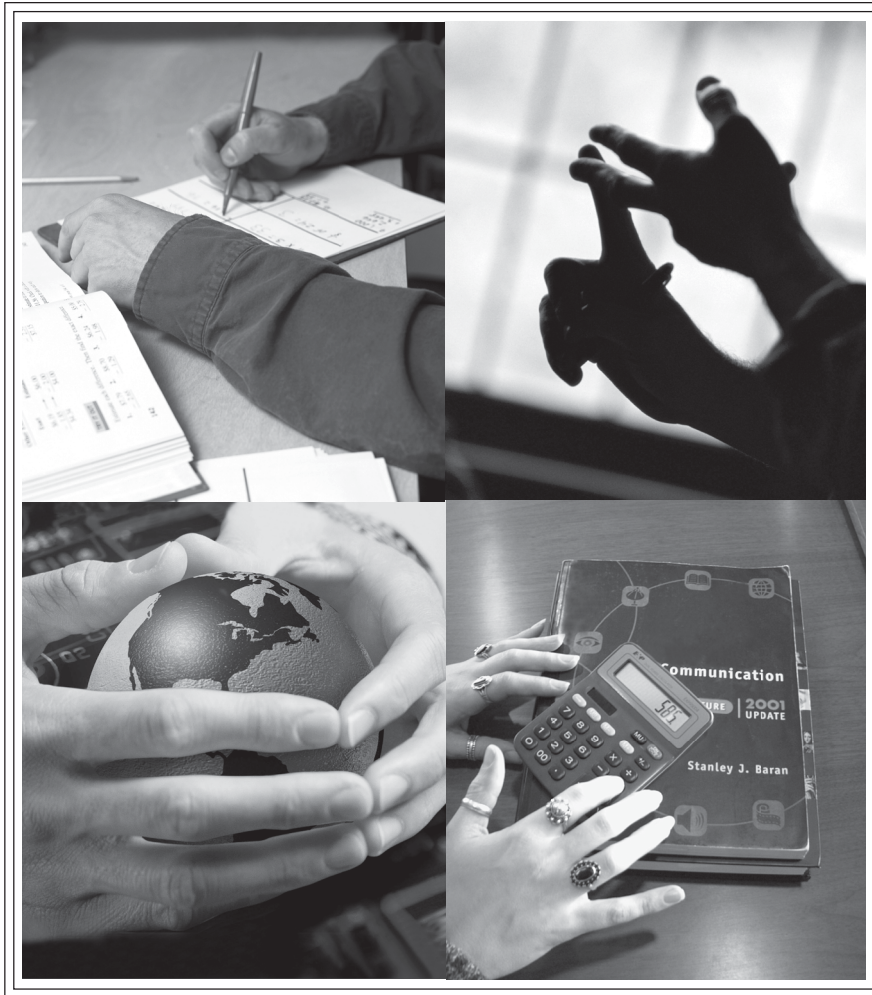




CASCADIA

COMMUNITY COLLEGE



Annual Report 2001-2002

and

Strategic Plan Update

2002-2003

Dr. Victoria Muñoz Richart, President

September, 2002

Annual Report 2001-2002 and Strategic Plan Update 2002-2003

Table of Contents

Assessment of Goals & Strategies 2001-2002
and Strategic Plan Update for 2002-2003

Executive Summary	4
Vision, Mission & Core Values	6
Office of the President	7
President	8
Executive Assistant to the President	10
Human Resources Office	11
Communications Office	14
Fund Development Office	15
Student Learning	17
Student Success Services	30
Finance and Information Technology	43
Financial Report 2001-2002	50
Accreditation – Achievement of Candidacy Status	54
Student Government and Student Activities	59
College Governance	63
Board of Trustees	65
Executive Team	65
President’s Cabinet	65
All College Assembly	66
Student Learning Council	68
Learning Outcomes Teams	69
Institutional Effectiveness Committee	73
Vanguard Learning College Project	76

Executive Summary

This past year marked a historic moment in Cascadia's development when the graduating class of 2002 received their degrees, and we were able to experience their outstanding achievements and successes during the past two years. The creation, growth, and maturity of the college have been extraordinary and hard to describe. It may be helpful to create an analogy that captures Cascadia Community College and our community of learners at the close of our second year of operation. We have come to think of the college as a spaceship that we built together and launched in fall 2000 with basic systems in place, and which is on its way to "exploring new frontiers." This year, we have continued to build and modify necessary systems and processes as we hurtle through space and time, dealing with the obstacles and challenges that present themselves to us. At the same time, we are assessing and documenting all these systems and processes and measuring our outcomes in order to constantly improve and increase the success of our entire crew—the students and employees of Cascadia Community College. Working on all of these tasks simultaneously with building our intended culture has indeed been a challenge.

This annual report reflects the body of work accomplished during 2001-2002 in our collaborative efforts to pioneer innovative pathways to successful learning.

Student Achievements

During this year, our students established themselves in significant ways—developing their own activities, events, and clubs (11 new clubs were created this year!) as well as participating with college faculty, staff and administrators in the ongoing challenge of building the culture of the learning college.

Accreditation

The most outstanding achievement by the entire college community was the completion of the accreditation Self-Study Report which of course resulted in the granting of candidacy status by the Northwest Association of Schools and Colleges, Commission on Colleges and Universities.

New Initiatives - Professional Development

- Through the *Teaching and Learning Academy (TLA)* the faculty developed several forums for sharing their vision and experience of the learning college, and the excellence of teaching and learning.
- *The Employee Learning Institute (ELI)* was also launched this year leading a major effort to provide learning opportunities for all college employees in a multitude of topics including the basic principles of the Learning College and the Learning Organization.

