

In this report:
Standard Two

MAKING ROOM FOR CHANGE:

*A Self-Evaluation of
Institutional Effectiveness*

FEBRUARY 2020



CASCADIA
COLLEGE

BOTHELL

COLLEGE | S2

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GOVERNANCE, RESOURCES, AND CAPACITY

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making.

Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

Standard Two

INTRODUCTION TO STANDARD TWO

Just as Cascadia College intentionally designs, implements, measures, and reflects on how best to engage in teaching and learning to ensure that all students are achieving their academic goals, we give equal consideration to the support our students receive outside the classroom to supplement their academic and personal growth. We have also taken steps to ensure we have benefits, programs, and processes that are applied equitably to our employee groups.

Standard Two explains how Cascadia has intentionally designed its college governance, student support services, and resource allocations to provide the necessary scaffolding for our four student learning outcomes, and to establish a safe, efficient, and inclusive environment for learning and working.

STANDARD 2.A: GOVERNANCE

2.A.1

The institution demonstrates an effective governance structure, with board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

WHAT WE DO

Cascadia College is one of 34 Community and Technical Colleges in Washington as established by the legislature ([RCW 28B.50.020](#)) to provide students in every geographic location access to a comprehensive community college and its academic programs. Cascadia is supervised by the [State Board for Community and Technical Colleges](#). Specific Washington Administrative Codes ([WACs](#)) and Revised Codes ([RCWs](#)) contain the laws and regulations that apply to the College.

The college is governed by one board whose five members are appointed by the Governor of the State of Washington for five-year terms pursuant to [RCW 28B.50.100](#). The Board of Trustees adopted bylaws that reiterate the powers granted by the legislature.

Every year, the Board elects a new chair and vice chair from its members at its September meeting pursuant to its [bylaws](#). No board member has a contractual employment or financial interest in the institution.

Table 2.A.1.1. Board of Trustees

Trustee	First Appointed	Current Occupation	Residence Area
Roy Captain, Chair	2017	Community leader and real estate agent	Redmond
Ms. Janet McDaniel, Vice-Chair	2012	Claims Manager at PEMCO	Bothell
Mr. Mike Kelly	2014	Vice President of ASKO Processing, Inc.	Woodinville
Dr. Colleen Ponto	2019	Leadership and organizational effectiveness consultant for Providence St. Joseph Health	Kenmore
Dr. Megan Quint	2019	Director of Strategy Management at Premera Blue Cross and adjunct faculty at UW Bothell	Bothell

The Board of Trustees is responsible for establishing Board Policy, overseeing mission fulfillment, granting tenure, approving yearly budgets, and hiring a president to administer the educational programs and conduct business in accordance with Board Policy. The board’s duties, organization, responsibilities and operating procedures are clearly described in the [Trustee Resource page](#) on the SBCTC website. The Board evaluates the President on an annual basis and reviews College Policies in a three-year cycle at which time it approves any changes.

Every academic year, the board holds nine public meetings. Agendas and announcements for each meeting are sent via email to all campus employees two weeks in advance. In addition, the documents are posted on the college’s intranet, [go.Cascadia](#), and on its [public website](#), along with the minutes for every meeting.

Additional exhibits for 2.A.1

[AP6.1.10.01 Shared Governance](#)

[BP6.1.10 Governance Structure](#)

[Board of Trustees Responsibilities and Bylaws](#)

2.A.2

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

WHAT WE DO

Cascadia employs a team of qualified administrators to provide effective leadership to the college. The Executive Team (see Table 2.A.2) is responsible for the management of institutional affairs including but not limited to student learning, student success, fiscal affairs, human resources, policy and procedures development, community relations, public information, information systems, and facilities. Each member encourages their team in planning, organizing, and managing a specific aspect of the college.

Table 2.A.2 Members of the Executive Team

Name	Title
Dr. Eric Murray	President
Lily Allen	Executive Assistant to the President
John Eklof	Executive Director of Equity and Inclusion
Dr. Kerry Levett	Vice President for Student Learning and Success
Martin Logan	Vice President for Administrative Services and Human Resources
Meagan Walker	Vice President for External Relations and Planning

The selection and interview process is thorough and rigorous, and makes a concerted effort to find the best applicant for each position. The college community is encouraged to participate in the process by attending candidate public presentations and providing feedback.

The Executive Team meets weekly on Wednesdays. Meeting notes are published on go.Cascadia as part of the effort to communicate with transparency.

Additional exhibits for 2.A.2

[Organizational Chart](#)

[Academic Dean CV's](#)

2.A.3

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s), but may not serve as its chair.

WHAT WE DO

The current president, [Dr. Eric Murray](#), was elected by Cascadia’s Board of Trustees in 2010. He has served in this capacity full-time since then. The president provides overall leadership to the college which includes oversight of the institution’s human, physical, and financial resources. The president is also responsible for establishing the organizational structure of the college and implementing the policies of the Board of Trustees. He has the authority to appoint all faculty, classified, and exempt employees, and the authority to terminate. He also represents the college to the legislature, local government, school districts, businesses, civic leaders, and other groups. The board evaluates the president annually and reviews his performance based on the [Trustee Resource page on the SBCTC website](#).

Dr. Murray is the President-elect of the Washington Association of Community and Technical Colleges ([WACTC](#)) whose membership is comprised of all 34 of the state’s community and technical college presidents. He will assume the leadership position during the 2020-21 academic year.

2.A.4

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

WHAT WE DO

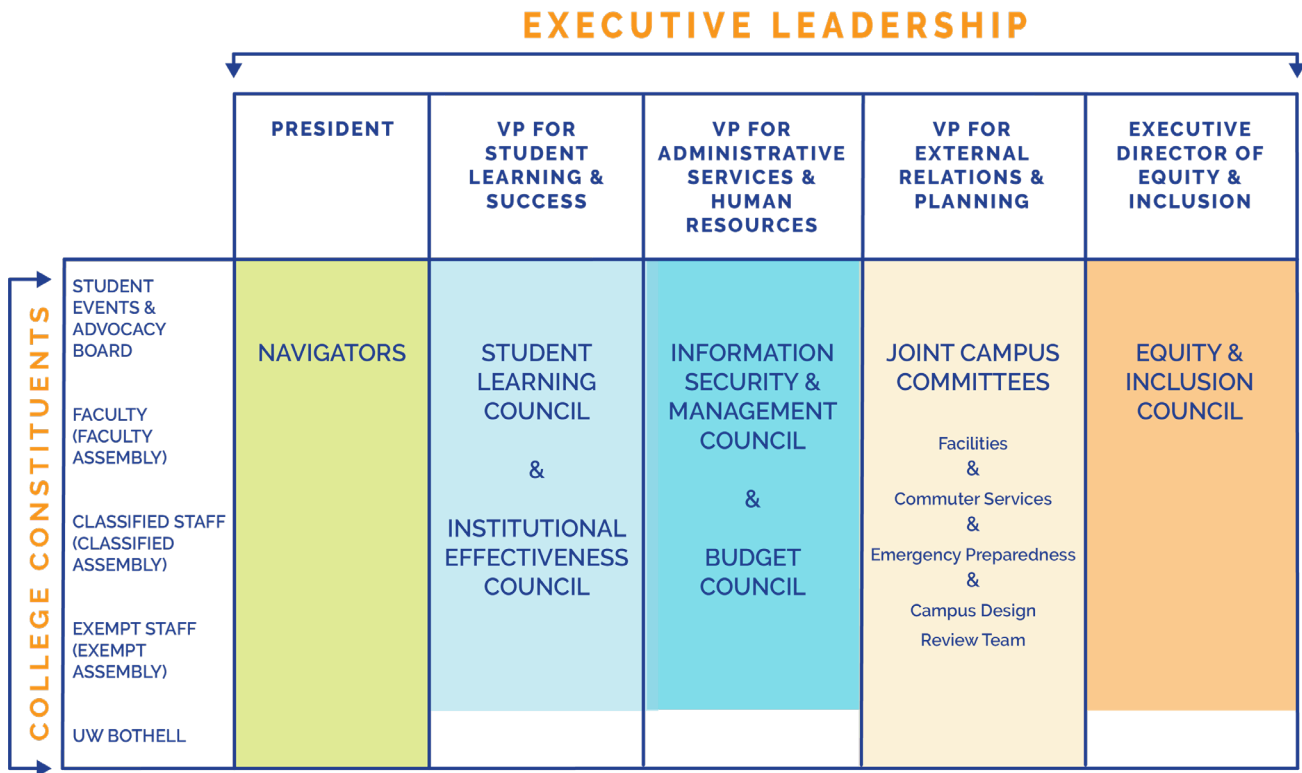
Cascadia employs a shared governance model which allows all constituent groups (faculty, staff, and students) to take part in decision-making. There are three chief categories of governance structures: councils, assemblies, and committees. Each one maintains a charter which outlines its membership, scope of responsibility, and processes.

Councils: These groups are comprised of an executive sponsor and representatives from all three constituency groups (faculty, staff and students). Most councils meet on a monthly basis. See Exhibit 2.A.4 for an illustration of Cascadia's council structure.

