreditation visits. Each iteration of the report during this time brought new feedback and insights, particularly the Mock Visit, which outlined what is needed to refine the document and the new processes in place. Perhaps the most important discovery was that the Mission Statement, as currently written, was not clearly focused, too long, and was mainly process oriented. This was most disturbing, as this College sees itself as an outcomes-based organization. Immediately after the visit, the College is embarking on a comprehensive process to assess the current Mission Statement. Those defined changes will naturally trigger revisiting the Core Themes and Strategic Directions (and all related operational plans) in a cascading effect over the next three-year period, prior to the Year One Report due in March 2013. During this time, the assemblies, councils, and committees will be fully engaged and new Core Theme Teams assembled to revise and develop the objectives, outcomes, and indicators.

The College wishes to maintain and strengthen the current governance system. During 2011-12, the exempt assembly was added to balance out the faculty and classified assemblies. This needs to be evaluated and possibly further refined. The number and scope of committees was recently assessed and changes made, which also needs further analysis to see how the new groups are functioning. The Strategic Enrollment Management committee has recently been revitalized and needs to be more strongly connected into the governance structure. The current parallel structure of the councils and assemblies should be fully assessed and roles more fully defined.

During the work done for the report in the outcomes and assessment area, a formal degree-level Program Review process was developed and piloted 2011-12. This process needs to be evaluated through the current committees and changed as necessary. Also, during this analysis, the ALO identified that there was not a systematic way to collect evidence of course-level assessments for the course outcomes. The College has an open and transparent system for evidence collection and display for the college-wide outcomes and distribution areas, and the Program Review data is systematic and able to be shared through the Compliance Assist software. Upon reflecting on the revised objectives and indicators for Learning-centered Education, the College realized the Basic Skills and International programs make significant contributions to student access and success and are not strongly reflected. Data is collected from both areas and should be included for consideration in the next revision processes. Feedback from the Year One Peer Review and the Mock Visit feedback shows that when the Core Themes

are revised, care needs to be taken to select the indicators carefully to show full engagement and learning and less on indicators that simply show participation. While the indicators were improved between the Year One Peer Review and now, the Accreditation Steering Committee has more closely aligned data collection and instruments that show engagement which can be used in the next reporting cycle.

Cascadia Community College is 11 years old this year and in good health, despite state budget woes, legislative moves to merge with area colleges, and the challenges of defining the "College" and what it means to be a co-located partner with University of Washington Bothell. Terry O'Banion would be proud of his positive influence on this small, but vibrant and caring community of learners who are all here to provide students with access to a brighter future, whether that be to go on to a four-year institution or to go directly into the workforce. The journey taken from learning the new accrediting standards to submitting the Comprehensive Report has been a swift ride, with a steep learning curve, and it has been a bit disorienting for all involved. The next steps in the journey will certainly be more measured and iterative as we move through the next three years of constant institutional improvement using our new data systems and revised governance structures, and make these new concepts and processes a regular part of the language and culture.

Citation:

O'Banion, Terry. *A Learning College for the 21st Century*. (Phoenix: American Council on Education/Oryx Press Series on Higher Education, 1997).

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