Awards

The college was the recipient of two prestigious national and international awards:

- The bronze 2001 Omni Intermedia Award for the college's "Pioneering Innovation" multimedia presentation created by three of our BIT students. The competition for the Omni Awards included over 500 entries involving companies or clients such as CBS, CNN, The Metropolitan Museum of Art, Sprint, and USA TODAY.
- The Silver Paragon Award from the National Conference for Marketing and Public Relations (NCMPR), for the 2001-2002 Catalog. NCMPR is a national professional organization furthering marketing in community colleges.

Noteworthy Accomplishments

- The college prepared and submitted its first *Affirmative Action Plan*.
- The college's *Intranet* was launched containing the basic components of our internal culture, all policies and procedures, employee handbooks, governance structures, the strategic plan for 2002-2003, and all kinds of tools and resources.
- The college received numerous *grants* to assist special student populations.
- The college's Associate in Integrated Studies degree was accepted by the Inter-college Relations Commission (ICRC) to qualify for the *Direct Transfer Agreement (DTA)* with all public universities in Washington State.
- The *Teacher Link* project with UWB and funded by the HECB was completed with strong accolades. The classes developed and the connections established with the Teacher Academies and the K-12 schools will continue through ongoing activities for Cascadia and UWB as together we prepare future teachers.
- The college established a multitude of *articulation agreements* with colleges and universities both private and public.
- The college's *IT platform* is stable and providing excellent service to both our students and employees and creating many new and exciting initiatives in collaboration with our BIT faculty.
- The college has developed a *strong and solid financial base* and managed its resources prudently and efficiently.
- All *governance* structures now in place went through a thorough assessment this past year, and necessary amendments were made to improve efficiency and focus on student learning and success.
- *The Learning Outcome Teams (LOTs)* completed the development of assessment rubrics.
- The ePortfolio has matured during 2001-2002. The database model that was introduced greatly reduced the complexity of the ePortfolio. IT trained faculty and students on how to create and update ePortfolios. IT commissioned the Media Center to create marketing materials as well as a training video for ePortfolio. IT also created the e-Web portal for easy access to staff and faculty ePortfolios.



We, the students and employees of Cascadia Community College, have accepted many challenges and have all learned a great deal about how visions and values get translated into operational systems and processes. We look forward to continued and lifelong learning in collaboration with our dedicated Board of Trustees and our community partners.

Vision, Mission and Core Values

Vision

Cascadia Community College will be a community of learners pioneering innovative pathways to successful learning.

Mission

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

Institutional Core Values

As a learning organization, Cascadia continually strives to reach the highest levels of quality in its academic, student and administrative programs and services through continual analysis, assessment and improvement. Our quality indicators are our institutional core values.

Diversity

Celebration of diversity and cultural differences is a hallmark of a true learning community. Pluralism, diversity and equity are therefore at the core of Cascadia’s mission. Individual difference is affirmed and celebrated in our community of learning.

Access

Cascadia serves learners with a broad range of knowledge, skills and experiences through open access to programs and services. We nurture new and expansive patterns of thinking, encourage respect for self and others, and provide a safe, healthy and barrier-free learning environment.

Success

Cascadia values highly the academic and personal success of all students. The Cascadia learning model approaches the learner holistically, and integrates personalized support services into the academic experience to best assist learners achieve success. Student achievement is a hallmark of our mission.

Learning

All members of the community are learners, and we strive to make learning relevant and connected. Learning is transformative, personal, and tailored to the needs and goals of our learners. Learning is integrated and interconnected; therefore, our programs are interdisciplinary and offer technological fluency, global understanding, and links with the community, area enterprise and other educational institutions. Educational excellence characterizes our mission.

Innovation

As a learning organization, Cascadia values creative pathways to fulfill the college vision and mission, consistently encouraging collaborative learning and growth. We continually expand our capacity to create high standards of performance through the acquisition of new knowledge and our commitment to constant responsiveness to the needs of our community of learners.