One of the college's councils, The Navigators, was established to advise the President on a variety of strategic and/or cultural topics. This group includes representative(s) from students, faculty, associate faculty, classified staff, exempt staff, the UW Bookstore, and the UW Library. The Navigators meet the first Monday of each month. The charter, schedules, meeting notes, and membership can be found on go.Cascadia. Navigators meet with the college's president on a monthly basis to share ideas and concerns, and develop agendas for meetings with their professional peers.

Sidebar:

When Cascadia sought to develop a more socially just parking system for its employees, assemblies discussed the topic in their monthly meetings and collected concerns and ideas. The Navigators synthesized the information and recommended a new system that subsequently launched. The college has successfully used the improved system for two years. The college also turns to the Navigators every three years to review our Employee Satisfaction Survey, interpret the results, and make suggestions to leadership about how areas of concern might be addressed. The Navigators were also instrumental in guiding the college on the development of an Equity & Inclusion position for the campus.



Employee Assemblies: The college’s three employee constituent groups (faculty, classified, and exempt) self-organize into bodies referred to as assemblies. Membership is open to all full-time and part-time employees in each category. Assemblies discuss and advise workplace topics that affect their membership and/or the college, serve as liaisons between employees and college leadership, and create a climate in which every employee is encouraged to share ideas and opinions.

Student Assembly: The Events & Advocacy Board is a group of student leaders who are collectively responsible for planning all student events and advocating on behalf of student needs. It staffs nine positions: advocacy chair, programming chair, arts and entertainment coordinator, public relations and outreach coordinator, club coordinator, special events and traditions coordinator, treasurer, and social issues and inclusion coordinator. They meet on a weekly basis and record meeting agendas and minutes on the [college’s public website](#). A separate group, called Community Engagement Officers, provide outreach to the student body and help connect individuals to events and opportunities.

Committees and Work Groups: Additionally, smaller committees and work groups are established to carry forward specific initiatives on campus. Each Committee and Work Group has unique membership based on the function needing attention.

Additional exhibits for 2.A.4

[AP6.1.10.01 Shared Governance](#)

STANDARD 2.B: ACADEMIC FREEDOM

2.B.1

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

WHAT WE DO

Cascadia's Academic Freedom Policy is defined under [WAC 132Z-112-020](#) which affirms the freedom of expression and the support of expression of divergent viewpoints which the college deems as fundamental to learning.

There is discussion among community colleges and at Cascadia about the need to better define academic freedom. However, academic freedom cases typically focus on hot-button social issues, therefore academic freedom and free speech tend to become conflated. Cascadia intends to modify its policy to ensure that it is appropriately serving its purpose within the context of the community college paradigm. The college plans to survey policies of other community colleges and form a work team to write new policy.

2.B.2

Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

WHAT WE DO

Evidence of Cascadia's commitment to academic freedom shows up both inside the classroom and outside.

Faculty members are encouraged to pursue their academic interests outside the college, for instance giving speeches, attending training or events, publishing, or joining organizations (see [Dr. Soraya Cardenas CV](#)). We see this as a faculty prerogative and do not interfere in these activities. Likewise, faculty tailor course curriculum as they choose, so long as the content meets the required [Course Outcome Guides \(COGS\)](#) and it is approved by the [Student Learning Council](#), which is comprised primarily of faculty.

Another way in which the college supports academic freedom is by funding faculty sabbaticals. As outlined in the [Faculty Bargaining Agreement](#), eligible tenured faculty fill out an application, submit it to the Vice President for Student Learning and Success and subsequently to the College President for approval, and are awarded up to \$2,000 to cover costs. Faculty are given wide latitude to

demonstrate how their planned study, scholarly activity, or creative activity will further their practice. (See highlight story about [Jared Leising](#)).

STANDARD 2.C: POLICIES AND PROCEDURES

The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner.

2.C.1

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

WHAT WE DO

Cascadia College follows the state's community and technical colleges (CTC) reciprocity agreement for students transferring within the CTC system who are pursuing one of the Direct Transfer Agreement (DTA) degrees that enables students in community colleges to transfer up to 110 credits. Major-Related Programs (MRP) specify exactly what pre-requisites to take in order to transfer into competitive programs, such as Business, Engineering, and Pre-nursing. Cascadia's policies around transfer-out credit are clearly defined on the [college's website](#) and in the [annual catalog](#).

Students who wish to apply degrees or credits from other institutions to their Cascadia degree programs must initiate the review process and be prepared to provide necessary documentation. Enrollment Services will subsequently review official transcripts for transfer students who have registered for Cascadia courses. Evaluations are completed in the order in which official transcripts and [Evaluation Request Forms](#) are received.

Cascadia College makes every effort to offer [broad and career-specific opportunities](#) to inform students about transfer options. These opportunities include:

- Quarterly transfer fairs facilitated by Student Success Services and/or International Programs.
- Information sessions about popular careers and education requirements with possible transfer options facilitated by academic advisors.
- Advising sessions in which students plan their Cascadia curriculum around the requirements of their desired transfer institution.
- [COLL101](#), a required 5-credit course that guides students through success strategies including an assignment on career exploration and education planning link to [COGs](#) and CANVAS module.
- Degree sheets describing each educational program.

As the college begins implementing [Guided Pathways](#), we will develop new print and digital tools

for helping students transfer credits to programs that fulfill their academic goals.

Additional exhibits for 2.C.1.

[DTAs and MRPs](#)

2.C.2

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct appeals, grievances, and accommodations for persons with disabilities.

WHAT WE DO

The Students' Rights and Responsibilities are codified in the Washington Administrative Code ([WAC 132Z-112](#)) and explain policies and procedures related to freedom of inquiry and expression, non-discrimination, academic freedom, due process, right of assembly, conflict resolution, and responsibilities. A link to Students' Rights and Responsibilities can be found in the [student handbook](#) and in the [annual catalog](#).

Student Conduct Code

Cascadia's Student Code of Conduct is housed in the Washington Administrative Code ([WAC 132Z-115](#)). It outlines [prohibitive student conduct](#) as well as the processes and procedures for all disciplinary actions and appeals for code violation.

Academic Honesty:

The college's Academic Policies include information about academic honesty, including cheating, plagiarism, and fabrication. This information is located on the [college website](#). Violations are reported to the student conduct officer for documentation and follow up, and could result in a [Notice of Disciplinary Action](#).

Students with Disabilities:

Policies related to students with disabilities, including the Americans with Disabilities Act policies, can be found on the [college website](#) and the [Disability Support Services Handbook](#).

Complaints and Appeals:

Policies and procedures related to raising and resolving grievances and appeals are included in the [student handbook](#) on the college website and in course [syllabus agreements](#).

Title IX:

Information about [Title IX](#) is published on Cascadia's [public website](#), is called out in the college's [non-discrimination policy](#), and is published in every course syllabus. The website provides general information about Title IX along with the process for reporting a discrimination complaint, a confidentiality statement, and contact information.

Additional exhibits for 2.C.2

[Annual Catalog: Code of Conduct, Rights and Responsibilities, Drug-Free Schools and Campuses Act](#)
[Academic Policies](#)
[Student Toolbox](#)

2.C.3

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

WHAT WE DO

Cascadia has taken numerous steps to ensure open access for any student seeking information or applying to our academic programs. To that end, the college:

- does not charge a fee to apply to any of our programs, (except International Programs;
- offers in-person and online options for application, orientation, and registration;
- makes advising appointments available in-person (by appointment or drop-in, phone, or email).

The college's admission requirements and processes are published on its [website](#) and in the [college catalog](#). An [Annual Course Planning Guide](#) is also published on the website in addition to an online [quarterly class schedule](#). This schedule is published weeks in advance of the registration period to give students ample time to review offerings and select courses.

The [How to Apply](#) page of the college's website guides students through six interactive steps:

- The first step is admissions. The website points prospective students to their appropriate admissions process. For example, the admission process directs high school students seeking access to Running Start to a dedicated [Running Start page](#) that provides detailed information on deadlines, information sessions, Running Start Student eligibility, academic expectations, and contact information.
- The second step is a campus visit which promotes the various opportunities to visit campus.
- The third step covers the application process with deadlines for applying. Students can apply at no charge by visiting the college's one-stop student services area, [Kodiak Corner](#), on campus or online.
- The fourth step discusses options for paying tuition with information and links to financial aid and scholarships.
- The fifth step addresses course placement and registration. New students with no prior college experience must attend the [Cascadia Orientation and Registration Experience \(CORE\)](#) prior to the beginning of the quarter for information and meet with an advisor to select coursework. Matriculated students can demonstrate satisfaction of course prerequisites in multiple ways including Smarter Balanced Assessments, high school transcripts, official transcripts from other colleges or universities, Advanced Placement, or International

Baccalaureate. If none of the above apply, students may take the ACCUPLACER Placement assessment. CORE can be attended either in person or online.

Non-matriculated students can demonstrate satisfaction of course prerequisites by providing college transcripts, or results of the placement test either at Cascadia or at another college within the past year. Non-matriculated students who can show that a prerequisite requirement was satisfied are instructed to submit a Prerequisite Petition form to the Dean for Student Learning for review. Termination and re-admission policies along with processes to appeal termination and to be readmitted are on the [college's website](#) and in the [college catalog](#).

