

In this report:  
Standard One

# MAKING ROOM FOR CHANGE:

*A Self-Evaluation of  
Institutional Effectiveness*

FEBRUARY 2020



CASCADIA  
COLLEGE  
BOTHELL

# Table of Contents

<b>INTRODUCTION TO STANDARD ONE.....</b>	<b>1</b>
<b>STANDARD 1.A: INSTITUTIONAL MISSION.....</b>	<b>2</b>
1.A.1 .....	2
<b>STANDARD 1.B: IMPROVING INSTITUTIONAL EFFECTIVENESS....</b>	<b>2</b>
1.B.1 .....	2
1.B.2 .....	6
1.B.3 .....	9
1.B.4 .....	12
<b>STANDARD 1.C: STUDENT LEARNING .....</b>	<b>15</b>
1.C.1 .....	15
1.C.2 .....	18
1.C.3 .....	19
1.C.4 .....	21
1.C.5 .....	22
1.C.6 .....	27
1.C.7 .....	30
1.C.8 .....	33
1.C.9 .....	35
<b>STANDARD 1.D: STUDENT ACHIEVEMENT.....</b>	<b>36</b>
1.D.1 .....	36
1.D.2 .....	40
1.D.3 .....	42
1.D.4 .....	44

## INTRODUCTION TO STANDARD ONE

Purposefully founded twenty years ago as a learning organization, Cascadia College aims to be a place where all stakeholders, from students to Trustees, are engaged in generative and adaptive learning. This current 20th milestone year challenges the College to embrace change while remaining grounded in our roots. Assessing mission fulfillment and institutional effectiveness is engrained in every part of the College and the college truly aims to transform lives through our educational approach.

As a learning institution, Cascadia constantly grows and changes. From our systemic imperatives and local drivers, we recognize that the following current influences in our growth lead us to reflect and reconsider who we are.

1. Cascadia is involved in implementing a new enterprise records system as part of a state-wide initiative that will create a much more fluid end user experience.
2. Supported by state funding, Guided Pathways is coming to Cascadia, a transformation that is kicking into high gear in 2019-2020 and will lead to better student achievement.
3. Our co-located partnership with the University of Washington Bothell has allowed us to design and build a completely shared STEM-focused building, while beginning the planning process for a student services building.
4. Lastly, we are experiencing a demographic shift through a rapidly increasing high school age student population.

Since the 2015 visit, Cascadia has been at work formalizing its process of assessing institutional effectiveness. The 2016 NWCCU Ad Hoc Report describes the beginnings of that process:

- In the summer of 2015, a cross-unit taskforce developed a single strategic plan that integrated six planning documents. This document was shared at all-college meetings in fall 2015 and every fall since. The Strategic Plan has guided planning and the assessment of institutional effectiveness across the institution.
- Following fall 2015, each area in the college aligned preexisting processes for assessing programs and practices with the Strategic Plan priorities for the year (see 1.B.1). Alignment became a regular topic in meetings of the Executive Team, Councils, Assemblies, and other governance bodies. New workgroups (e.g., a Strategic Planning Committee) were established to take on the work of aligning assessment with strategic goals.
- The Executive Team took the lead in repurposing existing communications with specific constituencies and the entire campus (e.g., the "Friday Letter", VP Updates, Leadership Meetings, etc.) to sustain a continuous focus on student learning and achievement that moves students and the strategic plan to their next steps.

This standard describes in greater detail the ways in which Cascadia has articulated goals related to academic quality and student achievement while assessing the institution's effectiveness at achieving those goals. Each standard will review what we did, what we learned, and how we are planning for change as a result of what we have discovered through our self-evaluation.

## STANDARD 1.A: INSTITUTIONAL MISSION

### 1.A.1

**The institution has a statement of mission that defines the institution’s broad educational purposes and its commitment to student learning and achievement.**

#### WHAT WE DID

Cascadia’s identity is collectively expressed through the vision, mission, and values of the community. As we transitioned into this last accreditation cycle, we engaged in a campus wide exploration of our identity. The mission statement of the College (see Figure 1.A.1.1) was evaluated and revised during Spring and Summer of 2012 with workgroups from Classified Assembly, Exempt Assembly, Faculty Assembly, Navigators (a presidential advisory council), and the Board of Trustees. The revised mission statement was approved by the Board of Trustees at their September 2012 meeting. The statement is posted in each classroom, displayed on the web, printed on the back of business cards, shared and examined at New Employee Orientation, and drives institutional planning as expressed through the strategic plan.

Figure 1.A.1.1. Cascadia College Mission Statement

<b>MISSION STATEMENT</b>
<b>TRANSFORMING LIVES THROUGH INTEGRATED EDUCATION IN A LEARNING CENTERED COMMUNITY</b>

#### WHAT WE LEARNED

We learned that the mission statement’s central theme, transforming lives through education, continues to be core to our actions, but that the methodology to such actions is constantly evolving. The mission statement must allow for flexibility in the methods we use in order to transform lives.

#### WHAT WE ARE PLANNING

Subsequent to this accreditation review, the College will begin a campus-wide process of reviewing the mission statement. Feedback from the self-evaluation process will inform our discussion working toward a revised statement propelling the College forward in our next decade of service to our community.

## STANDARD 1.B: IMPROVING INSTITUTIONAL EFFECTIVENESS

### 1.B.1

**The institution demonstrates a continuous process of assessing institutional effectiveness, including the assessment of student learning and other support services to facilitate student learning and achievement. The institution uses that ongoing and systematic evaluation and planning to inform and refine its key processes, assign resources, and improve student learning.**

## WHAT WE DID

Assessment is integrated into Cascadia’s operational practice. During this cycle, assessment of institutional effectiveness centered on the assessment of the core themes from the 2016-2020 Strategic Plan (described in 1.B.2), and student learning (described in 1.C). Further, the College worked to make institutional practices more systematic and deliberate addressing multiple practices from tenure to compensation to budget writing. Our institutional effectiveness assessment centered around three pillars: the Strategic Planning Committee, Unit Level Planning, and support and guidance from the Office of Institutional Effectiveness.

### *Strategic Planning Committee*

The newly formed Strategic Planning Committee took over in Summer 2015 from a cross-unit taskforce that developed a plan for integrating Cascadia’s multiple strategic documents. This action was based on guidance from the NWCCU Mid-Cycle review process. The Strategic Planning Committee was tasked with annually reviewing goals and data, determining a strategic emphasis based on components of the strategic plan, and reporting on progress and findings at all-college gatherings. These results also framed the focus of our “deep dive” presentations at public Board of Trustee meetings to keep the Board and community apprised of our progress (Exhibit 1.B.1.1. Board of Trustee Deep Dive BEdA Feb. 2018).

### *Unit Level Planning and Assessment*

Each functional unit within the organization used relevant goals in the Strategic Plan as the basis for developing annual operational plans. Those same goals guided the collection of data to inform planning, resources allocation, and assessment of success. Table 1.B.1.1 illustrates some of those practices.

Table 1.B.1.1. Illustrations of data collection

Processes for Assessing Institutional Effectiveness	Data Collected
<b>Surveys of students</b> <ul style="list-style-type: none"> <li>Course and Instructor Evaluations (CIEs)</li> <li>CCSSE</li> <li>Course interest surveys in impacted courses</li> <li>Ad hoc surveys and focus groups (e.g., survey of experience in hybrid classes, experience in learning communities, Teaching and Learning Academic pedagogical interest survey)</li> </ul>	<ul style="list-style-type: none"> <li>Student perceptions of their learning and the learning environment</li> <li>Student needs for courses and support</li> <li>Data collected faculty pedagogical needs and modes of learning.</li> </ul>
<b>Program Reviews</b> <ul style="list-style-type: none"> <li>FYE Pilot Program Review</li> <li>The Bock Learning Center (ex. 2018-19)</li> <li>Disability Support Services (fall 2019)</li> </ul>	<ul style="list-style-type: none"> <li>Course offering and enrollment patterns</li> <li>Patterns of student achievement</li> <li>Council for the Advancement of Standards in Higher Education (CAS)</li> </ul>
<b>Assessment of student learning at the course and program level</b>	<ul style="list-style-type: none"> <li>Student attainment of learning outcomes</li> </ul>

Cont. - Table 1.B.1.1. Illustrations of data collection

Processes for Assessing Institutional Effectiveness	Data Collected
<b>Faculty Review</b> <ul style="list-style-type: none"> <li>Annual Full-Time faculty workload plans</li> <li>Tenure and post-tenure review</li> <li>Associate faculty review</li> <li>Review of Course Instructor Evaluations</li> <li>Review of student concerns</li> </ul>	<ul style="list-style-type: none"> <li>Faculty needs</li> <li>Faculty development</li> <li>Instructional strategies</li> <li>Alignment between student expectations and needs and current curriculum and instruction</li> </ul>
<b>External Reviews/Audits</b> <ul style="list-style-type: none"> <li>Veterans Services in fall 2019</li> <li>Disability Support Services in Winter 2020</li> <li>Annual fiscal audits</li> </ul>	<ul style="list-style-type: none"> <li>Student experience data</li> <li>Efficiency</li> <li>Compliance (federal and state)</li> </ul>

### *The Office of Institutional Effectiveness (IE)*

The Office of Institutional Effectiveness (IE) warehouses findings for use in planning. IE has focused on increasing developing data visualization tools that enable each area to examine data related to strategic indicators. IE also plays a central role in making data available for non-instructional days, Board meetings, guiding the Strategic Planning Committee, and assisting unit planning.

### *Summary Examples: Leading to Change*

During the past 10 years, institutional effectiveness assessment processes have led to substantial changes that better align programs with the college mission, promote student learning and achievement, and make better use of scarce resources. Table 1.B.1.2 offers two sets of summary examples by select functional units to illustrate how we have embedded an integrative cycle of assessment and action to improve student learning and success. These are notable examples from a long list of organizational changes.

Table 1.B.1.2: Examples of Assessment and Action

Student Learning	
Assessment Finding	Institutional Impact
2013. Attrition in gateway STEM courses and student perceptions of support services offered in the Math & Writing Center (add strategic goal)	Development of Supplemental Instruction program (2013) and rebranding of the Math & Writing Center as the Learning Center (2016)
2014. Attrition in pre-college Math and English courses	Review of placement procedures and adoption of multiple placement methods (2014); development of co-requisite pre-college courses (2018)
2015. Completion rates, student and faculty perceptions of College 101, rate at which students developed Education Plans	Redesign of College 101 with a common curriculum (2015) through which faculty and staff collaborate on the development of Education Plans (2016).
2017. Rates of transition from BEdA to college programs	Restructure of BEdA program staffing to provide more direct student support, including transition advising.

Student Success Services	
Assessment Finding	Institutional Impact
Student Wellness needs: Health & Wellness Resource Center (HAWRC) and United Way Benefits Hub	Opened in fall 2018 in the Activity and Recreation Center (ARC) and have been able to help students with housing and food insecurity, budgeting, tax help, emergency funding,
Food insecurity: Kodiak Cave Food Resource Center	Student Life opened this in fall 2018 to support students experiencing food insecurity as well as providing education around cooking on a budget and nutrition.
Textbook Accessibility	Cascadia Student Government (now Events & Advocacy Board) began collecting textbooks at the end of each quarter and allow students to borrow needed books at the beginning of the quarter.

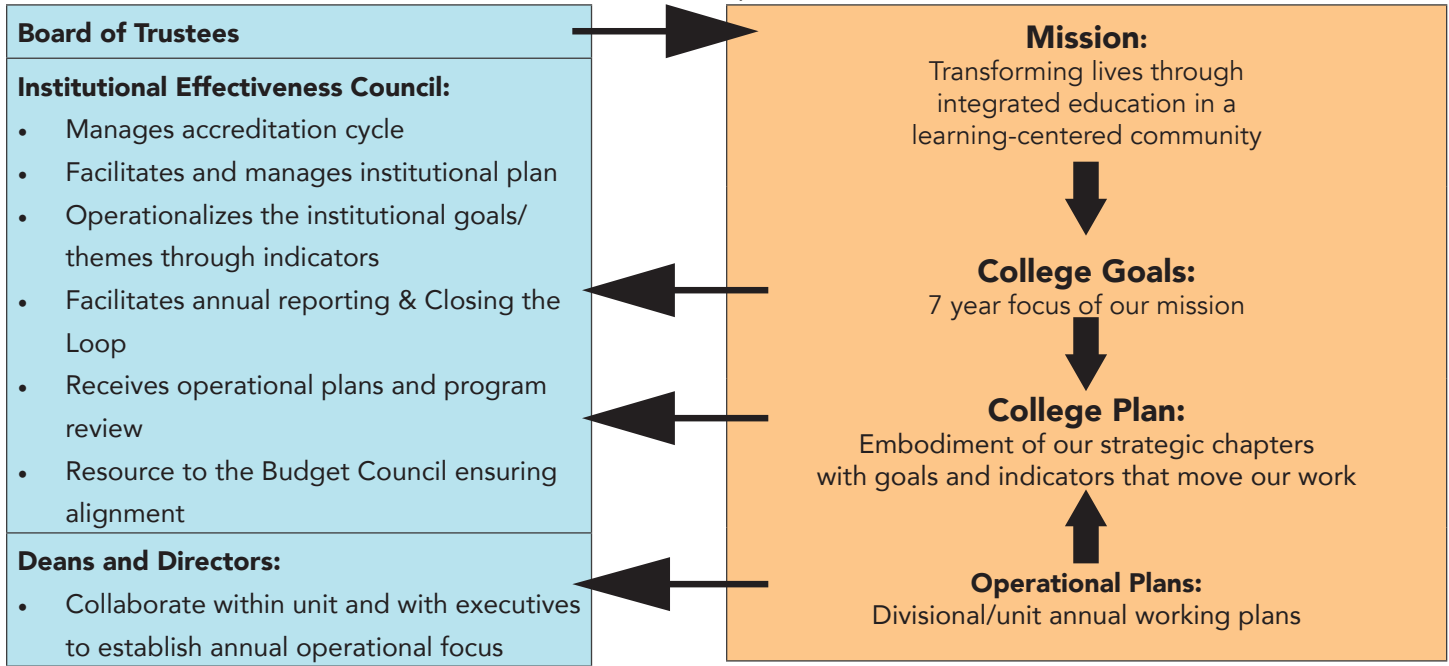
## WHAT WE LEARNED

Cascadia deeply values collaboration and has often planned through affinity processes. The strengths of that approach notwithstanding, the result has been many strategic directions supported by many indicators of success, so many that the College struggled to understand its overall institutional effectiveness. During this review cycle, and based on guidance from the Mid-Cycle review, we saw a need to refine this process and make it more structured and integrated. This meant integrating multiple planning documents and establishing a process for selecting a set of annual objectives from the strategic plan to guide planning, assessment, and the allocation of resources. One yearly non-instructional day, typically in spring, was designated as “Closing the Loop”, a day dedicated to reviewing the outcomes of the annual priorities. This was an effective way to share outcomes with the entire college and will continue to be integrated into our planning cycle. From there, units and committees began planning for the next year. We also learned that such a wide-ranging strategic plan with numerous micro-initiatives was overwhelming. Likewise, the strategic plan included data indicators directly measuring the micro initiatives rather than overarching goal indicators. These lessons are driving changes to our institutional effectiveness model and processes.