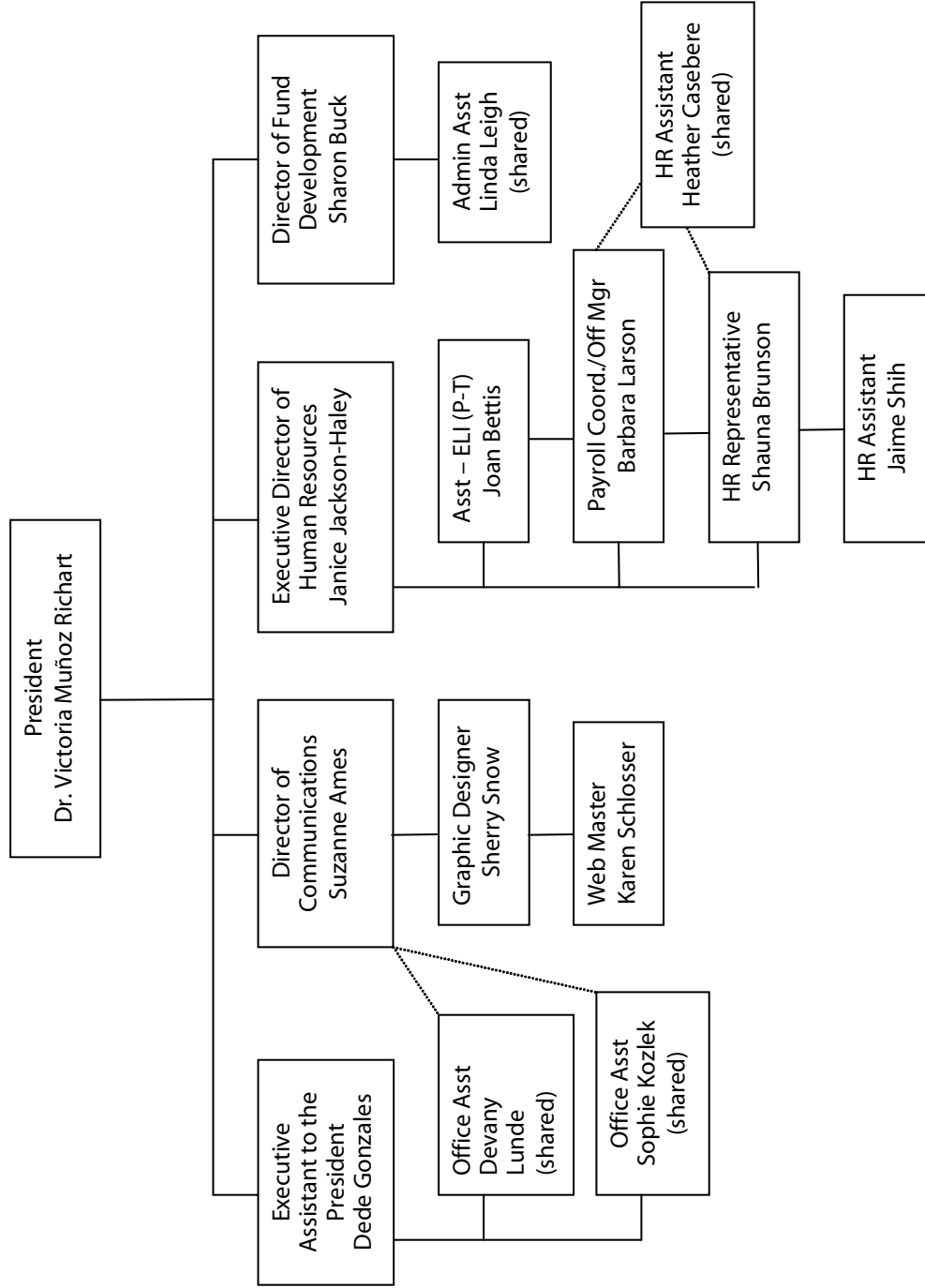
Environmental Stewardship

Cascadia is honored to protect and preserve the community wetlands and to develop their intellectual, academic and social value for the region and the nation. We value the conservation of natural resources and embrace environmentally sustainable practices.

Community

The college is a community of learners that seeks to build a caring culture of justice and equity, and to provide an environment that fosters our college-wide learning outcomes: active learning; critical, creative and reflective thinking; clear communication; and interaction in diverse and complex environments.

Office of the President (2001-2002)



Assessment of Goals & Strategies 2001-2002 and Strategic Plan Update for 2002-2003 Office of the President

Assessment: President

GOAL 2.2

Expand the range of learning options available to students through innovative uses of technology, time and space.

STRATEGY

Expand options for learning for all students. *(Spring 2002, Spring 2003)*

In Progress

- The President will work with the Vice Presidents for Student Learning and Student Success to ensure that during the next academic year (2002-2003): (1) strategies are in place to attract and retain low income students and maintain this as a high priority; (2) that there is emphasis on the development of and increase in distance learning/online curricular options as well as alternative schedule strategies to allow for an increase in student population.

GOAL 3.3

Provide student and employee development opportunities that encourage global citizenship and social responsibility.

STRATEGY

Establish Advisory Committee and begin planning for the Center for Arts, Technology and Global Interaction *(Spring 2002)*

Accomplishments

- Resources have been allocated. The President called for the formation of the Arts, Technology and the Global Studies committees and has supported their activities and efforts. Active effort on globalizing the curriculum is currently underway.

STRATEGY

Provide institutional support for initiatives to foster global citizenship and social responsibility amongst college employees. *(Spring 2002, Spring 2003)*

Accomplishments

- In collaboration with the college Foundation, funding sources have been identified for potential grants to further the development of this area.
- The President has made several presentations to the college community on global and social responsibilities.



GOAL 5.3

The college will continue to develop and expand collaborative and outreach activities with community organizations to share information, referrals and resources.

STRATEGY

Invite legislators to the campus in order for them to learn the uniqueness of Cascadia. *(Fall 2001)*

Accomplishments

- Joined by members of the Board and the staff, several legislators toured the campus and visited with us. These personal contacts proved very beneficial during the legislative session since many legislators had come to know all about the college, its success, and its needs.

In Progress

- The practice of inviting legislators will continue and will be of particular focus this coming year due to the acquisition of new legislative districts resulting in several new legislators now having Cascadia as part of their districts.
- In the coming year the President and the Board will set goals and objectives to establish outreach and connections with the community on a strategic basis to include community members, the business community, the K-12 districts in Cascadia's service area, and relationships with governmental entities, local, state and national. A strategic planning retreat between the Board and the President has been scheduled prior to the opening of the 2002-2003 academic year.

GOAL 6.1

Provide leadership and establish teams in concert with UWB to envision and implement innovative strategies to maximize co-location opportunities.

STRATEGY

Improve co-located services and operations. *(Spring 2002, Spring 2003)*

Accomplishments

- Cascadia has entered into 18 inter-agency agreements. These agreements are proving to be very effective and efficient.
- A Co-Location Coordinating Team composed of the executive teams from UWB and Cascadia (including the Chancellor and the President) have been meeting monthly to address co-location matters.
- The Board has been informed through the monthly President letters of the issues that remain to be resolved. Of particular concern to Cascadia is that due to personnel problems at UWB, little has been done in relation to co-admission and co-enrollment agreements and articulation agreements. The college currently has in place transfer agreements, so students graduating this year will be able to apply and hopefully will be admitted, having completed the requirements for the programs pursuant to these transfer agreements. The college looks forward to working with the new staff at UWB and making real progress.
- The issues of secondary space and classroom use continue to be on the table. The high costs of salaries of UW employees and expectation of charge backs for services continue to be daily challenges.