Students who have not completed college-level English or college-level math within the last 24 months may be required to take Cascadia's placement assessment to determine skill level in reading, writing, and mathematics.

- The sixth step explains how and when to pay tuition, obtain textbooks, and get an ORCA bus pass or parking permit. Students can make payments in-person, online, or enroll in a [tuition payment plan](#).

Admission to Cascadia's two Bachelor of Applied Science (BAS) degrees, [Sustainable Practices \(BASSP\)](#) and [Mobile Applications \(MOBAS\)](#) have different processes that are outlined on the website.

Additional exhibits for 2.C.3

[Placement](#)

[Academic Standards and Progress](#)

[Academic Resources](#)

2.C.4

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

WHAT WE DO

Cascadia has adopted and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. Cascadia abides by the [SBCTC's General Retention Schedule](#) for each record.

- Student admissions records, financial aid records, and academic records are handled similarly. All files are kept in locked file rooms. Only trained staff whose job description requires they access these files are given keys. Overflow files are moved to a locked cage in the CC1 penthouse. The key to access the cage must be checked out from the Dean of Students' office. Records are kept for the requisite amount of time, then shredded.

- Additionally, all student records are maintained in accordance with the [Family Educational Rights and Privacy Act \(FERPA\)](#). Student details are only given to the student or the individual on the FERPA release form. Cascadia’s HR department provides [FERPA training](#) as part of new employee orientation through an online module from the Department of Education, and the Director of Enrollment Services sends out a quarterly FERPA reminder to all employees.

STANDARD 2.D: INSTITUTIONAL INTEGRITY

2.D.1

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

WHAT WE DO

Cascadia College represents its mission, programs, and services in three different modalities: ongoing informal communication with internal and external stakeholders, official college documents, and diverse instructional and advisory materials.

Informal Modes of Communication

Cascadia College uses informal communication to engage with students and the community about academic programs, co-programming, educational resources, relevant dates, and emergencies.

- President Murray writes a blog called [The Friday Letter](#). This is a weekly report-out on campus happenings and a means for the president to update the campus community on relevant issues from the perspective of his office. This Friday Letter is available for anyone to access via the [college’s website](#), he sends out an email to all employees with a link, and a link to the Friday Letter is posted on social media and on the college’s intranet, [go.Cascadia](#).
- The External Relations team maintains a social media presence on [Facebook](#), [Twitter](#), and [Instagram](#) to connect with students and the public. It also maintains an RSS feed and [YouTube channel](#) on the public website.
- Campus posters relay information about academic programs, upcoming important dates, and co-curriculum to engage the student population and anyone on Cascadia’s campus.
- Digital monitors are mounted in Cascadia buildings and run a rotation of “billboards” promoting courses and activities on one side of the screen and a daily calendar of events and deadlines on the other side of the screen.

All of these channels of communication are vetted by a member or members of the Executive Team to ensure the integrity of the representation of programs and services.

Formal Modes of Communication

While informal communications, like the ones listed above, play a role in the day-to-day reporting at Cascadia, more formal types of communication are used for conveying a comprehensive look at Cascadia's academic offerings, student data, student services, and more.

- A comprehensive [college catalog](#) is published annually as a PDF on Cascadia's public web site. The catalog is reviewed on an annual basis. The catalog contains the college's mission statement, calendar, tuition schedule, and philosophy, in addition to information about all its academic programs, program requirements, and course descriptions. The catalog also includes student services, resources, policies, and staff directory. The college catalog goes through an inclusive annual review process managed by External Relations and Planning. Through this process, staff update descriptions of programs and services.
- A [calendar](#) with important dates and deadlines is maintained on the homepage of the college's web site.
- The college disseminates information about its [academic programs](#), [academic resources](#), and [student support](#) resources via the college website. The college website is sorted into relevant categories and updated on a regular basis by the communications, outreach and marketing team in collaboration with relevant departments. The class schedule is particularly useful for students to review course descriptions, prerequisites and other vital information.
- In May 2020, the college will launch a new, centralized system of online functions (known as [ctcLink](#)) to give students, faculty, and staff access to a modern and efficient way of doing college business from any location and at any time. ctcLink will consolidate all student enrollment functions (registration, tuition payment, transcripts, add/drop) along with student financials, HR, finance, and course management in one system.

Instructional and Advisory Materials

Cascadia also uses course syllabi, [Course Outcome Guides](#), Degree Sheets, Education Plans, and many other academic materials as means to convey information about academic programs and learning outcomes. Through individual CANVAS course sites and course syllabi, for example, students are informed of program requirements, important dates, services, and rights and responsibilities. Students and the public can find out more information about academic program offerings by visiting Kodiak Corner and picking up printed degree program information. Additionally, students can meet with advisors to develop academic road maps that correspond with the degree program they wish to pursue.

Additional exhibits for 2.D.1

[AP1.3.10.04 Coordination of Publications](#)

[AP1.3.10.07 Quality Assurance Review Procedures](#)

[Sample: Associate in Biology Degree Sheet](#)

[Sample: Educational Plan](#)

2.D.2

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair, equitable, and timely manner.

WHAT WE DO

Cascadia upholds high ethical standards set both by the Washington Ethics Law, [RCW 42.52](#), and the college's own local policies that are communicated to employees upon hire and made available on the College's website. Cascadia College believes that every person's background, which includes identifiers such as ethnicity, gender, religion, sexual orientation, and ability, helps enrich the lives of others when an environment is conducive to the expression of that identity. It is our deep commitment to provide a space where diversity, equity, and inclusion thrives and leads to social justice, another important concept on our campus.

Cascadia developed Administrative Procedures for Standards for Ethical Conduct ([AP6.3.130.01](#)), Affirmative Action, Equal Employment Opportunity and Nondiscrimination ([AP6.3.40.01](#), [AP6.3.40.07](#), [AP6.3.40.08](#)), [Title IX Policy and Procedure](#), and [Non-Discrimination Policy](#). Collective Bargaining Agreements also provide policy and procedure to ensure the fair and equitable treatment of college faculty and classified employees.

When complaints and grievances are brought forth, high priority is assigned to them within a time frame that is aligned with college policies, Washington state law, and collective bargaining agreements. In accordance with the Public Records Act ([RCW 42.56](#)) and [132Z-276 WAC](#), Cascadia makes every effort to respond to written public records requests in a timely manner in order to assure citizens of transparency. The process and expectation is also outlined on the [college's website](#) for easy access.

2.D.3

The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff.

WHAT WE DO

With education as its primary purpose and priority, Cascadia is first and foremost an academic institution that operates with appropriate autonomy and without conflict of interest. Regardless of any support received from outside organizations, the college ensures that all decisions are made independently and in congruence with its own values and interests. Conflict of interest guidelines set forth in [RCW 42.52](#) as well as [28B.50.100](#) and other state statutes govern the way that administrators, faculty, staff, and the governing board operate.

Cascadia has set in place policies and procedures for purchasing of goods and services, outlined in Administrative Procedures that are accessed on the college's intranet, go.Cascadia. State Ethics in Public Service Law ([RCW 42.52](#)) also provides guidelines for proper conduct, for which all new employees are provided training both during in-person and online orientations upon hire.

Additional exhibits for 2.D.3

[AP7.1.10.01 Field Orders](#)

[AP7.1.10.02 Food Purchases](#)

[AP7.1.10.03 Invoice Vouchers](#)

[AP7.1.10.04 Open Encumbrance](#)

[AP7.1.10.05 Service Contracts](#)

[AP7.1.10.06 Purchasing-Credit Card](#)

[AP7.1.10.07 Purchasing-Sole Source](#)

[AP7.1.10.08 Reference Table](#)

STANDARD 2.E: FINANCIAL RESOURCES

2.E.1

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

WHAT WE DO

Cascadia's policies for budgeting, reserves, investments and debt ensure effective financial oversight and regulatory compliance as demonstrated by the college's [audited financial statements](#). Cascadia has an inclusive, transparent budget process designed to allocate resources in accordance with the college's [strategic priorities](#). The Board of Trustees reviews and approves the college's operating budget annually and receives quarterly budget status updates. The Board also approves reserve levels, replacement budgets, the student government budget, fee and waiver changes, and the business plan for International Programs. The Board authorizes all debt and delegates limited investment authority to the Vice President for Administrative Services and Human Resources.

An independent 501c(3) entity, the [Cascadia College Foundation](#), raises funds for the College. The Foundation has its own board.

Additional exhibits for 2.E.1

[BP7.3.20 Business and Services](#)

2.E.2

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short-term financial health and long-term financial stability and sustainability.

WHAT WE DO

The college has created a shared governance system that assures participation by the college's internal stakeholders. [The Budget Council](#) is one of several bodies that includes cross-departmental and cross-constituent membership. This council advises the administration on budgeting philosophies, decisions, and communication. Available funds used to develop each year's budget

are shared through a transparent process and include reviews of operating budgets (short-term) and reserve budgets (long-term). Campus-wide risk management priorities are developed in a separate process but ultimately considered in terms of short- and long-term financial decisions. From the Budget Council, the process and results are reviewed by the Executive Team and Board of Trustees.