## WHAT WE ARE PLANNING

As a result of our experience in this planning cycle, and as we understand how our values are defiiing our work, we are 1) developing new planning processes that occur at the unit/department operational level, and 2) adopting a shared set of student success indicators. Our revised model for institutional planning was presented at the May 2019 DIA (See Day of Inquiry and Assembly—for an overview of these college-wide non-instructional days) displayed in figure 1.B.1.1. Our overarching institutional planning has moved from the Strategic Planning Committee to a new college-wide governance council (the Institutional Effectiveness Council) providing oversight, operational prioritization, and college level planning. This council and our planning work is addressed more deeply in standards 1.B.2 and 1.B.3.

Figure 1.B.1.1 Cascadia College Institutional Effectiveness Model (Spring 2019)



## 1.B.2

**The institution sets and articulates meaningful goals, objectives, and indicators to define mission fulfillment and improve its effectiveness in the context of and comparison with regional and national peer institutions.**

### WHAT WE DID

#### Strategic Planning Overview

Cascadia’s strategic plan is comprehensive and detailed manifesting the essential elements of its mission. The core themes elaborate on the intent of the college mission framing the current strategic plan. Crafted and implemented under the previous set of accreditation standards, regional and national comparators were not specifically identified, and are being considered moving forward. However, in several places within the Strategic Plan, such as in the Assessment of Student Success core theme, data from the CCSSE (The Community College Survey of Student Engagement, a national comparators assessment), and the Student Achievement Initiative (State Board of Community and Technical Colleges) were incorporated. Tables 2.B.2.1 and 2.B.2.2 summarize our core themes and planning development timeline. The process was iterative in response to the changing accreditation directives from NWCCU.

Table 2.B.2.1: Mission and Core Themes

Mission		Core Themes	Sub-Themes, Goals, Indicators in Plan	Responsible Area
Transforming Lives through Integrated Education in a Learning centered community	Academic Plan	(1) Access	3, 11, 19	Functional Units
		(2) Integrated Education	3, 10, 22	Functional Units
		(3) Learning Centered Environment	4, 12, 33	Functional Units
		(4) Assessment of Student Success	3, 11, 21	Functional Units
		(5) Institutional Sustainability	5,11,35	Executive Team



Table 1.B.2.2: Strategic Plan Evolution

Time Frame	Action
2012	Mission statement revised and approved
2012-2013	Core Themes developed (Integrated Education, Learning Centered Environment)
2013-2014	Academic Plan developed, added Access core theme (Core Themes 1-3) <ul style="list-style-type: none"> <li>Summers of 2013, 2014 Annual priorities were determined for the upcoming year</li> </ul>
2015-2016	Core Theme indicator development
2015 (March)	Mid-Cycle review framed by Core Themes 1-3
2015 (Summer)	Integration of Mid-Cycle Review guidance, expansion to 4 Core Themes <ul style="list-style-type: none"> <li>Addition of Assessment of Student Success core theme</li> <li>renamed plan "Strategic Plan"</li> </ul>
2015 (Fall)	Expansion to 5 Core Themes, adding Institutional Sustainability
2016	Renamed 2016-2020 Strategic Plan

### Strategic Plan Development Process: 2012-2013

The **mission statement** was first vetted by the College community in 2012. On September 19, 2012 the Board of Trustees approved the revised mission statement: Transforming lives through integrated education in a learning-centered community.

Subsequently, two **core themes** were developed in the 2012-2013 academic year through the College Navigators (a cross sectional group of the campus comprised of representatives from classified, exempt, and faculty areas), constituency assemblies, and campus-wide discussions. These core themes, Integrated Education and Learning Centered Environment, derived directly from the mission statement, and represent the core of the instructional pedagogy on which the Cascadia curriculum was built.

The 2012 Comprehensive Accreditation Report incorporated these two core themes as well as expressive objectives and indicators.

The Year One 2013 Self-Assessment yielded the following recommendation: The committee recommends that the College strengthen the connection between assessment of core themes and the College's planning, decision-making, and allocation of resources.

### Strategic Plan Development Process: 2013-2014

A more comprehensive Academic Plan was organized around the two core themes, Integrated Education and Learning Centered Environment, and the core theme of Access was added based on national, state-level, and local recognition of its importance.

The Academic Plan was written to focus the institution on short term and long term academic goals. Throughout 2013-2014, summer workgroups proposed annual priorities highlighting timeframes for when specific goals would begin, and how long the work supporting each goal might take. For example, eleven goals were determined to be a priority during 2014-15 and five additional goals from the plan were selected for the priority in 2015-16.

### *Strategic Plan Development Process: 2015-2016*

A series of meetings in 2015-16 with faculty, Student Learning and Student Success staff identified indicators for each goal. Care was taken to identify meaningful indicators that were based on available data. Where possible, data on indicators would be collected retroactively from 2012-13, the beginning of the accreditation cycle, so meaningful benchmarks could be identified.

This structure of three core themes formed the basis of the Mid-Cycle Accreditation Report submitted in March 16, 2015.

In summer 2015, a task force comprised of faculty and staff discussed the academic plan and how to integrate a variety of campus planning documents described above. This group recommended to the Executive Team the following actions:

- Using the Academic Plan as the core planning document,
- Adding a fourth theme “Assessment of Student Success” that included measures from various assessment tools (e.g., CCSSE, Student Achievement Initiative), pass rates in gateway courses, and program outcomes (work previously done by Outcomes Assessment Committee), and
- Renaming the document to the “Strategic Plan”.

During Pre-Fall week in fall 2015, faculty were provided an update on the changes in the Academic Plan and the shift to the Strategic Plan. During fall 2015, the Executive Team reviewed the work by the task force and, in collaboration with the Student Learning Deans, devised a fifth core theme “Institutional Sustainability” that included managing infrastructure, supporting employees, managing risk, supporting and engaging the campus community, and maintaining the relationship with University of Washington Bothell.

This document, renamed the 2016-2020 Strategic Plan was reviewed and approved by the Board of Trustees on January 20, 2016. This approval culminated more than six months work of integrating six formal planning/assessment approaches (for details see the Cascadia College NWCCU Ad Hoc Report, February 2016)

A final report of the 2016-2020 Strategic Plan demonstrates five years of the breadth and depth of work completed by the college. This culminating report reflects successes and lessons learned.

### **WHAT WE LEARNED**

This evaluation cycle, beginning in 2012, demonstrated three phases of planning at Cascadia College. First, initial core theme development began as an expression of our instructional values, yielding three core themes. However this focus did not address the comprehensive nature of the college nor the operational aspects of the college, resulting in a collection of unrelated plans. The second phase of planning represented a revised approach with five core themes. The ultimate experience of tracking 130 indicators and sustaining 55 goals, some of which were not measurable, served as the impetus of the third planning phase described below.

## WHAT WE ARE PLANNING

In 2018-2019, the Executive Team began considering the next iteration of the Strategic Plan (2020-2025) in light of scope and structure. As we evolve our understanding of mission fulfillment and NWCCU's newly adopted standards, we are purposefully shifting our approach towards aligning strategic planning with institutional effectiveness, more tightly linking planning to mission fulfillment. As a result, a new Council, the Institutional Effectiveness Council, has been chartered and tasked with the following purpose:

The IEC serves as the strategic planning body within the College's governance system responsible for establishing college-wide planning processes and ensuring the College assesses mission fulfillment. The IEC is charged with fostering a culture of inquiry through regularly reviewing the mission and goals, analyzing the research that assesses how effectively the College is accomplishing its mission fulfillment, and broadly communicating the results fostering data-informed decision-making and improvement in student outcomes, academic programs and student services, employee development, and college administrative services. (IEC Charter, 2019)

Planning preparation considerations started by the Executive Team in 2018-2019 resulted in embedding the role of leading strategic planning for the next accreditation cycle (2020-2027) into the Institutional Effectiveness Council Charter. New, interrelated threads are emerging to focus our strategic work more narrowly on effectiveness. Three plan "chapters" have been identified and presented to the Board of Trustees (Exhibit 1.B.2.2,. Strategic Plan Update, October 16, 2019). These chapters align with the newly stated strategic vision and enrollment goals of the Washington State Board for Community and Technical Colleges (SBCTC) as well as the Northwest Commission's focus on student achievement and equity. A draft set of success indicators, the college's Student Achievement Framework, encompassing equity measures will serve as common metrics across the plans. These indicators reflect both state and national common measures. Additionally, by adopting a Guiding Pathways framework, both a state and national focus of community colleges, we are aligning our plans and measures with regional and national peers.

During 2020-2021, the College will engage in a process established by the Institutional Effectiveness Committee (IEC) to review and evaluate our mission as we head into another planning cycle. New chapters may surface as additions to the current foundational chapters to the strategic plan.

### 1.B.3

**The institution provides evidence that its planning processes are broad-based, offer opportunities for input by appropriate constituencies, allocate necessary resources, and lead to improvement of institutional effectiveness.**

## WHAT WE DID

### *Planning is Broad-Based and Offers Opportunities for Input*

Cascadia utilizes collaborative processes for generating broad, campus-wide work. The original planning documents for the 2016-2020 Strategic Plan evolved through an affinity process that included the whole college. The revision and implementation of the Strategic Plan was then taken up by a cross-area committee, the Strategic Planning Committee. Strategic Plan goals and

objectives were used to organize planning processes across the institution.

Table 1.B.3.1 demonstrates how constituencies were involved throughout the planning process.

Table 1.B.3.1: Strategic Plan Evolution Engagement

Time Frame	Action	Constituencies Engaged
2012	Mission statement revised and approved	
2012-2013	Core Themes developed (Integrated Education, Learning Centered Environment)	<ul style="list-style-type: none"> <li>• College Navigators</li> <li>• Constituency based assemblies</li> <li>• All campus gatherings</li> </ul>
2013-2014	Academic Plan developed, added Access core theme (Core Themes 1-3) <ul style="list-style-type: none"> <li>• Summers of 2013, 2014 Annual priorities were determined for the upcoming year</li> </ul>	<ul style="list-style-type: none"> <li>• Campus charrettes</li> <li>• All campus feedback</li> <li>• Faculty and administrator groups</li> </ul>
2015-2016	Core Theme indicator development	<ul style="list-style-type: none"> <li>• Faculty and Student Learning administrators and staff</li> </ul>
2015 (March)	Mid-Cycle review framed by Core Themes 1-3	NWCCU
2015 (Summer)	Integration of Mid-Cycle Review guidance, expansion to 4 Core Themes <ul style="list-style-type: none"> <li>• Addition of Assessment of Student Success core theme</li> <li>• renamed plan "Strategic Plan"</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty and staff taskforce</li> <li>• All faculty</li> </ul>
2015 (Fall)	Expansion to 5 Core Themes, adding Institutional Sustainability	<ul style="list-style-type: none"> <li>• Executive Team</li> </ul>
2016	Renamed 2016-2020 Strategic Plan	<ul style="list-style-type: none"> <li>• Board of Trustees</li> </ul>

### Relationship of Planning Documents with Resources

The strategic planning cycle has included resource allocation prioritization since 2016 as illustrated in Figure 1.B.3.1.

Each year Cascadia’s Budget Proposal Council, comprised of faculty, exempt, and classified staff, reviews proposals from all units of campus and makes recommendations to the President. The Budget Proposal Council proposals require an alignment with the existing planning documents since the beginning of this accreditation cycle. The transition in the College’s planning documents is reflected in the requirements of the budget proposals (see table 1.B.3.1).

Figure 1.B.3.1: Annual Planning and Resource Cycle: Allocating Necessary Resources

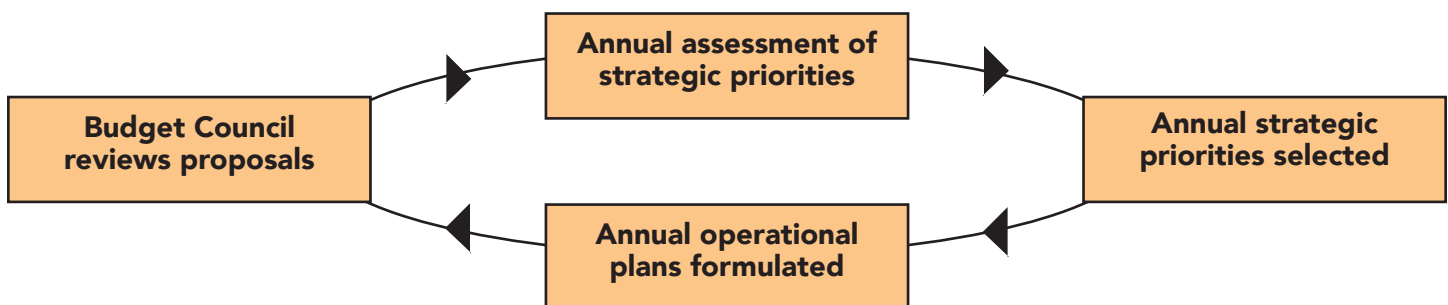


Table 1.B.3.2. Alignment of Resource Allocation to Strategic Plan

Rationale for Budget Council Proposals					
Year	Core themes	Strategic directions	Operational Plans	Academic Plan	Strategic Plan
2012			x		
2013	x	x	x		
2014	x	x		x	
2015	x	x		x	
2016			x		x
2017			x		x
2018			x		x
2019			x		x

### Leading to Improved Institutional Effectiveness: “Closing the Loop”

After identifying the need to share, discuss, and plan around the data gleaned from work on annual priorities, the College committed to an annual campus-wide “Closing the Loop” event each spring quarter. The first event was held on April 15, 2016. Data for each goal from the previous assessment period was collected in a centralized web-based portal that was developed by the Director of Institutional Effectiveness. Discussions at the “Closing the Loop” events focused on the priority goals for that year and centered on data-driven student learning outcomes informing mission fulfillment and sustainability.