GOAL 8.1

Develop and implement processes and measures to assess the effectiveness of: (1) Teaching and learning: at classroom, program and institutional levels, (2) Individuals: students and staff, (3) Services: support functions that directly foster learning, (4) Infrastructure: operations and facilities, and (5) Processes and procedures

STRATEGY

Support and encourage assessment processes to measure the acquisition of learning outcomes, and on determining means for documenting achievement of outcomes. *(Spring 2002, Spring 2003)*

Accomplishments

- This year the college began the design and process of assessing its practices. The budget reflects commitment of resources to achieve these plans, including inviting assessment experts to campus to assist with our design and development and/or enabling college employees to attend meetings and/or conferences on assessment.
- The Institutional Effectiveness Committee (IEC) composed of students, faculty, staff and administrators is now meeting regularly and has designed an assessment plan process. This task may be shifted for the next academic year to have the leadership of the Learning Outcome Teams (LOTs) undertake this overall function.
- In addition, each of the Learning Outcome Teams (LOTs) have spent the entire year developing assessment rubrics that can be utilized in the classroom and next year will be developing assessment rubrics for program and departmental use.
- Each year the SBCTC holds a statewide conference on assessment. When the two-day conference was cancelled due to the travel restrictions imposed this year, Cascadia faculty and administration obtained the President's endorsement to hold a one-day assessment conference at the college. This one-day conference was successfully held on May 2, and over 100 individuals attended. Workshops were held throughout the joint campus.

Assessment: Executive Assistant to the President**GOAL 1.1**

Create an environment that encourages risk-taking and the transformation of processes to establish best practices.

STRATEGY

Establish an employee recognition program that rewards creativity and risk taking. *(Spring 2002)*

Accomplishments

- The Service Award portion of the Employee Recognition Program was completed satisfactorily on June 7th at the first annual Employee Recognition Reception.

In Progress

- President's Award and other recognitions are planned for 2002-2003.

GOAL 2.5

Implement college-wide learning opportunities to advance the professional and personal growth of all employees.

STRATEGY

Establish an Employee Learning Institute to provide all employees the tools necessary to be successful in this Learning College. *(Spring 2002)*

Accomplishments

- An effective workshop and training program was established for all employees.

In Progress

- Will continue to expand current course offerings in the Employee Learning Institute.

Assessment: Human Resources**GOAL 1.1**

Create an environment that encourages risk-taking and the transformation of processes to establish best practices.

STRATEGY

Establish an employee recognition program that rewards creativity and risk taking. *(Spring 2002)*

Accomplishments

- As part of the Employee Learning Institute (ELI), an employee recognition/appreciation reception was held. Criteria have been established for service awards.

In Progress

- The ELI committee will assess the effectiveness of service awards. The employee recognition program will be enhanced to include peer awards and President's Innovation Award.

STRATEGY

Produce an Employee Handbook which reflects the philosophy and principles of a learning organization. *(Fall, 2001)*

Accomplishments

- April 2002, a learning-centered employee handbook was launched campus-wide on the college's intranet.

In Progress

- The Employee Handbook will be assessed to determine its effectiveness as a resource for employees.



GOAL 2.5

Implement college-wide learning opportunities to advance the professional and personal growth of all employees.

STRATEGY

Establish an Employee Learning Institute to provide all employees the tools necessary to be successful in this Learning College. *(Spring 2002)*

Accomplishments

- The Employee Learning Institute (ELI) was established to provide all employees with the tools necessary to be successful in a Learning College. The ELI has offered over 50 learning opportunities, serving faculty, administrators, classified employees, and hourly employees.

In Progress

- The Employee Learning Institute will be assessed to determine its effectiveness as a learning resource for employees.

GOAL: 3.2

Establish, implement, and assess policies and procedures to recruit and retain a diverse workforce.

STRATEGY

Establish and implement policies and procedures to recruit and retain a diverse workforce. *(Spring 2002, Spring 2003)*

Accomplishments

- As of July 1, 2001, over 25 permanent faculty, administrators, and professionals were hired. The total number of employees hired increased significantly during this past academic year. According to Cascadia's April 2002 Affirmative Action Plan (AAP) Workforce Profile, 22% of the full-time and part-time permanent employees at Cascadia are people of color. Since July 1, 2001, five people separated from Cascadia; of these employees one was a person of color.

In Progress

- Policies and procedures will be assessed to determine the effectiveness of recruitment and retention strategies.

STRATEGY

Design, implement and assess comprehensive workforce affirmative action plan. *(Spring 2002, Spring 2003)*

Accomplishments

- Cascadia's first Affirmative Action Plan (AAP) was written and submitted to the Department of Personnel for technical review. The Board of Trustees of Cascadia Community College has received and reviewed the AAP.

In Progress

- The Affirmative Action Plan will be assessed to determine its effectiveness.

STRATEGY

Provide comprehensive new-employee orientation training program. *(Spring 2002)*

Accomplishments

- The ELI was created to provide employees with the tools needed in a learning organization. The following nine modules have been created to provide complete orientation and development of all employees:

- New Employee Orientation
- Employee Awareness
- Employee Wellness
- Information Technology
- Learning Centered Hiring
- Governance
- Strategic Planning
- Learning Centered Performance Evaluations
- Learning Organization



In Progress

- The ELI will be assessed to determine its effectiveness as a professional development and training resource for employees.

GOAL 9.2

Develop programs, projects, activities, and initiatives that create the desired culture.

STRATEGY

In collaboration with community agencies, promote wellness activities for all members of the Cascadia community *(Spring 2002, Spring 2003)*

Accomplishments

- April 2002, the ELI sponsored its first employee Wellness Fair. Local health and wellness experts were on hand to provide information and other materials to employee participants.

Assessment: Communications Office

GOAL 2.2

Expand the range of learning options available to students through innovative uses of technology, time and space.

STRATEGY

Create a robust web presence to encourage potential students and other partners. *(Fall 2002)*

In Progress

- A new Internet Web site is set to launch in fall 2002, which will include high-tech components and more student-friendly access.