2.E.3

Financial resources are managed transparently in accordance with policies approved by the institutions governing board(s), governance structures(s), and applicable state and federal laws.

WHAT WE DO

Cascadia's financial resources are managed according to all board policies and applicable state and federal laws. The Statement of Net Position and Statement of Revenues, Expenses and Changes in Net position are reported under the accrual basis of accounting where all of the current year's revenues and expenses are taken into account regardless of when cash is received or payments are made. Full accrual statements are intended to provide a view of the College's financial position similar to that presented by most private-sector companies. These financial statements are prepared in accordance with generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB), which establishes standards for external financial reporting for public colleges and universities.

Cascadia has developed a financial model that it uses to perform sensitivity analysis to assess financial risk. Plateauing of potential enrollment due to facilities constraints will limit the college's financial resource base in the medium term. The College's financial model demonstrates that if enrollment declines more than 30%, the College will need to sustain itself financially without reducing or eliminating student access to high cost programs or reducing the quality and range of student services.

See [Financial Statements](#) for a complete picture of Cascadia's financials and the [Management's Discussion and Analysis for FY 2019](#).

Additional exhibits for 2.E.3

[BP7.3.10 Investment Policy](#)

[BP7.3.20 Business and Services](#)

[BP7.3.30 Financial Reserves](#)

[BP73.40 Use and Limit of Debt](#)

STANDARD 2.F: HUMAN RESOURCES

2.F.1

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

WHAT WE DO

All employees, full-time and part-time, are first informed of employment conditions and work assignments through detailed position descriptions provided at the time of recruitment. Once hired, employees receive and sign employment paperwork that confirms their terms and conditions of employment.

Employees covered by negotiated agreements receive copies of the applicable agreement electronically via their union, which outlines employee rights and responsibilities as well as criteria and procedures related to evaluation, retention, promotion, and termination. The college follows the terms of the collective bargaining agreements (CBAs) with regard to retention, promotion, and termination. Policies, procedures and collective bargaining agreements are posted on the [Human Resources page](#) of the employee intranet portal, which is accessible to all employees.

New full-time faculty and staff and select part-time hourly staff receive an in-person new hire paperwork session and online orientation within the first three days of hire. They also complete several online compliance related trainings within their first 90 days and attend an in-person orientation which occurs quarterly. The online orientation is an opportunity to learn more about the college's vision and mission, policies and procedures, and organizational structure. Other pertinent topics discussed include campus perks such as professional development, workplace wellness, and the shared UWB/Cascadia library, as well as campus safety procedures and expectations specific to state employment and higher education. The quarterly in-person orientation focuses on governance, and student learning and demographics, and includes a presentation from the college President with an opportunity to ask questions and receive insights into contributing to the Cascadia College culture and community.

Finally, new full-time faculty and staff, and select part-time hourly staff, attend an equity & inclusion orientation. During this session employees discuss the Cascadia College [Equity & Inclusion Plan](#) and engage in conversation about current and emerging equity and inclusion issues affecting the campus community. Following this session, employees participate in individual one month, four-month, eight-month, and one-year check-in sessions to learn how their experience at Cascadia College has been going from an equity and inclusion perspective. Feedback gathered during these sessions informs potential changes to campus culture and the kind of support employees may have available.

Part-time faculty receive an initial in-person new hire paperwork session within the first three days of hire and are invited to attend a quarterly community college orientation conducted jointly by five local community colleges. Student and hourly temporary employees are apprised of their working

conditions through an initial in-person new hire session within the first three days of hire. The overall management of Human Resources records is guided by Washington State law [RCW 49.12.240](#), [250](#), and [260](#), [WAC 357-22](#), and [WAC 296-126-050](#). Cascadia College maintains all human resources files on campus. Current employee files and terminated employee files from the current calendar year are maintained within the HR office in a secure file room with access restricted to HR staff only. At the end of the year, terminated employee files are moved to another secure location on campus for archival retention. Current recruiting files and recruiting files from the previous two years are maintained within the secure file room in HR. Similar to employee files, at the end of the calendar year, recruiting files older than three years are moved to another secure location on campus for archival retention.

The Human Resources department has procedures in place to ensure confidentiality of records of applicants through the online application system. Only approved hiring team members who have signed a confidentiality agreement may access applicant documents.

When responding to verification of employment requests, the HR representative fulfilling the request ensures there is a signed authorization from the employee before providing any information.

Additional exhibits for 2.F.1:

[Classified – Washington Public Employees Association \(WPEA\) July 1, 2017 - June 30, 2019 Faculty – Cascadia Community College Federation of Teachers \(CCCFT\) July 1, 2018 – June 30, 2021](#)
[AP6.3.92.01 Evaluation of Administrators and Exempt Staff](#)
[AP6.2.10.02 Records Management Retention and Disposition](#)
[AP6.3.110.06 Health and Safety Responsibilities](#)

2.F.2

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

WHAT WE DO

The goal of professional growth and development at Cascadia College is to provide a variety of opportunities for employees to participate in meaningful learning, thus helping Cascadia College fulfill its vision of every individual being supported and engaged in lifelong learning. This goal was determined by faculty, staff, and administration and is accomplished through four strategies.

Strategy #1: Faculty, staff, and administration have opportunities to engage in lifelong learning.

Employees are invited to participate in at least one in-house professional development opportunity per quarter on a variety of topics such as change management, communication, conflict resolution, emergency preparedness, equity and inclusion, instructional design, teamwork, technology, wellness, and more. If an employee is not drawn to an in-house offering they are encouraged to seek external or online offerings and participate with institutional support. While employees may engage in more than one growth and development opportunity per quarter, this strategy aims to

ensure that enough and a variety of offerings are available so that every employee finds at least one offering of interest per quarter.

Strategy #2: Faculty, staff, and administration receive knowledge, skills, resources, and support to do their best work.

New employees are provided with onboarding including new hire paperwork, new employee orientation, an orientation to equity and inclusion, a campus tour, area related orientation, and task related orientation.

A foundation of employee success is effective leadership and supervision. All new supervisors are required to attend three days of [Leading Others](#) training provided by Washington State Department of Enterprise Services. This program combines self-reflection, e-Learning, classroom instruction, cohort and small group work, and experiential learning to explore how to motivate staff, manage risk, and develop effective teams. All supervisors in Executive, Dean, and Director level positions receive a 360-degree evaluation every three years to further their growth and development. In development is an 8-month, in-house Emerging Leaders program for those without supervision or management duties who are eager to grow into leadership positions.

Strategy #3: Faculty, staff, and administration connect with each other and build relationships and comradery.

Cascadia College aims to provide employees with a variety of opportunities to build connection within teams and across teams, departments, and employee types. For example: All-employee gatherings, learning circles, books clubs, and community conversations about issues of importance to the campus community. Human Resources offers team building, retreats, and communication and conflict coaching to foster a culture of effective team collaboration, problem solving, and overall quality of work.

Strategy #4: Faculty, staff, and administration have opportunities to experience positive change or somehow make their lives better.

This strategy recognizes the importance of health and well-being in workplace success. While Cascadia College is not in a position to provide comprehensive health and well-being services, we do offer:

- Free workplace meditation program, de-stress events, and workshops with the Director of the Counseling Center on burnout, trauma stewardship, and compassion fatigue.
- An annual fun competition. In 2019, it was the Cascadia bowling league. In 2020, it is the [Great Cascadia Bake Off](#).
- All employees also have access to the [Washington State Employee Assistance Program](#) which helps direct individuals to resources and [SmartHealth](#), the state's voluntary wellness program which informs, incentivizes, and provides tips for living well.

Additional exhibits for 2.F.2

[AP6.3.80.01 Professional Development](#)
[Professional Development Page](#)

2.F.3

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

WHAT WE DO

The total number of employees has steadily increased over the past seven years, though the growth of some employee categories have outpaced that of others.

Employee Type	2012	2013	2014	2015	2016	2017	2018	2019
Classified FT	32.25	32.00	31.83	32.83	32.00	33.17	36.75	39.00
Classified PT	4.00	3.33	1.92	1.92	1.92	2.00	2.83	4.00
Classified Total	36.25	35.33	33.75	34.75	33.92	35.17	39.58	43.00
Exempt FT	41.58	43.33	46.25	49.50	52.83	61.50	60.08	61.50
Exempt PT	1.50	1.33	1.00	1.75	2.08	1.00	0.50	-
Exempt Total	43.08	44.66	47.25	51.25	54.91	62.50	60.58	61.50
Full-Time Faculty	39.20	40.50	39.60	42.50	44.20	46.80	48.00	48.00
Hourly	19.33	23.17	25.92	28.25	25.25	22.92	33.25	38.00
Part-Time Faculty	85.00	82.75	91.25	96.58	91.50	88.50	88.42	92.00
Students	41.42	44.08	60.42	62.92	68.58	68.25	60.67	68.50
Total Employees	264.28	270.49	298.19	316.25	318.36	324.14	330.50	

In order to maintain a sufficient level of qualified faculty, staff and administrators, the college follows a procedure for recruiting and hiring each employee, whether a new or replacement position. All new permanent positions are first approved through the legislature and/or Budget Council to evaluate both role and necessity of the position, as well as budget capacity. Once approved, the role moves into the typical recruiting procedure (outlined below) as with other roles. When an employee termination creates a vacancy, the decision to replace the role is discussed by the Executive Team to evaluate if and how it will be replaced. If approved, the following procedure is followed:

1. The hiring authority collaborates with HR to develop a timeline to assemble a search advisory committee with representation from faculty, exempt and classified staff.
2. HR will select an equity advocate to serve alongside the search advisory committee throughout the search process. An equity advocate is an employee who has been trained by HR and/or external parties on topics including unconscious bias, patterns of cognitive error, and how to challenge a search advisory committee to think thoughtfully and critically through a lens of inclusivity.