These discussions led to evolving annual priorities which were developed during the summers following “Closing the Loop” and communicated during subsequent fall all-college meetings. These priorities were discussed and reviewed at the unit level during routine meetings throughout the year, both among faculty disciplines and staff units.

### Improving Institutional Effectiveness

The previous two tables list the ways in which College assessment and planning processes engaged constituents and determined the allocation of resources. We profile next a single example from the Student Learning division that illustrates the ways in which planning processes impact operations to support student success.

Table 1.B.3.3 Example of Improvement in Course Scheduling

<b>Planning Process</b>	Staff began focusing on a cluster of Strategic Plan goals related to course scheduling in Fall 2015 following summer work by the Strategic Planning Committee. The Committee confirmed that making available more sections of English 101 and College 101 for incoming students was an institutional priority. The deans worked with the Office of Institutional Effectiveness and the Directors of Enrollment Services and Advising Services to analyze enrollment patterns, predict demand, and build a course footprint that meet projected needs for courses. Faculty had recommended increasing College 101 from three credits to five. This analysis was passed to the Vice President for Student Learning & Success (VPSLS), Curriculum Coordinators, and staff responsible for schedule building. These staff shared the analysis with faculty and staff through the normal schedule building process.
-------------------------	--

<b>Impact</b>	<p>Between Fall 2015 and Fall 2017 during a time of relatively flat enrollment, the number of sections of English 101 increased from 26 to 31 and the number of sections of College 101, from 15 to 17. During this same period, the scripts for mandatory new student orientations and advising sessions were changed to strongly encourage first quarter schedules that included English 101 and College 101. The College allocated resources to:</p> <ul style="list-style-type: none"> <li>• complete the redesign of a common curriculum for College 101</li> <li>• fund quarterly College 101 faculty meetings</li> <li>• hire an Instructional Designer with responsibility for supporting College 101 curriculum development and faculty professional development</li> <li>• develop common assignments in English 101</li> <li>• assess the English placement process</li> <li>• develop aligned Learning Center support for College 101 and English 101 (including the formalization of an English Faculty Liaison to the Learning Center)</li> </ul>
---------------	---

## WHAT WE LEARNED & WHAT WE ARE PLANNING

The breadth of the 2016-2020 Strategic Plan was overwhelming to manage and our priorities were shifting. Continually seeking campus input on a complex document with numerous goals and indicators was exhausting. However, the 2016-2020 Strategic Plan laid the foundation for emerging work around 1) equity, 2) enrollment and 3) student achievement in the form of Guided Pathways. These “chapters” will form the foundation of our next Strategic Plan.

Planning requires input and feedback from all stakeholders. In documenting the changes for this self-study, Cascadia staff commented both on improved processes for using data to promote organizational improvement and on the need for a more systematic approach that will enable the College to balance efficient and effect planning. The input resulted in establishing the Institutional Effectiveness Council.

A proposal integrating planning and staff performance review through a series of quarterly structured conversations has also been developed (Exhibits 1.B.3.1 DIA all-college overview and 1.B.3.2 Exempt Assembly Overview of Performance and Planning of the new planning structure. This process is currently being implemented in 2019-2020 with the purposes of preparing units and their directors to take operational ownership of tasks within the three newly identified strategic chapters (Exhibit 1.B.3. Strategic Planning - Unit Level Plans).

Ultimately, the College feels the relationship among data, assessment, planning, and resource allocation is strong and linear. And we will continue to assess and improve this relationship.

### 1.B.4

**The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, the intended outcomes of its programs and services, and indicators of achievement.**

## WHAT WE DID

As indicated in standard 1.B.1, Cascadia has adopted a set of assessment tools that enable the college to monitor patterns, trends, and expectations in the internal environment. Formal assessment tools measure the alignment of course offerings with student demands and program requirements, student experiences in learning environments, student progress, employee perceptions of culture and climate, and the retention of students, staff and faculty. Regular meetings of assemblies and councils provide additional information about the internal environment.

The college regularly monitors the external environment in multiple ways demonstrated in Table 1.B.4.1.

Table 1.B.4.1: External Monitoring

<p><b>Annual review of regional and state data</b></p>	<p>The Office of Institutional Effectiveness regularly analyzes SBCTC (State Board of Community and Technical Colleges) data, economic trends, high school enrollment/completion numbers (OSPI) and develops overviews for Executive Team members. Data visualization dashboards are available through the Office’s site on go.cascadia (Cascadia’s intranet).</p>
<p><b>Initiative development</b></p>	<p>As a routine part of program development, Cascadia staff survey local markets and needs. For example, the development of Bachelors of Applied Science programs included formal degree development discussions. Decisions about the recruitment of international students rests on an analysis of trends link to presentation. Capital construction proposals required comprehensive analysis of educational needs in Cascadia’s service area link to proposals.</p> <p>In some cases initiative development includes engaging with external consultants who prepare analyses of external conditions, such as when Cascadia College spearheaded a consortium to develop pathways for students into the prominent BioTech companies north of Seattle (Final Regional Bio Tech Report Sept. 2018).</p>
<p><b>Participation in State and regional councils</b></p>	<p>Every functional unit sends staff to State councils; some staff attend regional meetings. Staff bring back reports and analysis of external conditions, including analysis of changes in state and federal policies, and share them through the governance structure. For example, the SBCTC’s Strategic Enrollment Plan was used as a guiding document for Cascadia’s SEM work group in framing overarching goals.</p>
<p><b>Assessment of student access and outcomes by student group</b></p>	<p>As part of routine assessment of student achievement (see 1.D), Cascadia reviews enrollment and success data. Weekly emails are sent out tracking current term student data. In reviewing the weekly data, the Enrollment Services team proposed eliminating the application fee for new students to eliminate enrollment barriers resulting in increased enrollment. This proposal was approved by the Board of Trustees in Spring 2019 and enacting starting winter term 2020.</p>

The Executive Team takes the lead in using findings to assess Cascadia’s strategic position and redefine future directions and programs and services. Executive Team members discuss findings about the environment that emerge across functional units as well as progress on annual priorities. As demonstrated through various exhibits, the Executive Team disseminates findings and decisions through a set of formal channels: presentations and reports to the Board of Trustees, formal proposals and reports to the college and external stakeholders, and unit newsletters and updates, including the President’s weekly Friday Letter. These findings also circulate through ongoing meetings with direct reports and Assembly and Council meetings.

These data findings inform:

- the selection of annual strategic priorities
- the development plans/operational plans of individual Classified and Exempt Staff
- Full-Time Faculty workloads
- Budget Proposal Council deliberations
- topics addressed on Non-Instructional Days

Findings concerning the College’s external environment are also evident in several new initiatives, from capital construction proposals to the Cascadia Student Government’s Textbook Accessibility Program. For select examples see Table 1.B.4.1.

Table 1.B.4.1. Examples of the Use of Findings about External Environment

Functional Unit/Initiative	Findings about External Environment
<b>Office of the President/ Equity, Diversity, and Inclusion</b>	Feedback through councils, employee satisfaction surveys and campus climate conversations led to interviews with sister institutions & the decision to establish the Executive Director of E&I
<b>Student Learning/New Educational Programs</b>	Review of local labor markets and focus groups lead to the development of two BAS degrees and an innovative cooperative offering of Emergency Management partnership with Pierce College. Routine engagement with local school districts led to the expansion of the College in the High School program.
<b>Student Success/HaWRC and Kodiak Cave</b>	Based on input from student leadership, a food pantry taskforce, and the CARE team, Student Success Services worked with Student Life to establish the Kodiak Cave Food Resource Center to address food insecurity issues and worked with UWB to establish the HaWRC and United Way Benefits Hub to address the many needs from students (food and housing insecurity, transportations issues, assistance with healthcare application, emergency funds, etc.)
<b>Student Success/Textbook Accessibility Program</b>	Based on statewide concern about the cost of textbooks, the Cascadia Student Government (now known as the Events & Advocacy Board) began a textbook accessibility program where they collected used textbooks and let students borrow needed textbooks at the beginning of each quarter.

## WHAT WE LEARNED

The College community has adopted a data-informed approach to decision-making. One vital support for this approach over the last few years has been a series of interactive Tableau workbooks to provide all employees up-to-date data about students, enrollment, employees, and educational outcomes. Although the workbooks offer a basic level of self-service, data needs of all functional areas across the campus continues to grow presenting a challenge for Director of Institutional Effectiveness. We have learned that data is key to decision making and we have to have the right resources available.

## WHAT WE ARE DOING

The upcoming ctcLink implementation will “break” all of the Tableau workbooks since the underlying data structures will change. Fortunately, the ctcLink implementation will include data tools (e.g., PeopleSoft Query) to replace the existing Tableau workbooks. Although an enormous challenge, this transition provides the College an opportunity to analyze and plan for our changing data needs, including tools and human resources needed to support a data-informed college.



[Note: The Director of Institutional Effectiveness resigned in October 2019. A national search is underway hoping to yield a new Director to begin work in 2020].

Given our current position, one of our strategies is to utilize external resources to help gather data we currently do not possess. For example, the Strategic Enrollment Management workgroup is tasked with identifying initiatives influencing enrollment, including supporting Guided Pathways and the Equity and Inclusion Plan. In reviewing available data, the workgroup identified two data gaps: service district composition and prospective student choice. As a result, the College contracted with Hanover Research to conduct a series of studies in 2019-2020. We anticipate this data will assist in developing effective outreach strategies with underserved populations and new “on ramps” into credit bearing programs as part of our Guided Pathways plan.

All three of our emerging strategic chapters (Student Achievement/Guided Pathways, Strategic Enrollment Management, and Equity & Inclusion) require student data. Rather than adopting unique metrics for each plan, the College is developing a master Student Achievement Framework presented in 2.D to inform decision making around these plans.

## STANDARD 1.C: STUDENT LEARNING

### 1.C.1

**The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes, and lead to collegiate level degrees, certificates, credentials with designators consistent with program content in recognized fields of study.**

#### WHAT WE DID

Consistent with college mission and goals, Cascadia offers educational programs with coursework and learning outcomes that align with programs at local school districts as well as with primary transfer receiving institutions and preferred local industries. For organizational purposes and to reflect the integrative focus of its mission, the College refers to educational programs as clusters of related degrees, certificates, and other awards. This approach to defining educational programs is in part a reflection of Cascadia’s small size but, more significantly, a reflection of its original and abiding commitment to integrated learning, defined as “the connection of disciplinary and interdisciplinary ideas to complex contexts, the building of knowledge across the curriculum and co-curriculum, and the application of this education to situations on and off campus.” A Cascadia education pervasively and rigorously promotes student attainment of the four college-wide student learning outcomes (see Figure 1.C.1.1 below) inviting students, staff, and faculty to develop as learners, thinkers, communicators, and interactors.

Although a comprehensive community college, Cascadia College was specifically created to focus on transfer programs, which is reflected in our curriculum. Cascadia offers three broad degrees: associate transfer degrees, professional technical transfer degrees, and applied baccalaureate in science degrees. Additionally, as part of the SBCTC (State Board for Community and Technical

Colleges), our programs and degrees align with state-wide requirements and designations that are co-created and articulated between the community college and university systems. The “DTA” or Direct Transfer Agreements are programs that allow for direct transfer to most public 4-year universities’ Bachelor of Arts degree programs. The agreements include benefits to students such as priority consideration in admissions. The “MRP” or Major Related Program help students prepare to transfer into high demand bachelor’s degree programs that require specific prerequisite coursework applicable to certain competitive majors such as Business (has both a DTA and MRP) and Engineering.

As a comprehensive community college, Cascadia also offers professional technical and pre-college programs. In addition to our associate and bachelor degrees, we offer certificate programs in our Professional Technical portfolio. These certificates require less than two years to complete and can serve as the first level of a stackable pathway from certificate, to associates degree (AAS), to bachelor degree (BAS). Additionally, Cascadia offers pre-college programs including our Adult Basic Education (BEEdA) serving our local community, and English Language Program (ELP) supporting International students.

Each of these programs is made up of degrees, certificates, and other defined educational pathways. The two applied bachelor degrees, 11 associate degrees and multiple certificates, and awards make up the heart of a Cascadia education (see Exhibit 1.C.1.1. Cascadia Educational Programs for our full list of offerings).