GOAL 2.4

Inform the college's communities of the educational opportunities available at Cascadia Community College.

STRATEGY

Develop an internal communications system to inform employees about college news. *(Fall 2002)*

In Progress

- An internal online newsletter is scheduled for release in fall 2002. The Intranet will be the vehicle for the newsletter.

STRATEGY

Develop program brochures for each of Cascadia's instructional programs. *(Winter 2002)*

In Progress

- Program brochures will be designed for each of Cascadia's instructional programs.

STRATEGY

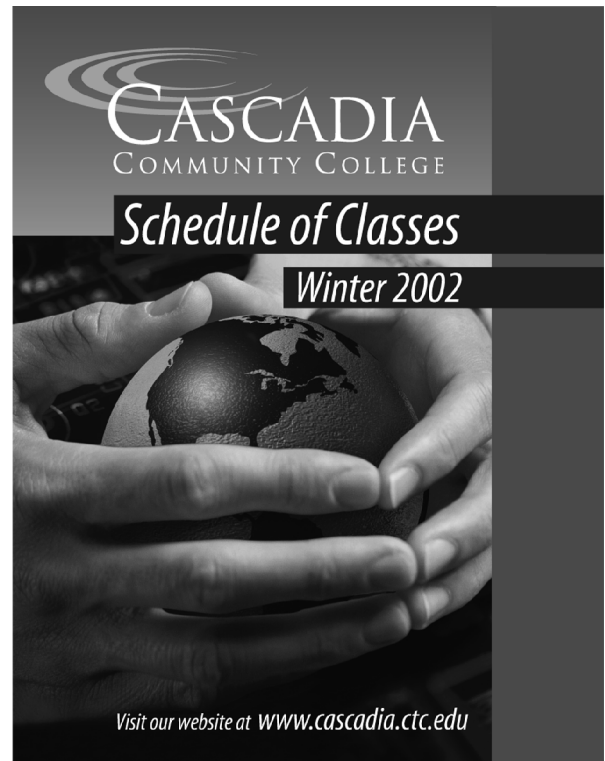
Develop and implement a new overall marketing strategy to inform the public of educational opportunities at Cascadia Community College. *(Fall 2001)*

Accomplishments

- Cascadia has made effective use of news releases regarding various programs, courses and events on campus to the local news media.

In Progress

- A marketing plan will be created for the Communications Office to establish strategies for reaching the public.



GOAL 2.5

Implement college-wide learning opportunities to advance the professional and personal growth of all employees.

STRATEGY

Enhance a sense of community by creating a campus Intranet to encourage collaboration and connectivity for students, faculty, and staff. *(Fall 2001)*

Accomplishments

- The Cascadia Intranet was launched in December 2001 to facilitate communication and campus news to all employees.

GOAL 3.3

Provide student and employee development opportunities that encourage global citizenship and social responsibility.

STRATEGY

Establish a campus speakers series on global citizenship and social responsibility. *(Spring 2002, Spring, 2003)*

In Progress

- The first phase of the speaker's bureau is in progress, which includes compiling a list of biographies of college employees who are interested in speaking in the community. The second phase will include drawing people from the community to speak on campus.

Assessment: Fund Development Office**GOAL 1.1**

Create an environment that encourages risk-taking and the transformation of processes to establish best practices.

STRATEGY

Raise matching funds to apply for state Faculty Recognition Funds toward establishing a faculty recognition program. *(Spring 2002)*

Accomplishments

- Strategy no longer pertinent (Funding was removed from this initiative at the state level, and new opportunities for replacement of this option have yet to be developed.)

STRATEGY

Develop innovative partnerships and programs through writing grants and being awarded grant funding.

In Progress

- This is an on-going activity that has generated two grants out of the 53 proposals that were made for scholarship support, ABE/ESL project support, the "Mano en Mano" program, childcare matching funds, faculty development through Teaching and Learning Center, and globalizing of the curriculum. One of the grants was for childcare and the other was for a multicultural internship.

GOAL 7.1

The College will support and assist the College Foundation in development of its strategic plan for a comprehensive gift-giving program.

STRATEGY

Increase the membership of the Foundation. (January 2002)

In Progress

- Active membership in the Foundation remained constant this year, and empty executive positions were filled. The Foundation raised its membership cap to 40 and is exploring strategies to attract high worth individuals as active members.

STRATEGY

Develop and maintain a common database of area industry contacts and resources.

In Progress

- Though entry of records into the master contacts database proceeded more slowly than anticipated, data entry has grown significantly. A user group has been established, and users have taken additional training. Training has yet to expand beyond the immediate users in the fund development and IT area.

GOAL 7.2

The College will research, identify, and write grant proposals for submittal to foundations, businesses, philanthropic organizations and governmental agencies.

STRATEGY

Secure funding through collaborative efforts with College and community members to support the pre-design for the Center for Arts, Technology and Global Interaction. (Spring 2002)

In Progress

- Visioning meetings were held to refine ideas and begin to identify community partners for the Center. Two grants were submitted to private foundations for support of this initiative.

GOAL 7.4

Partner with businesses to optimize available resources.