3. The search advisory committee and equity advocate meet to review the position description in detail using a Screening Criteria Matrix. The position description is then disseminated through multiple channels to college employees. It is also promoted via higher education, diversity web pages, and listservs; and advertised on Indeed, LinkedIn, and other platforms if necessary.
4. Search advisory committee members are required to complete training using print materials and interactive online sessions via Canvas prior to reviewing candidates. The committee discusses candidates and forwards semi-finalists to HR to schedule interviews. After the online and/or in-person interviews are complete, committee provides finalist interview recommendations to the hiring authority, who then conducts finalist interviews and reference checks based on candidates' signed consent.
5. College employees are given an opportunity to provide feedback on all finalist candidates applying for a director-level position or higher by attending a community presentation. Finalists are given a topic and employees are able to ask questions and fill out an applicant rating form.
6. Once salary offer is approved by the Vice President for Administrative Services & HR, the hiring authority offers the position to the chosen candidate.

Faculty and staff must meet the requirements established by program and college qualifications; the posted positions (staff, administrators and faculty) have well-defined duties, job goals and requirements, anticipated salary and position type (classified, exempt or faculty).

Faculty and staff are evaluated regularly based on the collective bargaining agreements aforementioned in Section 2.E.1; [WPEA UFCW Local 365](#) for classified staff, and [CCCFT Local 6191](#) for Faculty.

Additional exhibits for 2.F.3

[Hiring Process Guidelines](#)

[Academic Organizational Chart](#)

2.F.4

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

WHAT WE DO

The performance appraisal process for classified staff and faculty is outlined in their respective collective bargaining agreements while the exempt process is managed by the College.

The Exempt staff performance appraisal period is July 1 - June 30, with appraisals due by August 31 of each year. A [paper form](#) is used and is designed to be a tool for reflection on, conversations about, and documentation of each exempt employee's past performance, future goals, and training and development needs. The appraisal form combines standard questions with opportunities for

supervisors to include additional questions tailored to individual staff. The appraisal process is initiated by Human Resources which shares the appraisal form and training materials with Exempt staff. Supervisors then provide area specific guidance to staff such as tailored questions and department deadlines. Employees draft their own appraisal forms to encourage self-reflection and ownership over work and goals. They then meet with their supervisors to receive feedback and make changes and additions based on that feedback. Final forms are signed and submitted to Human Resources for inclusion in personnel files.

Additional exhibits for 2.F.4:

[Classified – Washington Public Employees Association \(WPEA\) July 1, 2019 – June 30, 2021](#)

[Faculty – Cascadia Community College Federation of Teachers \(CCCFT\) July 1, 2018 – June 30, 2021](#)

[AP6.3.92.01 Evaluation of Administrators and Exempt Staff](#)

[Exempt Evaluation Form Training Document](#)

STANDARD 2.G: STUDENT SUPPORT RESOURCES

2.G.1

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closing achievement gaps, the institution creates effective learning environments with appropriate programs and services to support student learning and success.

WHAT WE DO

Cascadia takes a holistic approach to help close achievement gaps for our underserved populations. We have established dedicated work groups that examine data and develop strategic plans to help close the gaps: we established curricular programs and opportunities so that students have many ways in which to earn college credits, we have required courses designed to educate our student population about cultural differences; and we have a wide array of support systems.

Work Groups/Committees

Cascadia currently has two groups charged with undertaking large initiatives to address any equity or achievement gaps: the Strategic Enrollment Committee and the Equity and Inclusion Council.

Strategic Enrollment Committee (SEM)

The SEM committee is co-chaired by the Dean of Students and the Vice President for External Relations and Planning. Its membership includes faculty, classified, and exempt staff. The committee is analyzing data to identify the gaps and has hired Hanover Research to conduct a series of research projects (analysis of service area, prospective student and current student surveys, analysis of pipeline) to help with decision-making. The committee is building a tool to help guide the development of a SEM Report with recommendations for new strategies for student recruiting, orientation, retention, and goal achievement.

Equity and Inclusion Council (E&I Council)

The [Equity and Inclusion Council](#) was formed after the college hired an Executive Director for Equity and Inclusion to lead the college's efforts in this arena. The E&I Council is chaired by the Executive Director and has membership from faculty, classified and exempt staff, and students. The team wrote an E&I statement that was subsequently approved by the Executive Team and developed a [work plan](#) that is currently being executed by select teams and individuals throughout the college.

Educational Programs

Cascadia has designed specific programs in order to boost student achievement.

- College Strategies 101 (see [college catalog, Page 67](#)) is a course that introduces students to Cascadia's integrated learning model while also connecting them with critical campus resources such as career and academic planning, the library and co-curricular activities. It is a required course that transfer students must complete within their first 30 credits. In 2015 it was increased from three credits to five, and a faculty work group agreed to a semi-standard curriculum with required modules. It also satisfies the "[High School and Beyond](#)" requirement for Northshore School District, Cascadia's largest feeder district.
- [Learning Communities](#) are 10-credit course pairings that embody Cascadia's commitment to integrated learning. There is typically at least one learning community offered every quarter. Learning Communities create an environment that allows faculty and students to engage in deep, meaningful work in a cross-disciplinary fashion. Courses are frequently paired to reflect topical issues in society, from homelessness to politics.
- In order to help students become culturally aware and recognize how systems of power, privilege, and inequality are created and institutionalized, Cascadia created a series of courses to meet a [Cultural Knowledge Requirement \(CKR\)](#). Students are required to take one of the designated CKR courses in order to graduate.

Services and Supports

- [The Bock Learning Center](#) (see Standard 1.C.7) provides a variety of academic support services including free one-on-one and small group tutoring, and supplemental instruction. In addition, the college subscribes to an e-tutoring consortium available to all students at no cost.
- [The Language Learning Center](#) is staffed part-time to assist students enrolled in World Language courses. It also serves as a gathering spot for any students wishing to engage in conversation with others to sharpen their language skills.

In addition, Cascadia has implemented the following services for providing supports to special and/or vulnerable student populations. All of these services are widely publicized by student government, the website, social media, posters, advisers, faculty members, and by word of mouth.

- The [Kodiak CAVE](#) is a food resource center explicitly for Cascadia students. It stocks a pantry

that includes fresh fruit and vegetables, and refrigerated items. It is staffed by a college employee and is open Monday-Thursday and Friday by appointment. In addition to providing food, this resource shares tips and recipes, and aims to educate students about nutrition and eating on a budget.

- The [Health and Wellness Resource Center \(HaWRC\)](#) is a shared endeavor between UW Bothell and Cascadia College in partnership with the United Way Benefits Hub. It offers the following services: health insurance enrollment, grants and scholarship assistance, reduced rate bus passes, financial coaching, free tax preparation, homelessness prevention and housing navigation, and more. HaWRC has plans to expand its services in 2020.
- The Cascadia College Foundation offers several scholarships and manages an emergency grant program called [Aroha Compassion Grant](#) for students who have short-term funding needs.
- The [CARE Team](#) is designed to support those faculty and staff serving students with concerning circumstances or students who have demonstrated concerning behaviors. It meets regularly to discuss issues and on an as-needed basis when a student crisis emerges. The CARE Team is chaired by the Director of Advising and Support Services, and its membership includes Dr. Rosemary Simmons, Director of the Counseling Center at UW Bothell. The UW Bothell Counseling Center serves Cascadia students.
- The [Disability Support Services](#) office is staffed by two full-time employees who assist students with necessary accommodations.
- The [Veterans Center](#) helps students access their Veteran's Benefits and transition from the military to college.
- The [Center for Culture, Inclusion, and Community](#) provides any student with a safe and comfortable landing space and serves as a location for gathering and conversation. The full-time staff member who works in The Center also helps to coordinate celebrations and guided conversations.
- [International Programs](#) has a full-time staff that programs weekly activities for international students to interact with one another and with domestic students, maintains a welcoming space for gathering, and keeps its doors open to international students for drop-in advising from 9:00 a.m. – 5:00 p.m. Mondays through Fridays.
- The [Workforce Education Office](#) assists students to enroll and obtain funding for basic education courses and worker retraining courses.
- The [Undocumented Student Team](#) is a coalition of faculty and staff members who regularly attend trainings to understand how best to support our undocumented students. Its [charter](#) and resources are available on go.Cascadia as well as our public website.

2.G.2

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; entrance requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held and conferring institutions for administrators and full-time faculty; rules, regulations for conduct, rights and responsibilities; tuition fees and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and academic calendar.