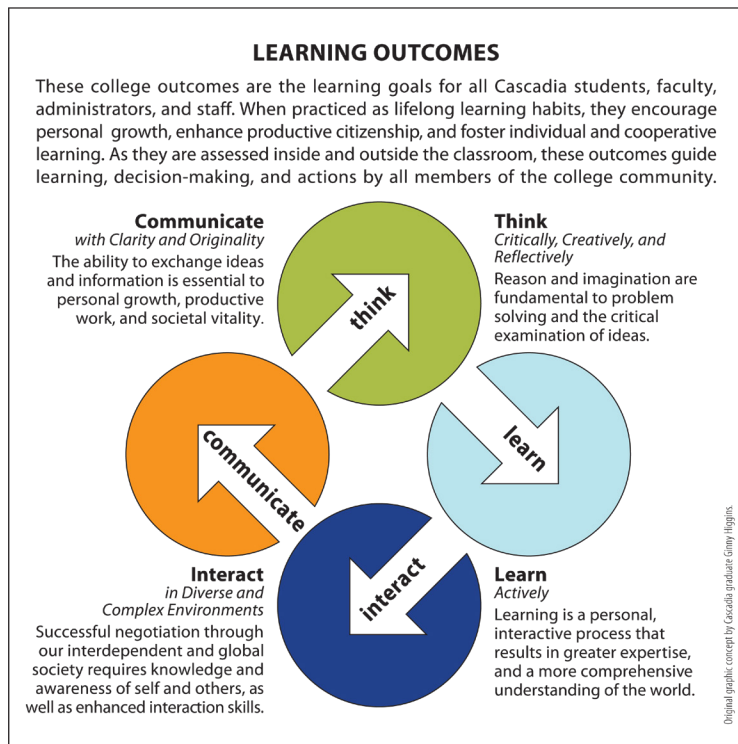
All degrees and certificates awarded by Cascadia College are approved by the State Board for Community and Technical Colleges (SBCTC) while the Cascadia Basic Education for Adults (BEEdA) program undergoes regular State and federal review. Levels in the English Language Program are assessed and aligned with incoming student needs and transfer programs. Degrees, certificates, and other defined educational pathways are discussed in the College Catalog , on its website, and in degree worksheets. Degree worksheets can be obtained in Kodiak Corner and online. Additionally, the SBCTC maintains a searchable database of all college programs in the state system.

The programs themselves, their curricula, their standards and learning outcomes are proposed, established, and adjusted under the governance of the College’s Student Learning Council (SLC). According to its charter, the purpose of the SLC is to review and approve curricular matters for Cascadia College:

Student Learning Council addresses all major student learning issues to include curriculum development, program development, program admission standards, and degree/certificate requirements. The Council supports the Cascadia mission, strategic plan, and learning outcomes by providing leadership to the College regarding curricular issues. This will include promotion of curricular innovation, collaboration, and the central focus on student learning. The Council will meet regularly and provide an expeditious curriculum review process. *(Student Learning Council Charter, approved 2.12.2020)*

This governance body ensures that all of the College’s programs are framed by a shared set of four college-wide student learning outcomes: Learn Actively; Think Critically, Creatively & Reflectively; Communicate with Clarity & Originality; and Interact in Complex & Diverse Environments (see Figure 1.C.1.1) that are identified on the College’s website, in the course catalog, in each Course Outcome Guide (COG), and on every course syllabus which is framed by the Syllabus Guidelines.

Figure 1.C.1.1. College-Wide Learning Outcomes



The SLC oversees new degree, certificate, and course proposals and updates to existing degrees, certificates, courses, and designations. Programs and courses are reviewed on a 5-year cycle—though ad hoc reviews may occur more frequently in response to program needs—and go through a rigorous reading and review process by the members of the SLC. This body questions alignments of outcomes, transferability of courses where appropriate, and the language used on degree/certificate proposals and the Course Outcome Guides for new or existing courses.

In fulfillment of Cascadia’s mission, some courses carry special designations that lead to college-specific graduation requirements or that highlight specific themes across the curriculum. The Student Learning Council provides oversight that applies to courses, degrees, and programs, including special designations. With a commitment to integrated learning, the College requires students to take Integrated Learning (IL) designated courses for the Associate of Intergrated Studies degree (the primary transfer degree) that take the form of Learning Communities (LCs), hard or soft linked courses, or courses that substantively incorporate community-based learning modules or assignments. Additional course designations used are Sustainability (SU), Global Studies (GS), and Cultural Knowledge (CKR). The Cultural Knowledge Requirement courses are part of our general degree requirements. In the summer of 2019, a group of CKR course stakeholders reviewed the CKR designation yielding a proposal that the SLC adopt a new designation to reflect evolving pedagogical practice in this field. As a result, the SLC adopted the recommendation of the Equity,

Diversity, and Power (EDP) designation that will replace CKR. Additional information about this curriculum transform is including in standard 1.D.4, in the section, “What We Are Planning.”

## WHAT WE LEARNED

Like many community colleges, we offer a myriad of educational opportunities for students. With a predominately transfer focus, students are presented with numerous opportunities to continue their education. We learned that so much choice can actually inhibit decision-making. As a result, we have begun to implement a Guided Pathways framework starting with effective advising through co-created student educational plans, knowing that students benefit from transparent paths from start to finish, focusing them on “just what they need to know, when they need to know it.” We know this is an effective framework from early outcome studies on pathways, as well as our own programs in transitional studies (BEEdA and ELP) where collaboration with college-level faculty improved course sequencing and streamlined pathways into college-level English, Math, and content courses.

As we begin to implement Guided Pathways, we have learned that faculty (particularly transfer faculty) will need ongoing support in shifting from a course-focused perspective to a program-level perspective. Development of assessment work and Guided Pathways planning are helping to shift this frame of reference. We are also learning that we need to balance meaningful degree requirements with a streamlined pathway for students, finding ways to integrate Cascadia’s course designation requirements into transfer degrees without lengthening students’ time to completion.

## WHAT WE ARE PLANNING

Guided Pathways implementation, including comprehensive program mapping, will make our degree pathways, especially in the transfer area, more transparent and deliberate. Cascadia re-submitted the Scale of Adoption self-assessment in November 2019 and are writing our 5-year planning document in 2019-2020. Key next steps include developing student-friendly program maps that incorporate learning outcomes and milestones, identifying “gatekeeper courses” within programs and creating supports for students in those courses, and using the assessment data collected this year to inform pathways redesign.

### 1.C.2

**Awarding of credit, certificates, programs, and degrees is based on student learning and learning outcomes that possess an appropriate breadth, depth, sequencing, and synthesis of learning**

## WHAT WE DID

Over the last twenty years, one thing that has remained consistent at Cascadia is our curricular foundation built on integrated learning experiences across our four student learning outcomes, which are deeply present in each certificate and degree as well as each course. Likewise, our transitional studies programs, BEEdA and ELP, construct their learning paradigm to prepare students to enter the credit paths. These four student learning outcomes were introduced in 1.C.1.

The College uses a formal, rigorous, faculty-driven approach to ensuring that its student learning outcomes throughout the curricula are appropriately broad and deep and that student learning across courses and within programs are appropriately sequenced while the learning within them

is integrated. The Student Learning Council (SLC) (see 1.C.1 for an overview) ensures that the outcome framework is consistent, maintained, and regularly reviewed.

The college's four learning outcomes listed in each syllabi are taken directly from Course Outcome Guides (COG) that specify (1) course-level outcomes under each of the four college-wide student learning outcomes, (2) required and suggested assessments, and (3) topics that may be included. Exhibit 1.C.2.1 offers an example of this integrative alignment in Business 101. COGs are reviewed at minimum every five years by the faculty in the discipline areas and then brought to final review to the SLC. New course proposals and any proposed changes to existing course or program-specific outcomes are presented to the SLC according to a process described on the SLC go.cascadia page in a section entitled, "The Approval Process: What You Need to Know".

## WHAT WE LEARNED

Adopting a Guided Pathways framework enables the College to explore and examine how we function in closer relation to the transfer institutions and their programs. Cascadia's curricular strengths reside in these broader integrated student learning outcomes that build depth and synthesis into the college curriculum. Our need for program-level assessment of student learning (see 1.C.5) led to the creation of a new Assessment Committee, the work of which will become closely intertwined with the "Ensuring Students are Learning" pillar of Guided Pathways. We have also determined that we need to develop clear, student-friendly program maps that incorporate learning outcomes information.

## WHAT WE ARE PLANNING

Cascadia constantly assesses the lived experience of students, faculty, and staff to balance quantitative measures. And, like many community colleges, we affirm the need to make the curriculum more accessible and meaningful for students. Through our Guided Pathways work we have the opportunity to construct program pathways that more strategically sequence courses from start to finish (mapping), as well as purposefully identify recommended electives or distribution requirements within the transfer areas that align with pathway-specific skills or competencies. We plan to integrate the student voice and perspective into those sessions to inform mapping and assessment. Our planning represents continuous improvement efforts to an already stable foundation of curricular development.

We recognize that Guided Pathways will require the collaboration of multiple college entities. For example, the Student Learning Council will strengthen connections with other committees that intersect with curriculum and assessment such as the Assessment Committee and the Global Education Committee.

### 1.C.3

**The institution identifies and publishes expected course, program, and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.**

## WHAT WE DID

The Cascadia college-wide student learning outcomes (see Figure 1.C.1.1 above) serve as overarching learning goals. These learning goals are the foundation and structure for course and degree learning outcomes. These learning outcomes are identified and published on the college website, in Course Outcome Guides (COG), and every course syllabus. The College's website indicates how each of the learning outcomes can be applied to learning, decision making, and actions both in and out of the classroom. Student speakers at graduation routinely describe the passion faculty have with outcomes. The College President always uses the four learning outcomes as the foundation of his commencement speech. The outcomes are articulated at two levels:

- The individual course outcomes that interpret and align to the four student learning outcomes as demonstrated through Course Outcome Guides, and
- The program/degree outcomes, again aligned with the four student learning outcomes.

### *Course Learning Outcomes*

Students receive an accessible syllabus for each course in which they are enrolled, and each syllabus contains the course's learning outcomes, verbatim, as they exist on the approved Course Outcome Guides (COGs). These COGs specifically articulate for students how the student learning outcomes manifest in the course as well as how they may be assessed. As these exhibits from common transfer classes show, there is a direct consistency between the COGs and the syllabi:

- Psychology&100 COG and example syllabus
- Math&141 COG and example syllabus
- History&146 COG and example syllabus
- Chemistry&139 COG and example syllabus

### *Program Learning Outcomes*

The college catalog (starting on page 12) lists the program learning outcomes for all transfer and prof/tech degrees and certificates. The program outcomes articulate the application of the four student learning outcomes for the specific degree and incorporate program specific skillsets.

## WHAT WE LEARNED

Both learners and instructors benefit from consistent practices supporting a curriculum built on our four student learning outcomes. Students know what to look for in their syllabi from class to class so that they can begin their learning in each course with context. The standardization of the COGs and syllabi has proved useful as a communication tool with the many faculty who use them to build their courses and assessments.

While there is a link between course and program-level learning outcomes, there is a need to refresh the program-level outcome statements through a faculty led process. The program outcomes listed with each degree have never been addressed. This is discussed further in 1.C.5.

## WHAT WE ARE PLANNING

Guided Pathways serves as the driving force stimulating our thinking about curricular organization and learning supports as we strive to make the path from start to completion more transparent for students. We plan to streamline our curriculum around pathways: we will review, update, and align how our student learning outcomes are expressed at the interest area (or meta-major), pathway,

and course levels. Table 1.C.3.1 demonstrates our evolving understanding of the different level of outcomes through a Pathways lens.

Table 1.C.3.1: Outcomes and Assessment with A Pathways Lens

General Exemplar Structure	Pathways Exemplar Structure	How We Might Assess (Examples)
<b>Degree</b>	Meta-majors* (program outcomes)	Common Summative within the meta
<b>(Major)</b>	Pathways** (specific skills or competencies)	Shared assignments (existing shared, and existing course assignments)
<b>Minors</b>	Concentrations (specialized skillset within or across pathways)	Common outcome rubric
<b>Course</b>	Course	Assessments aligned in existing COGS

\*Meta-majors represent a group of career-based pathways (Cascadia is currently calling meta-majors "areas of interest")

\*\*Pathways represent a curriculum sequence "map" for a specific program of study

## 1.C.4

**Admission and completion or graduation requirements are clearly defined and widely published.**

### WHAT WE DID

Admission to the College is specified under Board Policy BP3: 4.10 (Ref. 3.12) and Administrative Procedure AP3: 4.10.01 (Ref. 3.13), and aligns 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. Applicants who are eighteen years or older are eligible to apply to Cascadia and may do so during any quarter by completing an admissions application via the web or in person. Underage admissions is an option for students in 9th – 12th grades not participating in the Running Start program which are outlined in the catalog (p. 98) and on the "How to get started" student webpage.

Admissions information for degree and certificate programs is widely disseminated: it is available on the SBCTC and the College's admissions page, in Kodiak Corner (student services one stop), and via the Outreach Team. Completion of graduation requirements for all degree and certificate awards are published in the catalog (starting on page 7), and on printed degree worksheets that are available in the Kodiak Corner Student Services Center and online. General requirements for graduation are also stated on the website. 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. Students can visit the Student Toolbox to access Degree Audit online. Degree Audit allows students to view any remaining requirements that still need to be met and what available courses would meet that requirement.

In addition, to the admission and completion requirements for degree and certificate programs, Cascadia publishes these requirements for all other programs and special populations such as High School+, through the "How to get started" student webpage. Additionally, each special program has a linked information page. For example, Running Start is a dual enrollment program for eligible junior and senior high school students where students can earn college credit tuition free while

fulfilling Washington State high school graduation requirements. Admission requirements for the Running Start program are listed on the Cascadia website and are also available in paper format in Kodiak Corner. Admissions information is provided to students and families during information sessions held at Cascadia College and during high school visits.

## WHAT WE LEARNED

We know that our requirements are widely and thoroughly communicated. As we transition to Guided Pathways and ctcLink, helping students learn about the new communication tools will be critical.

## WHAT WE ARE PLANNING

Two significant change projects are scheduled for implementation that are requiring us to review information and user experience with information. With the implementation of ctcLink (People Soft) as our new enterprise record system, a new student experience will be available for spring 2020 registration, including a mobile friendly landing page. This is significant as we know through informal inquiry that many students conduct enrollment activity using smartphones. Second, we are scheduled to redesign our website in reflection of our Guided Pathways work, with the project initiating in 2021-2022. The goal of both of these comprehensive information transformations seeks to springboard our external tech presence toward being student-ready.

### 1.C.5

**The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty in establishing quality, assessing student learning, and improving instructional programs.**

## WHAT WE DID

On-going assessment is at the core of an innovative learning college. Consequently, assessment of student learning has been a vital process at Cascadia College since its inception, with faculty at the core of such assessment. The process itself has undergone some change since the College's Mid-Cycle Peer-Evaluation Report in April 2015, but the central role of faculty remains vital to establishing quality and improving instructional programs.