STRATEGY

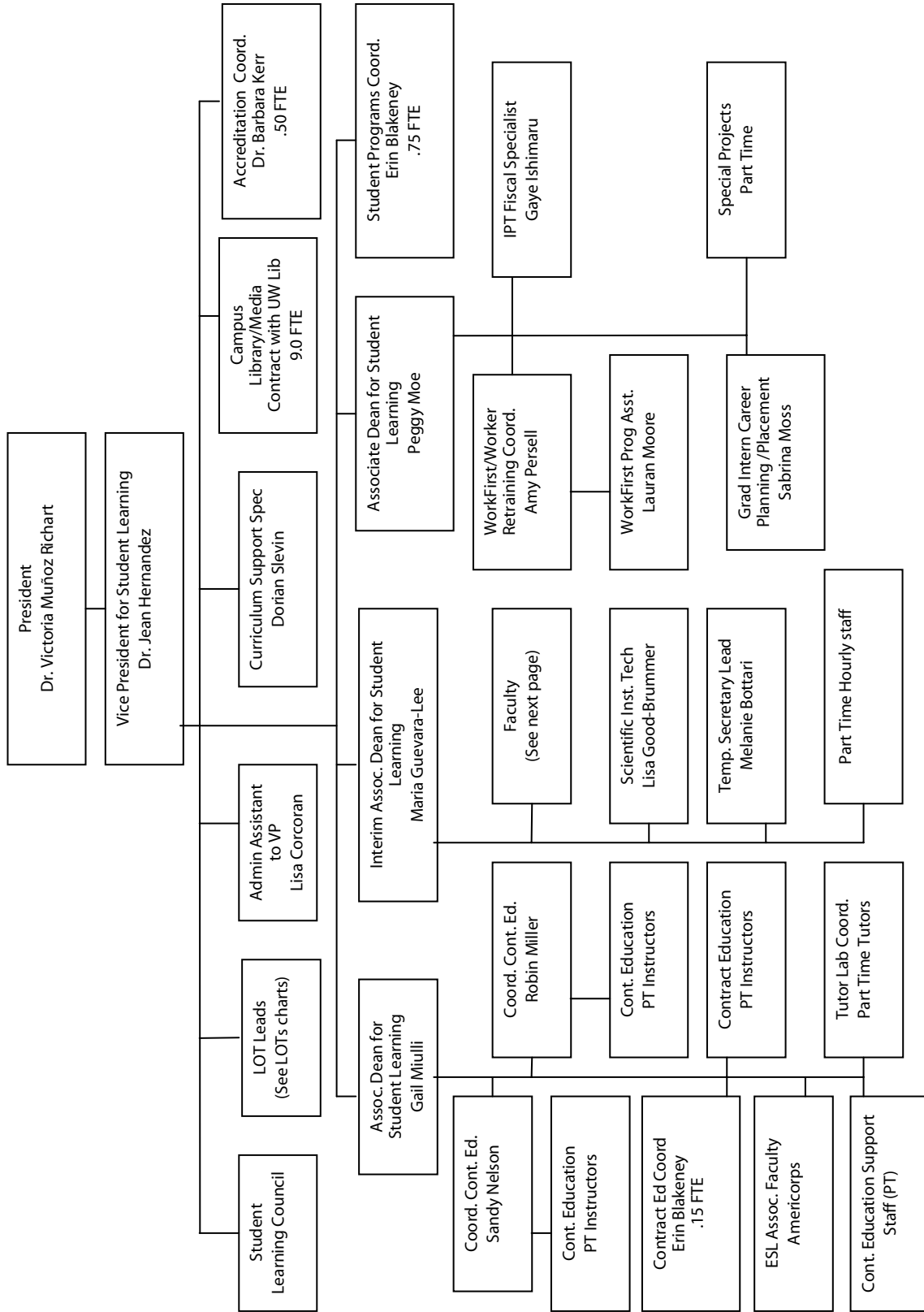
Collaborate with local businesses to secure financial support, in-kind gifts, and partnerships. (Spring 2002)

In Progress

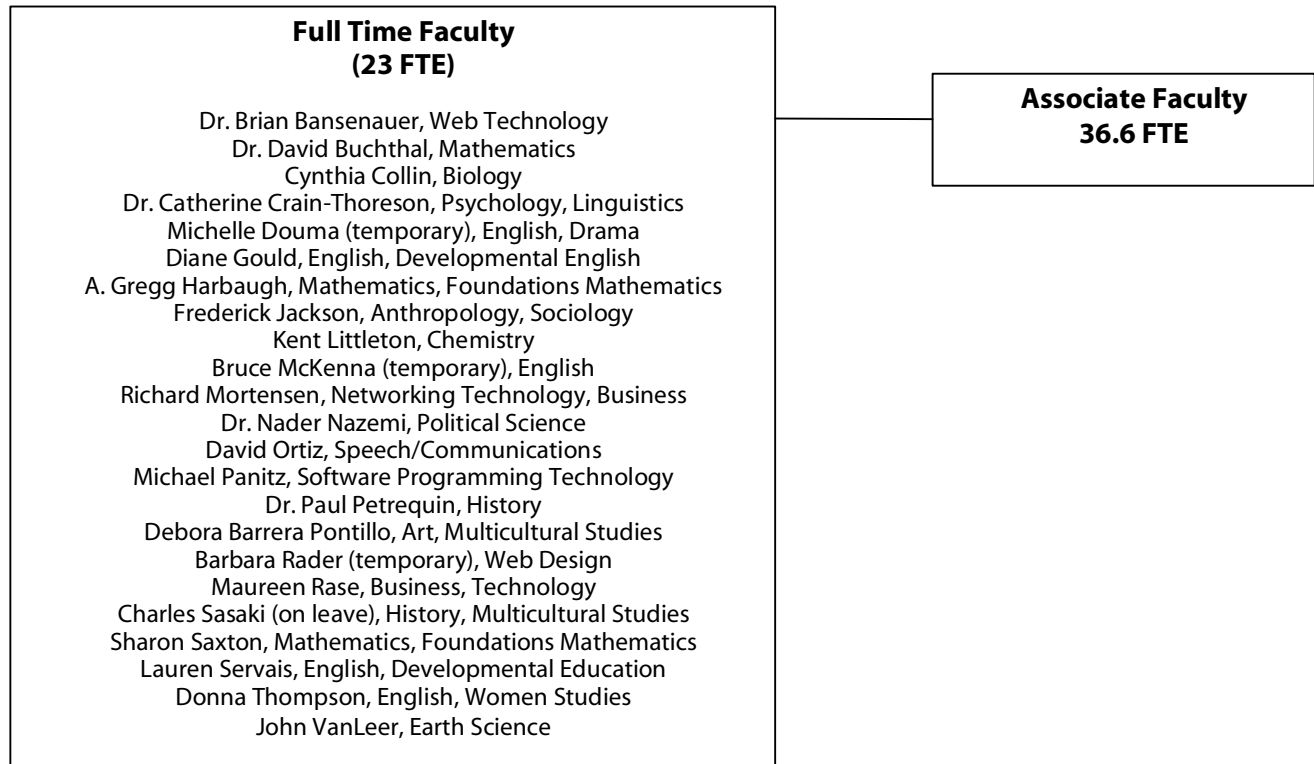
- Foundation events were supported by Vopak and Sonus Pharmaceuticals. In-kind donations were received from area businesses related to the accreditation event, the President's luncheon, support for the Foundation's audit and financial recordkeeping. The college benefited from in-kind support of piano tuning and headsets for the ESL program.