WHAT WE DO

The college understands that people learn and retain information in different ways and at different speeds. For that reason, Cascadia employs many platforms to ensure that students can find information about the college, its mission, its policies, and its programs.

- [College Catalog](#)
- [Quarterly Schedule](#)
- [Annual Planning Guide](#)
- [Student Handbook](#)
- [Website](#)
- Course Syllabi
- [Quarterly email/webpage from the Dean for Student Success Services](#)
- CANVAS

Information needed	Where Found
Institutional mission	Website ; College Catalog , Page 4
Entrance requirements and procedures	College Catalog Pages 98-103; BEEdA Student Handbook
Grading policy	College Catalog , Page 124 ; BEEdA Student Handbook , Page 24
Information on academic programs and courses, including degree and program completion requirements	College Catalog , Pages 10-56 Degree sheets in Kodiak Corner Website BEEdA Student Handbook , Pages 20-21
Elearning outcomes	COG ; College Catalog ; ELP & BEEdA
Required course sequences and projected timelines to completion based on normal student progress	<ul style="list-style-type: none">• Course sequencing not in catalog * All requirements listed, but not listed in the order they must be taken• Annual planning guide highlights offerings for current academic year
Schedule of course offerings	College Catalog , Pages 57-97

Continuation of Table

Names, titles, degrees, and conferring institutions of administrators and full-time faculty	College Catalog, Pages 132-135
Rules, regulations for conduct, rights and responsibilities	College Catalog, Page 129 Student Handbook ; BEdA Student Handbook, Page 25
Tuition fees and other program costs	Student Toolbox ; BEdA Student Handbook, Page 9 ; College catalog, Page 104-108
Refund policies and procedures for students who withdraw from enrollment	Student Toolbox ; College Catalog, Page 105
Opportunities and requirements for financial aid	Student Toolbox
Academic calendar	Student Toolbox , College Catalog, Page 4

Additional exhibits for 2.G.2

[Website, Financial Aid Page](#)

[Online College Catalog, Page 109- 112](#)

2.G.3

Publications and information describing educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Cascadia College does not offer any educational programs or certifications that lead to occupations involving licenses or state required legal eligibility requirements.

2.G.4

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants and loans) is published and made available to prospective and enrolled students.

WHAT WE DO

Financial Services Forms and Policies

All information regarding financial aid (e.g., how to apply, forms, types of funding, satisfactory academic progress, scholarships, etc.) can be found on the Cascadia College webpage in the [Student Toolbox](#). This complies with requirements set forth in the [Higher Education Opportunity Act of 2008](#).

Cascadia is committed to reducing barriers for students, and specifically, financial aid has cut back on the number of required forms to allow students ease in the awarding of their financial aid funding. The financial aid staff, along with other college officials, assist in helping educate prospective students about financial aid with high school nights, [College Goal Washington](#) events, and classroom visits to our College 101 courses. They also give a financial literacy presentation

to all incoming students at the Jumpstart Orientation. At these events, we are able to promote financial aid, financial literacy and assist with Free Application for Federal Student Aid (FAFSA) and Washington Application for State Financial Aid (WASFA) applications.

In an effort to support the governor and our undocumented students in WA, Cascadia is committed to awarding Cascadia Grant funds to undocumented students who complete a WASFA. These funds assist with tuition, fees and other college related costs. Cascadia submits both federal and state reporting on an annual basis and has many internal practices in place to confirm accurate awarding and reconciliation. We work closely with the Cascadia Foundation to award foundation scholarships to students.

Moving our financial aid platform to PeopleSoft (ctcLink) in May 2020 will allow students to access their financial aid information in a more student-friendly approach. The system will be collaborative with their enrollment records, academic history, etc.

Foundation Scholarships

The Cascadia Foundation is a 501(c)(3) organization established to raise money to award student scholarships and grants. In 2018, the Foundation awarded 63 scholarships and 115 grants. Scholarships were valued at a total of \$102,721 and grants were valued at \$15,731.

The Foundation's annual scholarship process begins in Winter Quarter and is widely advertised to students through the [website](#), [posters](#), social media, and other platforms.

- A list of annual scholarship opportunities through the Foundation, their application dates, instructions, and the status of the process are published on the [college's website](#).
- Annual Foundation scholarships are promoted during the application period (January to March) through various offices across the college including External Relations & Planning and Student Services (student life, enrollment and advising). Faculty call attention to these opportunities in class and encourage students to apply.
- The status of the annual process is also communicated through a specified scholarships email account. The auto-reply content is updated to reflect one of the four stages of the process: accepting applications, reviewing applications, making award decisions, not accepting applications until next cycle. See attachments C: auto-reply example.
- The Foundation's scholarships program is included in College 101 curriculum, [College Goal Cascadia](#) sessions, and are part of External Relations general recruiting efforts.
- Scholarship information is also distributed at the college's annual [Honors and Leadership Ceremony](#).
- Four Foundation scholarships are administered by college offices (BEEdA, Student Financial Services, and Advising) which fall outside the annual process. These opportunities are shared with qualifying students through one-on-one interactions throughout the year. These are also promoted on the [college's website](#).
- International Programs scholarships are administered through that office and are promoted year-round on the [college's website](#).

- Foundation Managed Grants:
 - * BEdA Transportation Grants and GED Testing Vouchers are administered through the [Basic Education for Adults](#) office.
 - * [Running Start Bookstore Vouchers](#) are administered through the [Running Start](#) office.
 - * Emergency grants are administered through Cascadia’s Advising and Student Financial Services offices. Opportunities are published through a variety of channels and are shared with qualifying students through one-on-one interactions throughout the year. The program is promoted on the college’s website and as follows:
 - > Handouts are made available at Kodiak Corner, the one-stop area for student services.
 - > [United Way Benefits Hub](#) staff share the program with qualifying students through one-on-one interactions throughout the year.
 - > Faculty and staff are made aware of the program through meeting presentations and the college’s intranet, [go.Cascadia](#).
 - > Foundation Loans:
 - SFS administers an emergency book loan program. Like the four scholarships administered outside the Foundation’s annual process, book loan opportunities are shared with qualifying students during one-on-one meetings with financial aid staff.

The Foundation is currently working to assess its programs and application process to identify any potential barriers that might deter students from applying.

Additional exhibits for 2.G.4

- [Aroha Compassion Emergency Grant](#)
- [College website Foundation/Student Support](#)
- [College website Advising/House Insecurity](#)
- [College website Advising/Counseling](#)
- [College website Advising/Care Report](#)
- [College website Financial Aid/Funding Types](#)

2.G.5

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution’s loan default rate, and publicizes these on its website.

WHAT WE DO

Cascadia College is committed to minimizing student loan borrower debt. Student loans are awarded only when students complete the loan entrance counseling, master promissory note, and the loan request worksheet. Loans are not initially included in a student’s offer of financial aid. When students are awarded a loan, they receive a loan origination notice, a disbursement notice and exit counseling. In addition, they receive the award notification that directs them to review the [Financial Aid Notification Packet](#) and the [Satisfactory Academic Progress Policy](#). Cascadia has a low cohort default rate. The last three years of reported rates are as follows: FY 2016 = 6.4%, FY 2015 = 5.8%, FY 2014 = 9.5%. At the time when our rate had increased to 9.5% we implemented

30-day delay for new borrowers. Reports received from our servicers regarding Cascadia borrowers in repayment are monitored and reviewed and every attempt to assist with collection on accounts are made.

2.G.6

The institution designs, maintains and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published and made available to students.

WHAT WE DO

Professional Preparation

- The College provides each advisor with a membership to the National Academic Advising Association ([NACADA](#)), the global community for academic advisors. Membership provides academic advisors with access to professional development and best practices including a subscription to NACADA's Academic Journal and the NACADA Clearinghouse. Advisors participate in relevant webinars and conferences hosted by NACADA.
- New advisors are trained based on NACADA's [Core Competencies for an Academic Advisor](#)
- The advising department maintains an [Academic Advising Manual](#) to ensure accuracy and consistency across academic advisors.

Keeping up with program and graduation requirements (External)

- Transfer advisors are encouraged to attend university sponsored community college workshops focused on the transfer process. All Cascadia advisors attend annual transfer advisor workshops at the University of Washington Bothell.
- Transfer and Professional-Technical programs advisors are actively involved in State Board for Community and Technical Colleges (SBCTC) councils to stay current with state-wide policies, trends and requirements. These councils and commissions include:
 - * [Advising and Counseling Council](#)
 - * [Baccalaureate Leadership Council](#)
 - * [Career and Employment Services Council](#)
 - * [Veterans and Military Services Council](#)
 - * [Workforce Education Council](#)
 - * Advisors are on listservs for various universities, which provide program and admission requirement updates.