The expectation of faculty to engage in assessment of student learning outcomes continues to be spelled out in the Faculty Bargaining Agreement (Exhibit 1.C.5.1: Article 8.05.04.01) while the leadership for such assessment comes from the Assessment Committee. Furthermore, an allowance for assessment work is expected in all full-time faculty annual workplans, with a greater role for some as members of the Assessment Committee, including reassignment time for a committee chair.

The College has struggled with assessing certain "outcomes". In large part due to this self-study, Cascadia now recognizes the following:

- We have well-established college-wide student learning outcomes as articulated in 1.C.1. These outcomes are expected to be mastered by each individual student and simultaneously represent the college's overall focus. They were last assessed at the distribution level (Natural Science, Social Science, Humanities, Quantitative Reasoning, and Cultural Knowledge)



- through the work of the Outcomes Assessment Committee prior to 2015. (Student Learning Outcomes)
- Courses have well-established outcomes via their Course Outcome Guides (COGs) approved by the Student Learning Council and articulated in 1.C.3. (Course-Level Outcomes) These COG's lead to mastery of content in light of student learning outcomes and represent, when combined with all courses in a program, the culmination of expected program-level learning. These course-level outcomes are assessed as described in the COG.
- Degrees and/or Programs of Study have not been well-assessed via comprehensive outcomes (Program-Level Outcomes). These have been formerly referenced as Distribution Area outcomes, General Education core outcomes, and Degree outcomes in Cascadia's history. From this point on, we will refer to them as program-level outcomes. To date, the student learning outcomes, combined with course level outcomes across a degree and general education core requirements have defined what we consider to be program-level outcomes.

Assessment efforts from 2000-2015 focused solely on the student learning outcomes and the course-level outcomes. The Outcome Assessment Committee (OAC) stewarded this work from 2007-2015. This committee's work is described in the College's Self-evaluation report 2012 and addressed again in the April 2015 Mid-Cycle Peer-Evaluation Report. While the work of the OAC was commented upon favorably in the Accreditation Mid-Cycle Evaluation Report, faculty were increasingly challenged as to how to pull from and recognize consistency of assessment findings for courses across broad content areas housing multiple divisions, and then how to use assessment results in actionable ways to make program-level improvements. Equally important, the sustainability of the approach was reaching its resource limits as the College's enrollment continued to grow and diversify. During a faculty workload evaluation process in 2014-2015, it was recommended by faculty to eliminate OAC and determine how to do this work better. This was approved by Faculty Assembly in 2015.

An attempt to reimagine assessments of student learning became part of the 2016 Strategic Plan's core theme "Assessment of Student Success" (Core Theme Four), with course-level assessments becoming a strategic part of assessing program-level outcomes using various methodologies. The findings from these assessments were used as faculty reviewed the program-level curriculum every five years and as they themselves advanced through the tenure cycle or promotional process.

As the Office of Institutional Effectiveness continued to collect data on student progress through courses and degree completion, and during the course of the college's efforts to fulfill Core Theme Four of its Strategic Plan (2016-present), faculty began the process of developing a new plan for more specific review of the College's comprehensive educational programs (i.e., program-level outcomes). This included both degree and non-degree programs.

In 2018-19, the temporary "Ensuring Student Learning" Taskforce (comprised of 7 faculty and various administrative staff) designed a plan for assessing outcomes at the program-level that would be meaningful and sustainable. The taskforce was charged with:

- Developing an approach to re-invigorating Cascadia's work on assessing student attainment of program-level learning outcomes.

- Delineating the tasks needed to ensure that students are attaining the program-level outcomes at Cascadia College.
- Recommending a permanent structure for managing this work.

The taskforce identified four programs for pilot testing and developed a concrete plan and schedule for completing the initial assessment work. This started with transfer-degree programs in summer 2019. The basic approach includes the following components:

- **Identification of program-level learning outcomes.** In 2018-2019, the taskforce drew from existing General Education transfer requirements and began to develop outcomes to be assessed across all transfer programs/degrees. For example, faculty worked on “Think Critically, Creatively and Reflectively” within Natural Science and Quantitative Reasoning in spring 2019.
- **Identification of assessments that provide evidence of student attainment of program-level outcomes.** The taskforce chose to collect embedded assignments from a sample of highly-enrolled general education gateway courses as evidence of the attainment of program-level outcomes.
- **Development of a plan to collect and analyze assessments of student learning.** The taskforce recommended a two-year process for each program that included design workshops aimed at selecting assignments aligned with program-level outcomes, selecting courses from which to collect assessments, collecting assessments, and analyzing assessments.
- **Development of a plan to publish findings and implement program changes based on findings.** In its development of a plan for assessing student attainment of program-level outcomes in the transfer programs, the taskforce recommended the establishment of an Assessment Committee to orchestrate the process of collecting and assessing student work and developing an assessment report for the Student Learning Council. That report documents what faculty learned by assessing student attainment of program-level outcomes and recommends program changes based on those findings. The Assessment Committee would play the same role for other educational programs.

At the May 2019 DIA (Day of Inquiry and Assembly), divisions and programs began work on a plan for targeting assessment collections through specific courses. Tenured faculty completed pre-planning documents to guide the creation of an overall assessment schedule. The cycle of assessment is displayed in a flow chart for reference.

This approach will extend to other programs in following years; pre-college programs and professional-technical programs are participating in the assessment planning and will be adapting the model over the next two years.

As Cascadia lays the foundation for adding robust program-level review to our assessment program, several examples show our progress.

#### *Transitional Studies: BEdA*

The BEdA programs have regular, comprehensive, and robust program reviews thanks to federal grant reporting expectations, and a state-facilitated process of program review. BEdA is reviewed

formally every 4 years, with Cascadia' most recent program review in Fall 2018 (Exhibit 1.C.5.2 BEdA Program Review 2018). The process of program assessment is ongoing because the program must reapply for federal grant extensions annually, submit an annual report, and complete a Data for Program Improvement Project every 2 years.

Because of the frequent assessment and reporting expectations, BEdA faculty have historically played a significant role in BEdA course outcomes and program assessments. Program assessment data on student completion of the BEdA program comes out of the Office of Institutional Effectiveness, but rich course outcome assessments are facilitated by BEdA faculty. Program outcomes for this BEdA are articulated in the College and Career Readiness Outcomes for Adult Education.

As one example of assessment leading to improvement, BEdA faculty launched an annual joint student writing project across all BEdA English courses. This effort is based upon a mutually agreed upon theme for which student work is collected and discussed at a quarterly discipline meeting. Based on these discussions, faculty have made assignment adjustments in terms of the scope and sequencing of the assignments and the development of formal assessment rubrics. For example, faculty developed scope and sequence documents for writing placement, level exit criteria in writing, and the genres of writing that students should be exposed to at different levels of instruction.

### *Transfer*

At the Spring 2019 non-instructional day, faculty met in "program-level outcomes" groups to select performance standards for each program and to identify course-embedded assignments (Exhibit 1.C.5.3 Faculty Outcome Group Work). A pilot assessment was completed for transfer programs in Spring-Summer 2019. The pilot focused on student work produced in first year composition courses (Exhibit 1.C.5.4 Faculty Work Group Pilot - Communicate and Exhibit 1.C.5.5 Faculty Outcome Work Group - Communicate Report). The program review process itself is currently being assessed and adjustments will be made in the subsequent review of the next programs.

### **Supplemental Exhibits for the Faculty Work Group Pilot – Communicate:**

- Exhibit 1.C.5.6 English 101 Master Course - Assessment Evidence
- Exhibit 1.C.5.7 English 102 Master Course - Assessment Evidence
- Exhibit 1.C.5.8 First Year Composition Handbook

### *Professional Technical*

While professional technical faculty began the process of reviewing program-level outcomes and establishing assessments of learning at the Spring 2019 non-instructional day, at present outcomes assessment in the professional technical programs is mainly at the course level. Faculty provide evidence of course-level assessment as part of the tenure review process and Associate Faculty (part-time faculty) review process. Faculty also complete regular course reviews drawing on grades and sample student work as well as industry trends to adjust course outcomes and content. They also review enrollment behaviors, student demographics, student demand for various programs, outreach and resource allocation. This information is collected, presented and discussed when the

technical advisory committees to each program meet in the fall and spring (Exhibit 1.C.5.9 Web Apps Review Statistics)

## WHAT WE LEARNED

One of our most significant lessons learned in this accreditation cycle was that our system of student, course, and program assessment was incomplete. The President recognized this need and made it a clear expectation for a new Vice President of Student Learning (hired in 2018) to get program review back on track. The time between ending the former, cumbersome, and incomplete assessment process (2015) and the establishment of a new process (2019) led to less systematic and routine assessment at the program-level. The college is now in a period of “catching up”.

Perhaps the second greatest observation that we have made about our institutional assessment is that the unique nature of our curricular structure leaves the definition of a program ambiguous. Program review is needed systematically and holistically. In an integrated model of education, defining programs and then assessing them poses some challenges. Our newly formed Assessment Committee and its plans for action are important first steps, as is developing a common lexicon of assessment terminology in an overall effort to establish faculty-wide assessment literacy

At the time of writing this narrative, two impediments exist towards further progress:

- The focus on redefining our programs through the implementation of Guiding Pathways. In retrospect, the College would have needed to redefine program-level assessment anyway given the evolution to “meta-majors” and new program rubrics as called for in Guided Pathways. Once Pathways are initiated, program-level review must be defined.
- Our transition to a new enterprise records system. This will result in our inability to provide data for approximately 6-9 months as new dashboards are created in the new system.

## WHAT WE ARE PLANNING

We recognize the task before us includes continuing to develop a broad and systematic assessment program based on the foundation we’ve developed over the last two years.

One of the key pillars of Guided Pathways centers on ensuring students are learning. A systematic implementation of Guided Pathways will contribute to our emerging assessment structure in multiple ways including but not limited to:

- establishing a shared vocabulary of assessment and pathways terminology,
- identifying newly defined pathways which will lead to assessable programs,
- establishing program-level outcomes and/or objectives augmenting our existing four core student learning outcomes and course outcomes,
- enabling integrative, interdisciplinary assessment within a pathway program, and
- enabling the Assessment Committee, in collaboration with the Student Learning Council and Institutional Effectiveness Council, to establish a 5-year program review cycle incorporating assessment of student learning outcomes, course-level outcomes, and programs within the context of our assessment framework, introduced in 1.B.

Holistically, we will align the work of the Assessment Committee with the “Ensuring Students are Learning” pillar of Guided Pathways so that faculty and advisors are engaged in this review. Campus resources will continue to be allocated to support this work, such as summer project funding,

participation in state-wide SBCTC Student Success Center events, workshops, and conferences, and requesting the Cascadia Teaching and Learning Academy champion building assessment expertise with the faculty. This is our biggest take-away and learning moment from the self-evaluation and Year Seven accreditation process.

### 1.C.6

**Consistent with its mission, the institution establishes and assesses institutional learning outcomes or core competencies such as effective communication, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy that will be assessed across all associate and bachelors level programs or within a General Education curriculum.**

NOTE: We experienced much overlap in writing the initial drafts of Standards 1.C.5 and 1.C.6. While the college has started down a path of revising program-level assessment, past practices have continued to play out. Characterized in this standard as “core competencies”, it allows us to share how we view General Education Core outcomes to be not only synonymous with “program-level outcomes” but also “core competencies”. It also allows us to reiterate that our core competencies fall back onto the foundation of our college, our student learning outcomes (1.C.1). We have submitted a request for clarification of this how this standard differs from 1.C.5 and 1.C.7, but are not certain that clarification will come in time before we submit this document.

### WHAT WE DID

Cascadia has defined its core competencies in part as its college-wide student learning outcomes, articulated in 1.C.1: Learn Actively; Think Critically, Creatively & Reflectively; Communicate with Clarity & Originality; and Interact in Diverse & Complex Environments (see Figure 1.C.1.1). Developed originally in 1999 as part of the foundation of the college, the student learning outcomes align well with institutional values and broad general education outcomes. It has been previously articulated how these student learning outcomes are imbedded in each course.

The college-wide learning outcomes are expressed across program requirements including:



Similar to how Course Outcome Guides articulate how the college-wide student learning outcomes (SLOs) are expressed and assessed at the course level, each program requirement represents nuanced expressions of the college-wide distribution level as defined by the transfer nature of the College and the competencies expected by transfer university partners and the State of Washington.

As described in standard 1.C.6, assessment practice has evolved over the last decade. Exhibit 1.C.6.1 provides a brief overview of assessment of SLO activity during this accreditation cycle (see Supplemental Exhibits for sample annual reports) The new Assessment Committee continues to explore practice and procedure for assessing SLO's systematically including the drafting of SLO assessment rubrics (see Supplemental Exhibits below). Exhibit 1.C.6.2 depicts planned assessment activity around the SLO's as an interim plan our Guided Pathways are implemented.

#### Supplemental Exhibits – Assessment of SLO's

- 2013-2014 Annual Outcomes Assessment Report
- 2014-2015 Annual Outcomes Assessment Report
- Learning Actively Rubric (2019)
- Think - Math Rubric (2019)
- Think - Natural Sciences (2019)

Following are two examples that address specifically the expected competencies of the general education core and how one such competency has recently been assessed within the transfer domain. The second example examines how the core competencies are established and assessed in professional and technical programs.

#### *Transfer Program*

The General Education Core requirement that is part of all transfer degrees establishes that students will achieve outcomes related to effective communication, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and information literacy. These outcomes are clustered together as "foundations for college success"(see the College Catalog page 7). The College Success ("College 101") course that satisfies the "foundations for college success" general education core requirement includes a common curriculum that introduces students to information literacy and the college library, and assesses the information literacy of entering students (Exhibit 1.C.6.3 College Strategies COG). Campus librarians support the common curriculum by designing and co-teaching an information literacy lesson that introduces the context for information literacy and guides students through preliminary work on a small research assignment. The lesson and its assessment is informed by the Cascadia College course learning goals and the UW Library's student learning outcomes and is periodically assessed by the campus library team in collaboration with the College's faculty.