Student Learning (2001-2002)



Faculty (2001-2002)



Assessment of Goals & Strategies 2001-2002 and Strategic Plan Update for 2002-2003

Student Learning

Assessment: Student Learning

Foster educational innovation in an environment that encourages risk-taking and communal learning.

GOAL 1.1

The college will create an environment that encourages risk-taking and the transformation of processes to establish best practices.

STRATEGY

Expand program offerings in the Professional Continuing Education Program. *(Spring 2002, Spring 2003)*

Accomplishments

- Computer/Information Technology has expanded offerings by 13%.
- Faculty have included portions of credit classes to offer them as non-credit courses to be responsive to community needs and interests.

In Progress

- Technology course offerings will be continually updated to meet industry needs.
- Will bridge continuing education classes into professional technical classes (for integrated whole.)



STRATEGY

Develop innovative partnerships and programs through writing grants and being awarded grant funding. *(Spring 2002, Spring 2003)*

Accomplishments

- Cascadia applied for and received a best practices grant from Workforce Education Council in the amount of \$10,000 to expand and enhance Cascadia Connections.

In Progress

- Cascadia received a King County Housing Authority grant in the amount of \$186,000 (over a three-year period) to work in seven HUD housing projects assisting residents on issues involving economic advancement. Implementation will begin summer 2002.
- Cascadia received \$90,000 grant (one year) for ESL/ABE/GED programs that will continue for three more years at \$80,000 per year. The college received an additional \$17,000 partnership grant to allow faculty to work with other faculty from surrounding community colleges (Edmonds, Everett, Shoreline, Lake Washington, and Bellevue).
- Cascadia received a two-year AmeriCorps grant ending in December 2002 and another grant that begins September 2002 through August 2003.
- The college received two childcare grants, one a two-year grant from SBCTC in the amount of \$16,000, which is a matching grant to provide childcare assistance and the other from DSHS in the amount of \$300,000 to build a co-located childcare facility (with UWB) on campus.

GOAL 1.2

Develop and implement strategies that enable all college employees to stay current in their fields and strive for innovative leadership.

STRATEGY

Complete development and implementation of a Teaching and Learning Academy. *(Spring 2002, Spring 2003)*

Accomplishments

- The Teaching and Learning Academy has been actively providing ongoing programs for faculty. Examples include “On the Road,” brown bag lunch sessions; “Love Your Problems,” a half-day seminar on Learning Communities with Washington Center; and an eight-week seminar called “Teaching for Learning.” Skill standards created for professional technical instructors were integrated into the “Teaching for Learning” seminar, allowing recertification of professional technical faculty without separating out that portion of the faculty. The TLA has also provided new faculty orientations and a three-day teaching and learning academy for new full-time faculty, September 2001.

(See separate assessment of the Teaching and Learning Academy in this report.)

STRATEGY

Expand articulation agreements with other K-20 programs. *(Spring 2002)*

Accomplishments

- Have established tech prep agreements with Northeast Tech Consortium schools with approximately 125 participants in 2002.
- The Associate in Integrated Studies degree has been approved by the ICRC to qualify as a Direct Transfer Agreement (DTA).

In Progress

- Maintained active participation in K-20 Eastside Articulation Consortium Group. Will continue to participate. In addition to course by course direct equivalencies negotiated with universities, we have in progress professional technical program articulation agreements with the following: UW Tacoma, City University, University of Phoenix, and the Evergreen State College. In addition, discussions have begun with Washington State University for articulation of Business and Information Technology to their distance business bachelor's degree.
- UWB articulation agreement is being developed.
- Articulating newly added EDU (education) courses at Cascadia with Tech Prep.
- Meetings are being held with the Northshore School District to discuss articulation activities.

STRATEGY

Develop outcomes-based service learning opportunities, which give credit for learning in a community/industry setting. *(Spring 2002, Spring 2003)*

Accomplishments

- Various courses have included service-related activities as part of credit course work. For example, students volunteered to mentor and tutor ABE/GED/ESL students, collected clothing for those in need, and made food to feed the homeless population. In addition, many students engaged in service learning/internships in non-profit organizations such as WorkSource, Operation Outlook, the Madrona Community Council, Northshore Chamber of Commerce, and the Monroe School District.

GOAL 1.3

Provide leadership in developing alternative organizational structures, advance the use of effective learning and assessment methods, and develop innovative and virtual education learning opportunities.

STRATEGY

Advance implementation of ePortfolio through training and curriculum revision. *(Spring 2002)*

Accomplishments

- Currently, faculty in Sciences Area, English, BIT, College Strategies, and ESL have been integrating ePortfolio into their classroom curriculum.
- Staff training to implement the placement of affirmations into student ePortfolios has been offered.