Keeping up with program and graduation requirements (Internal)

- Student advising has a weekly meeting, which includes academic advisors and representatives from International Programs, advisors from the Professional-Technical programs, Basic Education for Adults and Student Learning. These departments collaborate and share updates in order to provide students with more comprehensive advising.
- The Director of Student Advising and Support Services is co-chair of Cascadia's [Student](#)

- [Learning Council](#) which oversees Cascadia’s curriculum.
- The Assistant Director of Student Advising and Support Services reviews program and graduation outcomes with the Schedule and Curriculum Manager to ensure consistency and accuracy.
- Academic Advisors are invited to participate with faculty, student learning staff and employers on a regular basis to discuss program and graduation outcomes:
 - * Division Chairs meetings – as needed
 - * Transfer and Prof/Tech advisors attend program and division meetings on a quarterly basis
 - * Professional-Technical programs advisors participate in quarterly Technical Advisory Committee (TAC) meetings with employers and academic specialists.
- Academic Advisors have regular meetings with the Student Learning Deans to discuss class schedules, program updates, pre-requisite pathways, and quarterly registration trends.
- Academic Advisors are involved in the implementation of campus efforts around [Guided Pathways and Math Pathways](#).
- Advising Requirements are defined, published, and made available to students.
 - * An [Advising Syllabus](#) was created this year and is provided to students in COLL 101 and new transfer students.
 - * There is mandatory entrance advising for all new students to Cascadia in either group setting such as [Cascadia Orientation and Registration Experience \(CORE\)](#) or one-on-one advising (Prof/Tech, Veterans, students transferring in to Cascadia with previous college credits).
 - * All students enrolled in College 101 (a course requirement for all transfer students) participate in a mandatory meeting with an academic advisor to learn about advising, advising requirements, and to create an education plan outlining graduation and transfer requirements. The advising module is supported by a standalone Canvas course.

2.G.7

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected changes associated with the identity verification process.

WHAT WE DO

Cascadia’s process for verifying online student identities.

- Unique username and passwords are assigned to each student. For Cascadia network accounts, the student creates the password after activating their account with their Student Identification Number (SID) and Personal Identification Number (PIN). Canvas accounts use their SID as a default login and a default password comprised by the first 8 letters/characters of the students’ last name. Students are then directed to establish their own password.
- Distance learning students use the same identity verification process as face-to-face students, as detailed above.
- Student identities are verified by Enrollment Services during the admission process.

- We encourage faculty monitoring of active assessment in online and hybrid course work.
- Our process is consistent with standard procedures adopted by the State Board of Community and Technical Colleges' [Information Technology Commission](#), which has representation from all 34 Washington State community and technical colleges.

Protecting the privacy of online students through the verification process.

- Student identities are verified during the admission process.
- Identity verification is required any time a student requests access to their educational record.
- To gain access to forgotten username or passwords for college systems and technology, students must know their SID, PIN, and birthdate to unlock and reset. ([See Account FAQ's](#))
- Electronic verification includes comparing email address in the enrollment system, SID, and current schedule.

Informing students of the verification process.

- Policy and procedure is outlined and maintained for online and face-to-face students in the [Cascadia Acceptable Use Policy](#).

STANDARD 2.H: LIBRARY AND INFORMATION RESOURCES

2.H.1

Consistent with its mission, the institution provides access to library and information resources and personnel with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

WHAT WE DO

The [University of Washington Libraries](#) provides a range of academic library services to Cascadia College at the [Campus Library](#) on the Cascadia and UW Bothell co-located campus. These services are outlined in the [Library Services Agreement](#) and include information literacy instruction and research assistance; electronic and print course reserves; on-site, technology-enabled group study rooms and quiet individual study space; and more than 88 student-funded computer workstations. The Library also has an [adaptive technology workstation](#) equipped with assistive hardware and software.

[Library strategic directions](#) are developed in alignment with Cascadia's mission. Equity and inclusion feature prominently in the Library's strategic directions, as well as the [UW Libraries Strategic Plan](#). [The Library's Social Justice Team](#) supports this work through assisting and advising the Library in promoting the inclusion of intersectional social justice theories and practice in our daily work, culture, and organizational values, and through the design and implementation of a Library staff development program. Librarians' collection development practices reflect our commitment to providing access to information and library resources that represent diverse perspectives and users. Campus-wide, the [Library's Community Reads Team](#) facilitates quarterly events focused on common readings, with the goal of fostering productive discussions among faculty, staff, and students around equity, diversity, and social justice.

[The Library's collection development philosophy](#) addresses the principles on which the collection is developed and managed.

"The Campus Library supports and enhances teaching, learning, and research at UW Bothell and Cascadia College through the provision of information and resources. As a unit of the University of Washington Libraries we acquire and manage materials and online resources, and promote the creation and use of knowledge in an atmosphere where information and ideas represent diverse perspectives and users, are readily accessible, and freely exchanged."

Collection development for circulating, online, and reference materials is aligned with curriculum development at Cascadia College. Cascadia faculty and library liaisons develop close connections through instruction in order to support these efforts.

Cascadia faculty, staff, and students have access to over 100,000 physical volumes owned by the Campus Library, in addition to over 9 million print volumes held by the UW Libraries across three campuses. Local collections are developed with the particular needs of Cascadia students in mind. For example, a new [Life Skills Collection](#) was recently developed to support a wide range of students' extracurricular needs. Our [graphic novels collection](#) and [recreational reading collection](#) have been expanded to support literacy and reading for pleasure. Cascadia users also have access to 250 UW Libraries licensed research databases, 180,000 electronic journals, 1.3 million electronic books, 1.2 million locally digitized items, and an extensive media collection. Cascadia pays a percentage contribution for licensed databases that most closely match its curriculum.

The Library conducts large-scale student and faculty user feedback surveys every three years, in partnership with the Cascadia Office of Institutional Effectiveness. The surveys ask a range of use and satisfaction questions focused on library services, collections, and spaces.

The Library provides information regarding [Open Educational Resources \(OER\)](#). In 2017-18, librarians offered a presentation to Cascadia's Social Sciences faculty, providing an overview of OER materials, with cost comparisons of specific textbooks currently in use, alongside OER textbook options from [OpenStax](#). An OER workshop for Cascadia College's Natural Science faculty focused on finding STEM-specific OERs, as well as library licensed material. Faculty spent time discussing how they might integrate OERs into current courses with their colleagues and also had hands-on work time to search for material collaboratively and individually.

Faculty and librarians often collaborate to design assignments and workshops that make use of the resources and services of the Campus Library local collections and to integrate resources into Canvas. Students learn how to access, evaluate, and analyze information from a wide range of sources to solve problems throughout their course of study. A librarian is also assigned as liaison to each subject area in the Cascadia curriculum.

Librarians also regard their in-person and online reference assistance as an opportunity to help students, faculty, and staff develop information and technology literacy skills. The emphasis of the library's reference service is on facilitating the process of discovery and analysis, not on simply

providing answers to questions. Cascadia students and faculty have 24/7 access to reference librarians through [AskUs](#), a real-time, online chat reference service.

Information Literacy Core Curriculum – Librarians partner with faculty to team teach hands-on information literacy workshops or offer online instruction and learning activities in these foundational courses and areas:

ABE/ESL: Classes vary	2-3 workshops per quarter
BIO 320: Biodiversity (Bachelor of Applied Sciences in Sustainable Practices)	1 workshop per section
COLL 101: College Strategies	up to 1 workshop or online activity per section
ENGL 102: Composition II: Writing from Research	1-2 workshops per section
ETSP 101: Introduction to Environmental Technologies and Sustainable Practices	TBD; in development
HUMAN 330: Design Research Methodologies (Bachelor of Applied Sciences in Mobile Apps)	1 workshop per section
SUPR 410: Research Design & Methods in Sustainable Practices (Bachelor of Applied Sciences in Sustainable Practices)	1 workshop per section

These courses are targeted for instruction because they are required for their respective degree areas which allows us to reach a significant breadth of the student body. Additionally, these courses typically involve research or critical thinking assignments where students benefit from direct classroom or online support from a librarian.

2017-2018: Number of sections of Cascadia courses including any mode of information literacy instruction

Summer 2017	6
Fall 2017	33
Winter 2018	26
Spring 2018	24
TOTAL:	89

Additional exhibits for 2.H.1

- [Campus Library Technology Resources](#)
- [Teaching and Learning at the Campus Library](#)
- [Campus Library Digital Collections](#)

STANDARD 2.I: PHYSICAL AND TECHNOLOGY INFRASTRUCTURE

2.I.1

Consistent with its mission, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution’s mission, programs, and services.

WHAT WE DO

Cascadia College engages the services of the University of Washington Bothell in a contract, which is re-negotiated every three years, to provide a variety of services to maintain our shared campus and facilities. This [Master Services Agreement \(MSA\)](#) stipulates the principles, payment schedule, and legal considerations for the following services: Facilities (custodial, maintenance, grounds); Campus Safety (safety, environmental health & safety, emergency preparedness); and mail services.

Physical Infrastructure

To support and enhance Cascadia’s strategic objectives, academic programs, and student support programs, the College maintains three primary buildings – CC1, CC2, and CC3 – and engages University of Washington Bothell via [Appendix A of the MSA](#) to maintain our shared facilities, which include the Library, Bookstore, North Creek Events Center, Safety & Security Office, parking garages, and campus grounds. The Activities and Recreation Center is student-run and student-funded.