For the campus library, a collaborative educational partnership with the University of Washington, such assessment is characterized as a programmatic assessment of student learning in College 101, and the most recent assessment (2016-2017) was undertaken with participation from Cascadia faculty. Student work from five sections of the course was collected, including two assignments and an end-of-quarter reflection essay. Librarians developed rubrics for the assignments and convened

with faculty to norm the rubrics and rate twenty-seven samples of student work. Based on this assessment, findings and recommendations for College 101 faculty and librarians were developed and distributed to stakeholders. This work has resulted in adjustments to how the lesson is designed in order to improve student learning, including broadening the scope to help students understand the information timeline and the purpose and basic skills around source attribution. (Exhibit 1.C.6.4: An executive summary describing further details and results.). Students' information literacy is assessed again in a common assignment in another Gen Ed Core course, English 101 (COG).

### *Professional Technical Programs*

Professional Technical education faculty establish program competencies for degrees and certificates based upon industry standards. The SBCTC's Centers for Excellence for specific professional technical program areas also offer guidance. Core competencies in one particular program, Web Application Programming Technology (Associate in Applied Science - Transfer), are identified as follows:

- Apply critical thinking and logical reasoning to design and technical problems in web development generally, with a focus on their area of emphasis.
- Communicate effectively as web development professionals, interacting with clients and collaborating within development teams.
- Develop solid visual and logical design skills, paying close attention to detail, current standards, application usability, and security.
- Design, produce, and test new web applications to be visually appealing and function effectively to meet users' needs.
- Assess and select application frameworks and development methodologies appropriate to the particular project scope.

Course content, outcomes, and thus, core competencies are reviewed and adjusted as appropriate by each program's Technical Advisory Committees composed of industry experts who weigh in on curricular or program changes proposed by the faculty (Exhibit 1.C.6.5 TAC Bylaws). These industry partners are actively recruited to participate in the biannual meetings where core competencies and content and outcomes are reviewed. A user interface development course, for example, matches students in the Web Application Programming Technology program with actual clients to build and test design of a web concept (Example of student work) and an overview of our Web Apps Program.

### **WHAT WE LEARNED**

One of Cascadia's strengths is that from inception, the breadth of the curriculum is built on our student learning outcomes. The outcomes provide the foundation for every course, are reflected within and across the degrees, and form the bases of our General Education Core competencies. Students see these outcomes in every syllabus, and experience learning in these outcomes in every course they take. However, like many of our peers, we struggle with how to capture holistic learning through summative assessment at the program level. We acknowledge we have not fully developed program level outcomes within our general degrees.

### **WHAT WE ARE PLANNING**

As addressed in standard 1.C.5, we are planning to continue expanding our capacities around

assessment of student learning through the lens of Guided Pathways (see Table 1.C.6.1). We recognize that prior to engaging in the pathway mapping process, we need to lay a transparent foundation for how our college-wide learning outcomes are expressed at each pathway level:

- Develop meta-major level expressions of our student learning outcomes,
- Develop pathway specific outcomes - competencies, and
- Clarify what distinctions (i.e. Equity, Diversity, and Power; Global Studies; and Sustainability) will be applicable to each pathway.

This work is reflected in our Guided Pathways work plan and will engage faculty and applicable staff throughout 2020-2021. In the meantime, our Assessment Committee is prioritizing assessing cornerstone and gateway courses supporting multiple, if not all, pathways such as with summer-fall 2020 planned math courses and English 102. These courses provide us the opportunity to collect data prior to pathways implementation, potentially allowing for comparisons post pathways implementation.

Table 1.C.6.1: Outcomes and Assessment with A Pathways Lens

General Exemplar	Pathways Lens	What	How (potential examples)
Degree	Meta-majors* (program outcomes)	SLOs represented for each meta-major	Common summative assessment within the meta
Major	Pathways** (specific skills or competencies)	SLOs program outcomes or competencies	Shared assignments (existing shared, and existing course assignments)
Minors	Concentrations (specialized skillset within or across pathways)	Distinctions outcomes tagged on COGS	Common outcome rubric
Minors	Course	Course requirements in COGs	Assessments aligned in existing COGS

\*Meta-majors represent a group of career-based pathways (Cascadia is currently calling meta-majors "areas of interest")

\*\*Pathways represent a curriculum sequence "map" for a specific program of study

## 1.C.7

**The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices that are used for continuous improvement of student learning.**

### WHAT WE DID

The results of its assessments, whether from outcomes, broader institutional effectiveness, or of academic quality, are used to inform the College's planning and practices appropriately with its mission. The examples below address the ways the College assesses academic quality and indicate 1) how assessment results are being used to provide students with more complete opportunities to learn, and 2) where new opportunities lie for improvement in academic and learning-support planning and practices.

#### *Transitional Studies:BEEdA*

The recent BEEdA program review has led to adjustments in BEEdA learning support practices. For example, to increase the percentage of students completing Adult Basic Education (ABE) and successfully transitioning to college-credit bearing courses, the BEEdA program staff and faculty have organized an individualized case-management approach since March 2018 to better guide students through the program and towards enrolling into college-credit courses. To ensure that the



transition is a successful one, beginning Fall 2018, BEdA students have been formally handed off to a dedicated Academic Advisor in Student Services and steered toward the general student enrollment orientation, CORE.

Instructional practices have also adjusted as a result of assessment findings from the most recent course outcomes assessment and from institutional data on program completion. These include the adjustment of some key assignments, such as the thematic writing project shared across the BEdA curriculum, and research and development of math outcomes for the various ESL levels. (As discussed in 1.C.5, more formal outcomes assessment is forthcoming.)

Supplementary Exhibits:

- BEdA Evaluation
- BEdA Final Summary: Data for Program Improvement Project

### *Professional Technical: BASSP*

Program review of the young Bachelor of Applied Science Sustainable Practices (BASSP) degree includes completion of an Adhoc Peer Evaluation in April of 2017. The evaluation included submission of a program update and an onsite visit by an assigned reviewer. The BASSP degree is scheduled for formal program review in 2022. Additional evaluations occur on a regular basis in the form of course evaluations, post-program focus groups, and surveys of the first three cohorts (the fourth cohort started in 2018-2019). The results of these assessments led to programmatic changes in course offerings and scheduling in the program intended to enhance student learning:

1. Student feedback included repeated requests for greater schedule flexibility and a desire to have some course electives in the program. In response to these themes, and in consultation with the faculty, several upper division course requirements were removed and replaced with existing lower division courses.
2. Two new one-credit courses were added to the program. One functions as a required program orientation intended to build a positive cohort experience and ensure students have a common understanding of core concepts. The second course is career oriented and intended to provide students with structured opportunities to explore the various career pathways within the sustainability field.

### *Transfer: College 101*

Cascadia’s gatekeeping courses have been a strategic priority in the Transfer area since 2016-2017 as an element of the strategic plan (see Table 1.C.7.1). The gatekeeper courses are part of the General Education Core and, as noted in Standard 1.C.5, course level assessment is conducted within disciplines regularly. The results are then used to make adjustments to course design, delivery, or content.

Table 1.C.7.1. Strategic Plan Goal for Student Success in Gateway Courses

Objective	Indicator
4C-2. Maintaining high success rates in gatekeeper courses	4C-2a. Establish and meet benchmarks for student success rates in gatekeeper courses for all student groups

Course level assessment of the College's mandatory College 101 course, taught by an interdisciplinary group of faculty, is ongoing and regularly results in adjustments to the common course curriculum that was first established for 2015-2016. A major requirement of the course is for students to consult with a professional academic advisor to construct an education plan and to include reflections of that experience as part of their final course portfolio. In its initial iterations, the common portfolio assignment did not adequately motivate students to make advising appointments nor did it provide a clear mechanism for preparing for and demonstrating evidence of such appointments. Thus, the College 101 team adjusted its planning and practice in three significant ways:

1. Required advising appointment offerings were expanded immediately in 2015 to include asynchronous online advising to meet needs of online College 101 students.
2. Significant adjustment addressed weak student preparation for advising appointments and the limited amount of time advisors could spend with each student. As a result, faculty, instructional design staff, and academic advising developed an online advising tool called Student Transfer Aspirations Questionnaire, the STAQ, launched in 2017. This online quiz was embedded into a single universal online College 101 site in which all College 101 students were enrolled. In preparation of their advising appointment, students complete preliminary career and college major research and indicate placement test scores and/or transcripts.
3. Assignment sequencing was modified within the standard syllabus adjusting how the appointment and the STAQ fit into the students' portfolio assignments and the creating of a common grading rubric.

### *Learning Support: Bock Learning Center*

The Bock Learning Center routinely collects data from multiple sources to ensure quality of learning support and continuous improvement within the Center:

- The sign-in system, Accudemia, provides quantitative information about how many students use the center, the services they use, and the classes that bring them in,
- Surveys provide qualitative feedback about students' experience with tutoring and the Learning Center services more generally,
- Regular review of quarterly assessments of each course are assigned to a Supplemental Instruction (SI) leader,
- Outcome reviews for a sample of SI session attendees and non-attendees are reviewed. Qualitative assessment consists of an end of quarter student survey to learn about attendees' experience in the session and gain a sense for why non-attendees chose not to take advantage of the sessions.

The collected direct and indirect data not only informs training and marketing of the Center, but leads to student learning improvements:

- Data about the use of services (the days and times students are most likely to use the Center, the services they use, and the courses that bring them in) are used to determine tutoring hours and to identify courses most in need of support as well as to align the staffing mix. Survey data is used to assess policy and procedure for students and Learning Center staff.
- Attendance thresholds determine SI course viability. Courses with attendance below 30% are considered unviable, courses with SI attendance consistently above 50% are considered

- successful. Additional data points contribute to course support offerings, a course’s SI history and student survey results.
- GPA and retention data allow staff to assess the impact of SI on student performance. The data is examined for courses where performance is not improved by SI participation.
- Surveys provide information about the student perception of SI sessions, the reasons students attend the sessions, and the reasons they choose not to attend.

Supplementary Exhibits:

- Folder of Bock Learning Center Assessments

## WHAT WE LEARNED

We are constantly engaged in an iterative cycle of think-act-evaluate at multiple levels. These planning efforts are both strategic and organic, which exemplifies the College. Balancing both strategic and organic process spawning a culture of continuous improvement presents a time and resource management challenge, as noted previously. Additionally, we lack a cohesive plan supporting our assessment cycle that brings about large-scale institutional change.

## WHAT WE ARE PLANNING

Summatively, as described in 1.C.1 through 1.C.7, the College has an established culture of institutional assessment, both in learning outcomes and support services. We has established goals and outcomes and works to improve those each year.

We are working towards two goals around planning:

- to continue supporting a culture of inquiry and change, and
- to gain efficiency in planning.

As outlined in 1.B.2, Cascadia has begun the process of focusing our planning efforts supporting student enrollment, academic achievement, and equity and inclusion. We have established a student achievement data framework that will inform specific actions in meeting our plan goals while placing operational oversight at a local unit level. We are planning to scale assessment of student learning to all programs (defined as the pathway level) as we develop our guided pathways. Upon the full transition to ctcLink People Soft this spring, we will initiate building a new data network encompassing our success metrics and strategic plan measures while concurrently allowing for organic inquiry to support student success.

### 1.C.8

**Transfer credit and credit for prior learning is accepted according to clearly defined policies that provide adequate safeguards to ensure high academic quality. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic rigor and quality, and comparable to credit it offers.**

#### *Transfer credit*

Cascadia’s primary academic focus centers on our transfer program. In establishing transfer policies for both transfer credit into the college and credit for receiving institutions, the College follows accepted standards as established by both the SBCTC (State Board for Community and Technical

Colleges) and through statewide commissions such as the Intercollege Relations represented in Table 1.C.8.1. Cascadia’s academic advisors assist incoming transfer students with an unofficial review of their incoming credits to assist with course registration and degree planning and the Credentials Evaluator in Enrollment Services does the official transfer in of credits toward a student’s intended degree.

Table 1.C.8.1: Transfer policies

Agency	Organization	Guiding Policies
SBCTC	Instruction Commission (IC)	IC 2018-2029 workplan
SBCTC	Articulation and Transfer Council (ATC)	Transfer informational landing page
The Washington Council for High School-College Relations (WCHSCR)	Intercollege Relations Commission (ICRC)	ICRC Handbook 2018

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.

Transfer is often a complicated process for students and Cascadia seeks to create smooth transfer paths as well as support students’ transfer experience. Transfer forms the basis for our most enrolled degree programs through our Direct Transfer Agreements. Advisors work with students in College 101 to develop an academic plan that incorporates courses aligned to receiving institutions’ requirements whenever possible.

### *Credit for Prior Learning*

Prior learning assessment provides vital clues for student readiness for college-level work and using such assessment is a strategic priority for the College as expressed in the our Access theme of our strategic plan and our emerging work with Guided Pathways as we explore how to streamline “on ramps” for new students.

Policies describing credit for prior learning are published in the College’s course catalog and also on a separate page on its public website (Cascadia Prior Learning Webpage), and these policies and processes are aligned with the mandate of the Washington Student Achievement Council and the College’s own administrative procedure from 2012. The information online and in the catalog describe the circumstances under which students may seek credit for prior learning, and the fees and processes for how to do it.

Generally, students may seek credit for prior learning in three ways, (1) either through national testing standards (such as through AP or IB programs at the high school level), (2) through course challenge in which students will complete an existing course final exam, or (3) by portfolio submission. More recently, credit for prior learning may also be pursued by presenting industry-recognized credentials in the area of Networking, a practice that is already established at other colleges in the state.

Faculty play a significant role in determining whether the credit accepted by the College is comparable to credit offered. Credit for prior learning is assessed by faculty who administer

comprehensive exams in the case of course challenges, review documented evidence via portfolio submissions, or verify the industry-recognized credentials presented by students. In turn, Faculty check for alignment between the College's course outcomes and those reflected in the evidence students are presenting of prior learning, using rubrics to ensure consistency of assessment, or in the case of Networking, accept the industry-recognized credentials (Exhibit 1.C.8.1: Networking Prior Learning rubric).

## WHAT WE LEARNED

Effective management of transfer credit (in and out) relies on collaboration across multiple entities both internal and external. Likewise, efficiency in transfer of credit requires ensuring staff are continually trained and technology supports the process. Through this review, Cascadia has affirmed that the College has sound practices and strong resources for statewide transfer programs. Seeking to make the process of credit evaluation more consistent and efficient, Enrollment Services implemented a software called Transfer Evaluation System. Enrollment Services has also provided more training on transferring credits into Cascadia for the advising team so the academic advisors can be confident in their initial review of transcripts for incoming students.

## WHAT WE ARE PLANNING

We will continue to improve technology support for transfer. For example, the Enrollment Services team has been working on a comprehensive transfer database enabling students to view courses that have been accepted at Cascadia from other colleges and universities. This database, paired with working with an academic advisor, is useful for students for constructing potential academic plans merging their previous coursework with Cascadia offerings.

Since our academic focus is built on transfer programs, we will continue to collaborate with partners in our region to improve the transfer experience such as through statewide committees. Likewise, we will continue to work with our campus partner, the University of Washington Bothell, to create seamless transfer. For example, we are currently in the planning stages of building a shared STEM building. This presents an opportunity to faculty to build relationships exploring curricular requirements and student experiences across common programs. These direct program relationships are paramount for ensuring the transfer of program foundational courses leading to acceptance in major programs at the receiving transfer institution.

### 1.C.9

**The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study, demands on student intellectual or creative capacities; knowledge of literature of the field; and ongoing student engagement in research, scholarships, creative expression, and/or relevant professional practice.**

This standard is not applicable as Cascadia College does not offer graduate or professional degrees.

# STANDARD 1.D: STUDENT ACHIEVEMENT

## 1.D.1

**Appropriate to its mission, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.**

### WHAT WE DID

We have a place for everyone at Cascadia. Actualizing our mission and strategic goals, Cascadia recruits and admits students who can benefit from its portfolio of educational programs. Multiple units at the College are responsible for student outreach and recruitment. For example, College Relations and Student Success Services collaborate to recruit and onboard new students. College Relations oversees the main student recruiting efforts and focuses these efforts around the college's transfer degrees. As such, its annual recruitment plan is tied to a strategic plan goal around developing an integrated K through 20 system of education in Cascadia's district (defined in 1.A.3). (Exhibit 1.D.1.1: Recruitment Plan from College Relations)

Student Success Services provides CORE sessions (Cascadia Orientation & Registration Experience). Other units, for example, International Programs, BEdA/Workforce, Professional and Technical Programs, and Running Start, facilitate targeted outreach while collaborating with College Relations on joint recruiting efforts.

Admissions, graduation, and transfer policies are available to students on the College website and in the College catalog. These policies are also communicated through recruiting initiatives and orientation programs that provide specific groups of students with information about programs of study, academic requirements, graduation, and transfer processes.

Table 1.D.1.1: Admissions, graduation and Transfer Policies

Policies	Website	Cascadia College Catalog 2019-2020
<b>Admissions</b>	General Admissions Webpage International Admissions Webpage Application Webpage BA Sustainable Practices Admission Requirements BA Mobile Applications Admissions Requirements	General admissions information is on pages 98-102
<b>Graduation</b>	Graduation Requirements	Graduation requirements are described and listed with each certificate, degree, and degree track starting on page 12.
<b>Transfer</b>	Transfer Program Webpage Direct Transfer Agreement Transfer Credit Evaluation Policies	General transfer information is on pages 117-119

Like most community colleges, Cascadia enrolls an array of students in our academic programs. For simplicity, we present three primary types to illustrate recruiting and orientation practices: domestic students, international students, and professional technical/workforce students.

### *Domestic College Students: Recruiting and Orientation*

#### Recruiting

High school and community visits as well as on-campus information sessions provide prospective students with the information about programs of study offered at Cascadia. Recruitment programs supporting strategic goals provide additional information for special populations of domestic college students. As an example, the College Goal program is where College Relations and Admissions/Enrollment co-sponsor a 3-step program to help potential students from underrepresented populations navigate enrollment, financial aid, and registration.

Supplemental Recruiting Plans for Special Populations:

- Running Start Recruitment Plan
- BEdA Recruitment Plan

#### Orienting

All first-time transfer degree-seeking college students are required to attend a mandatory Cascadia Orientation and Registration Experience (CORE) session. Students learn about policies, resources, and the registration process as well as register for their first quarter classes. During CORE, academic advisors are available to provide guidance on course selection. Students transferring to Cascadia with previous college credit (excluding Running Start and College in the High School credit) are required to meet with an academic advisor for an unofficial evaluation of transcripts to determine math and English placement and what courses students will need to register for in their first quarter.

All students (domestic and international) are invited to participate in Jumpstart Orientation. Jumpstart Orientation focuses on “just in time” information for new Cascadia students by sharing information on what to expect in the classroom, highlighting support resources available for academic success and engagement while at Cascadia. For most students, Jumpstart bridges the CORE sessions to the foundational College 101 course which incorporates additional advising and support throughout the term.

### *International Students: Recruiting and Orientation*

#### Recruiting

Cascadia’s International Programs (IP) staff recruits through multiple channels in targeted world regions. The most common recruiting opportunities involve attending agent and/or student fairs organized by private companies and government agencies in single countries or regions, study abroad agencies that act as brokers for the program in locations around the world, and through individually-arranged visits with specific high schools abroad. Some recruiting occurs through word-of-mouth.

We translate materials – including academic requirements, and graduation and transfer policies for all of our academic programs – into languages that correspond to countries in which we actively recruit. International recruiting requires educating both students and their families about the U.S.

higher educational system and the community colleges' place within it. Those students who will likely start in the English Language Program (ELP) learn about the comprehensive pre-college curriculum and the timing and benchmarks for transitioning to the regular General Education program. IP advisors are available to answer prospective students' questions by telephone, email, chat, and skype.

### Orienting

Regardless of the program they enter, all international students attend an International Student orientation where they learn to navigate the campus and the college's learning management system, as well as basic academic success skills. Additionally, all new international students attend a mandatory first-quarter advising appointment with IP advisors called a "Wellness Check." International students who enter college programs other than the ELP receive additional advising when they enroll in College 101. All international students have access and training to use an app that provides many functions including text messaging which allows the advisors to communicate important messages and deadlines or request appointments. It also includes a feature that allows international students to foster an online community.

## *Professional-Technical and Workforce Students: Recruiting and Orientation*

### Recruiting

The college has developed dual strategies towards the recruitment of Professional-Technical and Workforce Students. The first involves promoting awareness about the workforce funding opportunities that exist to support professional technical students. Each workforce program has specific eligibility criteria and can fund tuition, books and other expenses. The second approach involves marketing each of the different professional technical programs to interested populations. Together, these recruitment efforts have included internal, external and digital outreach including:

- Off-campus staff outreach with local WorkSource Centers and Community Based Organizations (CBO's) and on-campus staff outreach in the form of classroom visits and tabling.
- Hosting campus events like the 2019 TechFest on Cascadia's campus. This event focused on a women in IT and featured workshops, networking sessions and a keynote and drew approximately 53 participants.
- Participation within the Start Next Quarter consortium which maintains an online screening tool for all of the workforce funding criteria and professional technical education programs.
- As we continue to expand our outreach efforts we are currently working with a professional marketing firm to initiate an online marketing push of all of our professional technical programs.

### Orientation

All workforce students are also professional technical students, but not all professional technical students qualify for workforce funding. Each has their own orientation content to ensure that students get the information they need to be successful while establishing a point of contact should any questions arise in the future. The general orientating practice includes multiple steps occurring in one visit:

1. Interested students schedule an individual appointment to speak with a program advisors. The program advisors will provide information about each degree pathway, the classes and types of careers involved. They will also review the steps a new student would need to take



2. to enroll at Cascadia.
3. Students meet with Cascadia's program specialist regarding the workforce funding available. During this session students receive information about each funding program, eligibility requirements and the documentation needed to receive funding. The orientation includes distributed success support resources such as the On-Campus Resource Guide.

### *Continuous Improvement of Student Recruiting and Orientation*

Targeted student feedback has driven changes to our processes and programs. For example in a 2014-2015 CORE student survey, we found that: 89% (261 respondents) indicated the session was helpful or very helpful. Further, we discovered the students preferred to focus on registration and advising leading Student Success Services to assign more advisors to support students at the CORE sessions.

Our JumpStart session has used student evaluations to modify the schedule to accommodate for the large number of high school students attending through Running Start so as not create a conflict with their high school schedule. Additionally, to assist those students unable to attend in person, an online version was created in 2017.

The International Program staff adjusted their student orientation program in three significant ways based on student evaluations since 2018:

- Shortening the comprehensive orientation program from 5 days to 3-4 depending on the quarter,
- Embedding interactive sessions across the program increasing student engagement, and
- Creating an online pre-orientation module through Canvas (learning management system) to provide pre-arrival information and allow students hand-on access to Canvas and the College prior to arrival.

### **WHAT WE LEARNED**

Two primary factors have spurred the advancement of our recruiting and orienting practices: changing student demographics (rapid increase of Running Start students) and Guided Pathways. For example, in our CORE program, we have added live online sessions for students unable to attend while expanding the number of days we offer sessions providing students with more flexibility. Our Strategic Plan incorporated revamping placement practices, a cornerstone of Guided Pathways implementation. We have also developed specific "Mathways" for students based on their placement findings. And we have embedded Areas of Interest (meta-majors) in our CORE registration as well as developed Interest Areas based first quarter maps.

As Cascadia continues to adopt Guided Pathways as an institutional framework, one deficit in our orienting process has been evident: career planning. While Cascadia provides multiple opportunities for students to understand the plethora of transfer options, little focus exists on the website or orientation process on career possibilities. This has been partially by design as the majority of our students get this career advising at their transfer institution. However, degree completion may be enhanced by incorporating career advising into our orientation and pathways work. In our one day JumpStart program, we have added career exploration and financial literacy workshops to help

students develop concrete plans prior to the start of their first term. In fall of 2019, a general advisor position was repurposed as a Career and Transfer advisor to begin integrating career planning with transfer planning.

## WHAT WE ARE PLANNING

As we continue to develop career planning through the Guided Pathways framework, several tasks are planned over the next few years to accentuate student understanding of career paths including:

- 2020 Summer Faculty Work Group examining integration of pathways and career exploration into College 101;
- Updating the College’s website to include career trajectories with each program pathway, including regional salary and job availability; and
- Creating meta-major specific engagement opportunities.

With a collaborative model of recruitment, the Vice President of Student Learning and Success initiated quarterly outreach meetings in 2018-2019 bringing together stakeholders to share recurring opportunities, ensure staff are available, and collaborate on materials. This information group has been included in the Strategic Enrollment Management workgroup. As we prepare for our next strategic planning cycle, a workgroup is currently developing a set of initiatives aligned with the indicators from the Student Achievement Framework. The emerging plan scheduled for initial implementation in 2020-2021 is one of the 3 pillars of the College’s next strategic plan.

### 1.D.2

**Appropriate to its mission, the institution establishes and shares widely a set of indicators for student achievement (such as course completion, experiential learning, program completion, degree completion, retention, job placement).**

## WHAT WE DID

The review of student achievement data is embedded throughout the strategic plan as a threaded priority (see Table 1.D.2.1). Cascadia routinely reviews the student-achievement indicators that inform the assessment of student achievement by the Washington State Community and Technical College System, including the System’s performance funding program, called the Student Achievement Initiative (SAI) and the affiliated SAI data dashboards (see 1.D.3 for additional details). Federal program benchmarks such as those for BEdA that reflect measurable skills gains for students at each level of ABE and ESL, and follow-up measures after students leave the program, are also monitored and used for program development.

### *Data Accessible to the Public*

Data for public consumption is described on the College’s website, and users are also provided with information with which they may compare the College’s achievement data for example with other schools.

### *Data Accessible to the College Community*

Generally, the relevant indicators of student achievement are widely shared on the College’s Institutional Effectiveness website in static tables and Tableau dashboards. [Note: Due to our

enterprise records system transition as part of the SBCTC system, dashboards will cease to update with new data as of May 11, 2020. They will need to be redeveloped.] These data are also regularly provided to the College’s Board of Trustees by the Vice President for Student Learning & Success and the Director of Institutional Effectiveness and are presented at annual all-staff “Closing the Loop” presentations. For example, at the 2018 Closing the Loop presentation, a data dashboard was presented showing the relationship between students passing gateway courses and accruing credits. Specifically, the presentation highlighted retention reflected by SAI points on credit-accumulation, specifically for English and math.

All departments and the College population at-large are routinely provided with data reflecting their program and constituents.

### *Data Accessible to Academic Areas*

#### Transitional Studies

BEdA faculty and staff together produce a data driven annual report in which they outline the program’s success in meeting state and federal student achievement goals. The state performance indicators (which are tied to funding points through the Student Achievement Initiative) relate specifically to Basic Skills:

- Nationally recognized test gains in math, English language or reading measured by pre- and post-tests as well as competency-based assessments,
- Achieving a high school diploma or equivalency and
- Successful completion of six college-level credits.

Federal indicators of student achievement relate to both student gains while in the program and follow-up achievements after leaving the program.

Exhibits in folder:

Presentations from Closing the Loop and Board meeting

### *Transfer and Prof/Tech Degree and Certificate Programs*

Student achievement in degree and certificate programs is documented through a set of common indicators including enrollment, retention, completion of gateway courses, completion of programs, and SAI benchmarks. The ongoing review of these indicators is mandated by the Strategic Plan (see Table 1.D.2.1) and outcomes are shared with the college through all-college meetings, Board meetings, Strategic Plan updates, and Closing-the-Loop presentations. The self-service Tableau dashboards enable faculty and staff to directly review data related to course, discipline, or program inquiries.

## **WHAT WE LEARNED**

Similar to our development of better strategic planning and program review, over the course of the last review cycle we have constructed a set of common metrics applicable to all programs instead of initiative or program specific indicators. Likewise, we learned that a consequence of being a data-informed community is that data requests can outpace the ability to meet the demand even with self-service options.