The State Board for Community and Technical Colleges (SBCTC) allocates money every biennium for minor improvements to facilities (based on student FTE) and building maintenance and repairs. The college’s facilities department maintains a repair and replacement schedule for furniture, fixtures, and equipment. Cascadia is currently engaged in a process with UWB to establish a schedule for deferred maintenance of our shared infrastructure.

In December 2017, Cascadia and UW Bothell completed a comprehensive [Campus Master Plan](#) (CMP) that was approved by Bothell City Council, and adopted by the UW Regents and Cascadia Trustees. The CMP lays out the long-term vision for our shared campus and establishes a framework for guiding land use, infrastructure, and development over the subsequent 20 years as the student FTE expands to 10,000 students combined (4,000 FTE for Cascadia). In alignment with Cascadia’s values and strategic objectives, the CMP followed guiding principles:

- Cohesive campus character;
- Durable and adaptable facilities;
- Enriched campus and community experience;
- Enhanced environmental and human health;
- Integration with the City of Bothell; and
- Mobility, access and safety.

Current Capital Projects

As defined in the 2017 Campus Master Plan (CMP), Cascadia and UW Bothell embarked on three shared capital projects in 2019 to accommodate growth in FTE and an increased demand in STEM programming.

- A new **Corporation Yard** is being constructed on the campus's SE corner. It will feature a loading dock for receiving; a mail room; storage area for facilities equipment and gear; and spaces to house vehicles for facilities and grounds keeping. The Corporation Yard is expected to be complete in spring 2020.
- The **West Garage** will provide 600 new parking spaces on the campus's far western boundary. It will meet a state LEED standards, and is being designed to minimize impacts to adjacent properties and uses. The project is funded by a \$30 million Certificate of Participation. Completion is expected in time for fall of 2020.
- The **STEM 4** building was funded by the state legislature in 2019. The 100,000 sq. ft. building (split 50/50) will be designed, managed, and shared by Cascadia and UW Bothell. One shared facility negates the need for each institution to separately fund infrastructure for utilities, IT, elevators, and restrooms. Cascadia will gain labs, classrooms, faculty offices, and open areas for studying and gathering. Its location in the campus core will be easily accessible to students and will provide access to the upper western portion of the campus via an elevator. Completion of the \$76 million project is expected by fall of 2022.

Accessibility

All existing facilities, planned capital projects, and pedestrian routes are designed and reviewed in order to meet accessibility standards as required by [Americans with Disabilities Act \(ADA\)](#) regulations. Cascadia buildings (CC1, CC2 and CC3) were most recently surveyed by the State Office of Civil Rights and [found to be in compliance in 2013](#). The University of Washington Bothell was surveyed in 2019. Cascadia and UWB are working together to address requirements for our shared buildings and walkways.

Safety & Security

Cascadia contracts with UW Bothell to manage campus safety through its [Campus Safety & Security Office](#) as established by [Appendix B page 1](#) of our Master Service Agreement (MSA). Safety & Security is responsible for patrolling campus, investigating, reporting, coordinating emergency management, and training. It employs a robust staff of 16 that includes unarmed officers, dispatchers, an assistant director, and a director. The Safety & Security office also employs an officer from the City of Bothell to serve as a resource officer for the campus.

- All Safety & Security personnel are trained in security assessment, active shooter response, AED/CPR/First Aid, sexual assault, crisis intervention/de-escalation, and more. It maintains an annual schedule for these trainings.
- The Safety & Security office programs campus-wide events for students and employees including evacuation and earthquake drills, Stop the Bleed training, [CERT](#) training, a series of awareness and prevention events titled Donuts & Dialogue, and more. It maintains an annual schedule for these trainings. It also will provide safety escorts for students and employees.

- The Facilities Department at Cascadia College trains and equips Evacuation Team members on responsibilities and radio use. It also posts [evacuation maps](#) and emergency protocol flyers on walls in every office and classroom.
- The college is equipped with building, classroom, and office hallway doors the Safety & Security office can automatically lock down with the flip of a switch. Buildings have a public announcement system that can be accessed in the Safety & Security office or in Cascadia's CC1 building.
- In the event of a weather closure or emergency, the Cascadia community is notified through the [University of Washington alert system](#). In addition, Cascadia pushes out information via numerous social media channels, its public web site, email, and desk top alerts in classrooms.

UW Bothell and Cascadia file a campus [Clery Report](#) every year, and Cascadia shares it on its public website. Cascadia provides Campus Safety & Security with relevant data, including any Title IX violations, for inclusion. Beginning in 2020, Cascadia College will publish its own Clery Report.

Emergency Preparedness

Per [Appendix B page 3 of the Master Service Agreement \(MSA\)](#) Cascadia also contracts with UW Bothell to provide Emergency Preparedness oversight. Cascadia's Director of Facilities, the Vice President for External Relations & Planning, and the Public Information Officers work with a full-time emergency preparedness manager who is employed by UW Bothell to ensure that the campus has adequate supplies and equipment, an updated [Evacuation Plan](#) and [Emergency Operations Plan](#), and appropriate training and drills for responding to a crisis and/or serving in an Emergency Operations Center (EOC).

- The campus has an "EOC in a box" and a designated location with a back-up generator. Several individuals on campus are trained to set up the EOC when needed.
- Cascadia's Facilities and External Relations departments work together to maintain lists of evacuation team members and EOC assignments, as well as [Federal Emergency Management Agency \(FEMA\) training logs](#).
- Two years in a row, Cascadia has received grants from [Puget Sound Energy](#) to incrementally equip classrooms with large bins that contain supplies to support 30 people for up to three days.

Environmental Health & Safety

Environmental Health & Safety services are covered in [Appendix B page 2 of our Master Service Agreement \(MSA\)](#) with the University of Washington Bothell, the UW assists, develops, and supports all services necessary for Cascadia to maintain compliance with county, state, and federal EH&S regulations. This includes:

- Incident reports (collected and forwarded by Cascadia)
- Reviewing equipment or service needs
- Training on safety compliance programs and equipment
- Coordinating inspections of lab facilities
- Scheduling hazardous waste pickup
- Certifying safety equipment

For those services that UW Bothell does not provide, UWB arranges for UW Seattle to provide at cost.

Technological Infrastructure

The college develops and maintains its own technological infrastructure. Cascadia's [Information Services \(IS\)](#) department provides both day-to-day and advanced support to a wide variety of technology users both on and off campus. As the number of computers and services have expanded, staffing has not increased at the same pace, resulting in an increase in the number of computers per technician increasing from 192:1 in 2010 to 250:1 in 2018 and the servers per administrator from 25:1 in 2010 to more than 30:1 in 2018. While these ratios have increased, IS has remained committed to improvement, performing regular surveys of students, staff, and faculty and using this feedback to make adjustments to IS practices and procedures.

Direct support for technologies is provided by the IS [Help Desk](#) via telephone, email, and in person assistance for instructors, students and other staff. In order to cover support needs for all classes, the Help Desk is staffed until the final classes of the day begin. Upon request, or when rolling out new technologies, IS staff will provide one-on-one training on the use of classroom instructional equipment. To facilitate this, faculty are reminded by email of this service at least once per quarter. In addition, Information Services staff have monthly 'drop-in' sessions for general training, where staff and faculty can request training on any of the campus supported applications.

In support of [OCIO Policy 188](#), established by Washington State Office of the Chief Information Officer, a major focus of the campus has been to ensure that faculty and staff have support and training in creating accessible materials. In addition to promoting and participating in State Board for Community and Technical Colleges (SBCTC) [accessibility training](#), Cascadia's eLearning department developed smaller, locally curated Accessibility training modules around our most commonly used applications (Outlook, Word, Excel, and PowerPoint).

In 2014, Cascadia implemented a [Technology Strategic Plan](#) that outlined our technology replacement plan as well as new initiatives. One guiding principle was that regular replacement was necessary to ensure students and staff could achieve their goals and conduct the business of the college. The plan outlined the following schedules for replacements:

- Employee Desktop and laptops: Every 4 years
- Servers: Every 3 Years
- Classroom AV: Every 7 years, about 6 classrooms per year
- Networking Infrastructure: Every 7 years
- Phone system: Every 7 years

Almost immediately, aspects of the plan changed. By implementing thin clients for associate faculty, IS lowered the number of desktops that need to be replaced every four years. IS also found that replacing the entire server infrastructure in 2014-2015 taxed our personnel and infrastructure and thus adversely affected our service delivery for the campus. When it came time for the 2017-2018 server replacement, instead of replacing everything, IS was more selective and spread out the replacement over 2017-2019 saving \$100,000 over the projected costs in the process. Similarly, the

phone system was reviewed and the college reduced the cost of that system in part by upgrading and migrating phone servers to virtual infrastructure. Infrastructure and server replacements are evaluated on a rotating 3- or 7-year basis, with the goal of reducing wholesale changes. Due to this ongoing evaluation, IS has extended the use of our networking infrastructure, with some pieces of equipment being in service for more than 10 years.

Additional exhibits for 2.I.1

[College Website, Emergency Preparedness](#)

ELIGIBILITY REQUIREMENTS

Cascadia Colleges attests that it continues to meet the NWCCU Eligibility Requirements for membership status. Where appropriate, reference to individual Eligibility Requirements may be found in this report.