In 2019, Cascadia's Office of Institutional Effectiveness consolidated the indicators into Cascadia's Student Achievement Framework (SAF) (Exhibit 1.D.2.1). Beyond student achievement in Cascadia courses, the College tracks transfer, graduation, and net cost. These indicators allow for more nuanced data points than existing measures and it is adapted for all educational programs thus allowing for broad and consistent application. Future use of the SAF is discussed below.

## WHAT WE ARE PLANNING

The Student Achievement Framework presents tremendous opportunity for Cascadia to use a unified data set across multiple plans, decision-making bodies, and initiatives:

- **Strategic Integration:** The SAF will serve the emerging strategic plan chapters (Equity & Inclusion, Enrolment Management, and Student Achievement/Guided Pathways) as a common set of student metrics driving evaluation and planning.
- **Decision-making Bodies:** Councils, such as the Institutional Effectiveness Council, Student Learning Council, Equity & Inclusion Council and Budget Council, will be able to access specific data to support action recommendations.
- **Initiatives:** Guided Pathways and program review will utilize the SAF data in both planning and implementation of student-centered advising. For example, disaggregated success and completion data will guide the design of identifying our pathways, as well as understanding which students enter and do not enter specific pathways and gateway courses. The SAF data, as part of program review, will yield program specific changes to support student achievement, such as pathway course sequencing or motivating students' use of supplemental instruction.

### 1.D.3

**Results for student achievement are based on meaningful, institutionally identified indicators aligned with indicators for peer institutions at the regional and national levels; are used for improvement by informing planning, decision making, and allocation of resource and capacity, and are made widely available on its website.**

## WHAT WE DID

As part of the 2016-2020 Strategic Plan, Cascadia adopted the indicators tracked by the SBCTC, starting with the Student Achievement Initiative (SAI) indicators (SBCTC site) that were developed in collaboration with the Community College Research Center at Columbia University. Data on student achievement is available externally on our webpage: Cascadia by the Numbers. Internally, all Cascadian's have access to interactive Tableau dashboards, including data by student types and programs.

Cascadia's new Student Achievement Framework (introduced in 1.D.2) was developed because the SAI indicators and their focus on state-supported students fail to adequately capture meaningful achievements for Cascadia's contract-based students (i.e., Running Start and International Students), which make up more than one third of the College's FTEs. Many of these students are transfer students and not degree-seeking. Their achievements are more effectively assessed with other federally-recognized indicators that are included in Cascadia's Student Achievement Framework.

## WHAT WE LEARNED

Continuous review of our practices has led to the improvement of our systems. When areas of need are identified, the College responds by developing or improving practices.

Below are illustrations of the uses of two key indicators, retention and completion, and the results of the review of assessment of student achievement for planning and resource allocation.

### *Retention and Course Completion*

Reviewing and using retention data to plan, make decisions, and allocate resources is captured in Cascadia's Strategic Plan (see Table 1.D.3.1).

*Table 1.D.3.1. Strategic Plan Goal for Assessing Student Retention*

<b>Goal</b>	<b>Indicators</b>
3B2. Enhancing retention by implementing and improving best practices	3B2a. Track student participation in selected best practices and relationship to retention 3B2b. Increase retention and completion rates

In response to a 2017-2018 dip in quarter-to-quarter retention, Student Success Services requested and received funding through the Budget Proposal Council process for a dedicated Completion and Retention Advisor to make interventions on the two populations of students identified with retention challenges, those on academic probation (i.e., with grades falling below 2.0 GPA for 2 consecutive quarters) and those attending part-time. New programs for the former group include more intensive advising (three times quarterly) and an online success course developed by the new Completion and Retention advisor. Programs to address the retention challenges of part-time students are still in the planning stages.

### *Degree Completion*

Although credit students have diverse goals that may not include program completion, two data sources motivated the Student Success Services team to shift its advising paradigm: data examined through the routine review of degree and program completion, and state completion data. The new approach expands advising moments to engaging all students through a multifaceted process integrating more intensive and frequent advising both 1) at the beginning of a student's career, and 2) as the students near the end of their tenure at the College.

1. **Entry Advising Engagement:** the Student Success Services team collaborated with faculty to redesign College 101 in 2016 and CORE (described in 1.D.1) in the summer of 2017 to create multiple and sequenced student touch points focusing on credential attainment or early transfer. A significant activity that was collaboratively developed by faculty and advisors is the Student Transfer Aspirations Questionnaire (STAQ), an internal online tool in which students identify the placement tests they need, review their educational status and interests, and begin the process to think more broadly about pre-career planning. Over the first 6 quarters, from Fall 2018 to Winter 2019, more than three-quarters of College 101 students completed the STAQ.

2. Completion Advising Engagement: Towards the end of students' tenure at Cascadia, both Academic Advising and Enrollment Services work together to encourage students towards completion. Two interventions have since been added. As of Spring 2017, the credential evaluator and an academic advisor jointly collaborate to review failed completions to determine their cause and the possible adjustments that might be made in advising students in the future. And, as of Winter 2018, an audit of students who are at 75 credits and have not yet applied for graduation is completed, leading to outreach opportunities with these students. In Professional Technical programs, faculty and advisors also encourage students in the final courses of the certificate programs' series to apply for graduation.

All of these efforts have enhanced completions and show how the College responds to student achievement findings.

## WHAT WE ARE PLANNING

One area of focus will be mapping, analyzing and reporting the impact of various college initiatives such as Guided Pathways on the Student Achievement Framework.

Another primary focus over the next two years will be to make our student achievement more transparent externally. The Institutional Effectiveness Council will collaborate with the External Relations division as we engage in institutional website re-design to display data supporting the Student Achievement Framework and progress on the new strategic plan.

### 1.D.4

**The institution's process and methodologies for collecting and analyzing information on student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate achievement gaps and promote equity.**

## WHAT WE DID

### *Methodologies and Transparency*

The collection and analysis of student achievement data are managed by the Office of Institutional Effectiveness, and the aim of such collection and analysis is, on all counts, to develop strategies and action plans that enhance student learning and especially promote equity.

The College strives to be data-driven in its practices related to student achievement as demonstrated in the Strategic Plan (see Table 1.D.4.1).

Table 1.D.4.1. Strategic Plan Goal for the Improving the Use of Information on Student Achievement

Goal	Indicators
3A3. Supporting use of data in implementing best practices in teaching and learning	3A3a. Increase access of student learning staff to institutional data concerning student learning and success 3A3b. Establish an annual forum for reviewing institutional data concerning learning, teaching, and student success 3A3c. Track requests for institutional data

The Student Achievement Framework introduced in standard 1.D.2 identifies a set of “key performance indicators” and the state’s Student Achievement Initiatives (SAIs) have indicators that Cascadia tracks. The Framework also describes how key performance indicators and SAI indicators function as equity metrics that enable the college to identify equity gaps in student achievement.

Data collection revolves around valid data sources such as the National Clearinghouse. Additionally, there is a shared student data collection process between the local college and the State Board (SBCTC), who then aggregates data across the state system.

The Office of Institutional Effectiveness is responsible for making data transparent, available and understandable. The office also serves to routinely provide data to appropriate Councils and planning groups for the purposes of student achievement and equity goals.

### *Mitigating Equity Gaps*

Cascadia’s 2016-2020 Strategic Plan includes a commitment to closing equity gaps (see Table 1.D.4.2.). In 2017, the Diversity and Equity Summary formalized the College’s commitment to using student achievement data to identify and respond to equity gaps by identifying 29 indicators of diversity and equity across 16 goals. In 2018, the Office of Institutional Effectiveness introduced a dashboard that disaggregates student achievement data by student group . The process of reviewing disaggregated student achievement data was presented in 2018 Closing-the-Loop presentations and Board meetings. Additionally, the Strategic Planning Committee used a student achievement dashboard in summer 2018 to review a subset of equity and diversity indicators. That work informed the development of the Student Achievement Framework (2019) which identifies the 14 student characteristics by which student achievement data are disaggregated so as to look for equity gaps.

Strategic Plan goals and the results of the review of the equity of student achievement have resulted in action. Cascadia has sustained a commitment to recruiting and hiring faculty and staff to represent the diversity of students (Exhibit 1.D.4.1 reprints Employee Data by race/ethnicity). The College hired an Executive Director of Equity and Inclusion in Winter 2019 to guide cohesive planning of campus events and professional development opportunities related to equity, diversity, and inclusion. The Equity and Inclusion Plan (E&I Plan) was approved by the Board of Trustees in the spring of 2019. Two of the four pillars of the E&I plan specifically address students and achievement: the Student Success pillar, and Instruction and Curriculum pillar. Priority foci for 2019-2020 are included in Table 1.D.4.3.

*Table 1.D.4.3 Equity & Inclusion Plan 2019-2020 Priorities*

<b>Student Success Pillar</b>	<b>Instruction and Curriculum Pillar</b>
Define a student affinity group structure to involve affinity groups in regular E&I conversations and initiatives	Engage faculty in how to make learning environments more welcoming (e.g., how micro-aggressions, implicit bias, and exclusive language show up in formal/informal learning environments)
Create Student Advisory Committee for Equity and Inclusion	Create and maintain regular opportunities for instructors in cross-disciplinary diversity courses to meet quarterly in order to share and support best practices

Explore and design student mentorship programs between staff/faculty and students who share a marginalized identity	Explore creating “distinction” pathways that explore power, privilege and inequity
Evaluate current effectiveness of outreach opportunities to marginalized communities and strategize possible new tactics	
Evaluate the role of the Center for Culture, Inclusion, and Community	

### *Alignment of Resources to Mitigating Equity Gaps*

In addition to creating the Executive Director of Equity and Inclusion position, two other examples of mitigating equity gaps are briefly described below.

In 2019, the Executive Team approved a recommendation from Student Success Services to remove the application fee, which was seen as a barrier for low-income applicants. The college waived application fees for qualified students, but staff felt some students (low-income, first generation) may be intimidated to even ask if they qualified.

This data review also informed the decision of Cascadia’s Teaching and Learning Academy (TLA) to join and promote the State Board’s initiative Transparency in Learning and Teaching (TILT). The national Transparency Project was originally conceived by AACU to support underserved students’ success. Cascadia sent 2 faculty and a dean to a TILT retreat and organized annual events of the TLA and the College’s Learning Technologies and Design department around the promotion of TILT. The Student Learning Office and the TLA funded an Opening Week introduction to TILT for all faculty and ensured that new faculty in the academic year had also received preliminary training during faculty orientation. Instructors have reported anecdotal gains on specific assignments with the goal of moving toward 100% of “TILTed” assignments in a course so as to see larger impact. The TLA will continue to support faculty in constructing TILTed assignments as well as assessing the effectiveness of this instructional strategy.

Supplemental Exhibits:

- TILT Equitable Assignments
- Board of Trustee meeting disaggregated student data

### **WHAT WE LEARNED**

Our student outcomes for underserved students mirror the aggregate population and are often higher than peers. And, there is an institutional belief that we can do better. We have crafted plans and measures, and implemented strategies. We have adopted a holistic approach to student achievement and equity, knowing we need to support students in and out of class to eliminate achievement gaps. While we have launched a new Equity and Inclusion strategic plan chapter, we know that to truly create an equitable community takes broad commitment to change (individual and structural) at every level. We are learning to bring equity into daily operational conversations, such as systematically identifying bias in hiring process, addressing challenges faculty face with



student mindset in equity-focused courses, and exploring why students of color are not selecting to enter some STEM programs.

## **WHAT WE ARE PLANNING**

### *Data Transparency*

At the time of writing this evaluation, Cascadia faces two significant challenges in maintaining data transparency: the transition between enterprise records systems, and the vacancy of our Director of Institutional Effectiveness position. Nonetheless, we are planning to address both of these inter-related challenges.

First, once we “go live” with ctclink (PeopleSoft), and ensure our data feeds are valid, we will begin building new data dashboards for both internal and external users. This project will commence in the second half of 2020 and include specific dashboards linked to the Student Achievement Framework indicators. Second, although we have a vacancy with our Director of Institutional Effectiveness, our newly created Institutional Effectiveness Council (IEC) will begin exploring how to bring about continuous institutional change based on data gleaned from our Framework.

### *Mitigating Equity Student Achievement Gaps*

Cascadia has demonstrated a commitment to diversity, equity, and inclusion as demonstrated in our Equity and Inclusion Plan, hiring an Executive Director for Equity and Inclusion, and developing an institutional data framework with equity in mind. Our community is committed to continual exploration of both micro and macro conditions impacting both students and employees. In addition to previously mentioned actions and initiatives referenced above, several other projects are either in development or currently active.

For example, Cascadia plans to expand our student data sources through two endeavors. First, the College has contracted with Hanover Research to conduct a district-wide scan helping to identify currently unreached prospective students, such as those who might benefit from our adult basic education, ESL, or alternative scheduled programs (i.e. evening and weekend). Second, the Student Learning and Success division needed more applicable data on the student experience than what we were gleaning from our administration of the Community College Survey of Student Engagement. The goal is to create an assessment that is aligned to the Student Achievement Framework indicators as well as aspects in the College’s Equity & Inclusion plan. Leading the development of this project will be a priority for the Director of Institutional Effectiveness in 2020-2021.

Perhaps the most powerful change in progress comes from a philosophical shift in our curriculum. Currently, Cascadia offers an array of cultural knowledge diversity (CKR) courses. These courses aligned to specific learning outcomes embedded in our Course Outcome Guides (COGs). Faculty who teach within this portfolio worked throughout 2018-2019 to develop a new framework for these courses around equity, diversity, and power (EDP) by creating new learning outcomes strongly articulating emerging instructional theory and practice. Approved by the Student Learning Council faculty are now tasked with developing a process to update existing CKR-designated courses to EDP-designated courses with the new outcomes (Exhibit 1.D.4.2 Equity, Diversity, and Power

Designated Course Outcomes Proposal and Exhibit 1.D.4.3). The purpose of this change is to challenge students more deeply to explore their personal world schemas through critical thought and engagement. The intended outcome is a more equity-minded student population contributing to students' sense of belonging and safety, and more ambitiously, that our students' mindset will spill over into and beyond our community effecting far-reaching and lasting change.