STRATEGY

Develop virtual education opportunities for both credit and noncredit courses. *(Spring 2002, Spring 2003)*

Accomplishments

- A foundation has been laid for an alternative delivery system (distance learning). An infrastructure has been designed, and a server and Blackboard software have been chosen, allowing Cascadia to offer courses/programs from our own site. A competitive selection process for curriculum development resulted in stipends being awarded to five faculty to develop distance education courses in English, science, humanities/social sciences, and multicultural communication. These classes are in addition to Business and Information Technology classes already developed and offered.
- Distance learning participation has increased since the opening of the college: Spring 2002, 150 students were enrolled in Washington Online and Cascadia classes, and in Summer 2002, 130 students were enrolled.

In Progress

- Washington Online training for faculty, so they can teach WAOL classes.
- Development of additional distance courses.

GOAL 2.1

Expand options within a comprehensive curriculum that reflects the diverse learning and career goals of the students in the college's service district.

STRATEGY

Research and plan new Professional and Technical degree and certificate programs (such as Environmental Sciences and Human Services). *(Spring 2002, Spring 2003)*

Accomplishments

- Researched and developed a new short-certificate program in information technology security designed for networking, web and programming professionals.
- Research was also done regarding adding a nursing education program. It was decided that a partnership with Lake Washington Technical College was a more efficient response. Both colleges received a grant from the State Board to develop the joint curriculum.

In Progress

- The Business and Information Technology Advisory Committee has recommended adding a XML (Extensible Mark-Up Language) certificate or degree program. The Committee has also recommended researching the possibility of offering data-mining/warehousing programs. Another possible new program would be technical writing/documentation. Development of this program will be assessed during the 2002-2003 academic year.

STRATEGY

Increase number of learning communities and linked courses. *(Spring 2002, Spring 2003)*

Accomplishments

- The number of Learning Communities has increased in 2001-2002 to seven (from two offered last year). In developing the annual schedule for 2002-2003, there will be increased Learning Community options for evening students as well as first and second year students. The target is to offer 50 percent of the curriculum for the Associate in Integrated Studies degree in this format.

STRATEGY

Complete accreditation self-study, host evaluation team visit in April 2002, and complete all necessary requirements for accreditation candidacy status. *(Spring 2002)*

Accomplishments

- The Vice President for Student Learning and a faculty member served as co-chairs of the Accreditation Steering Committee composed of administrators, staff, faculty and students, which conducted the self study. The resulting report was submitted to the Commission on Colleges, reviewed and validated by the visiting evaluation team, and Cascadia was granted candidacy status in June 2002.

STRATEGY

Gain required program approvals in order to be able to offer all courses, degrees and certificate programs. *(Spring 2002, Spring 2003)*

Accomplishments

- A number of new courses and other modifications to the curriculum have been submitted to and approved by Shoreline Community College Curriculum Committee.

In Progress

- Submittal of the I-17 application to the INS, which would enable Cascadia to enroll students holding F-1 and M-1 visas.

STRATEGY

Develop, offer and market training programs designed specifically to meet the needs of WorkFirst clients. *(Spring 2002, Spring 2003)*

Accomplishments

- Cascadia is offering modularized training both on and off-site to better meet the needs of WorkFirst clients. Off-site training is offered at the WorkSource Center and will be offered at the DSHS Office in Bellevue (and perhaps will be offered in Snohomish County as well).

In Progress

- Will offer courses and modularized training for WorkFirst and other low income clients at seven HUD housing developments.

GOAL 2.2

Expand the range of learning options available to students through innovative uses of technology, time, and space.

STRATEGY

Develop and implement advising for distance learners. *(Spring 2002, Spring 2003)*

Accomplishments

- The Curriculum Support Specialist has coded virtual education courses offered by WAOL and other distance learning courses offered by Washington colleges to allow for smooth transition into electronic transcribing and degree audit.

STRATEGY

Implement automated process for wait list, degree audit and electronic timesheets for work study students. *(Spring 2002)*

In Progress

- Automated processes are in development.

STRATEGY

Expand options for learning for all students. *(Spring 2002, Spring 2003)*

Accomplishments

- Expanded use of Washington Online courses has been selected as an appropriate vehicle for use at Cascadia.
- For high demand classes, stipends have been granted to faculty to create Cascadia’s own online versions.
- Cascadia joined the Washington Community College Consortium for Study Abroad. In the first available quarter (summer 2002), three students will go to Costa Rica as part of this program.
- Continuing Education successfully offered its first summer program with a variety of classes, including an “Intense English Institute,” which prepares non-native speakers to transfer into college level programs.

In Progress

- Investigating partnership options with colleges in Japan, China, Australia, and Mexico to offer further learning options for students.
- Expanding science programs to include calculus-based physics, microbiology, and anatomy and physiology.

STRATEGY

Assess how morning, afternoon, evening, and weekend programs meet student needs and offer programs at a variety of times convenient to students, including early morning, evenings, and weekends. *(Spring 2002, Spring 2003)*

Accomplishments

- Associate Deans researched and made a presentation regarding trends in class scheduling to LOT leads. Evening offerings were expanded across the curriculum, and scheduled for fall quarter 2002; the first evening Learning Community was offered as a result (with a plan to offer an evening degree program). ESL expanded its existing class hours by offering Saturday classes. Evening ESL offerings were doubled (from last year). Continuing Education classes were also increased in both evening and weekend hours.

In Progress

- Scheduling will continue to be evaluated. A series of scheduling options will be researched next year for possible implementation the following year.
- Discussions with Northshore School District, for rental options for off-site course offerings are also taking place.

STRATEGY

Expand opportunities for asynchronous learning through information technology, such as online, ITV, WAOL, Virtual Campus, and video courses. *(Spring 2002, Spring 2003)*

Accomplishments

- Cascadia (as part of a partnership with Lake Washington Technical College) received a High Demand grant that will fund faculty online curriculum development for science classes and on-site self-paced science labs.
- WAOL offerings have been increased from 19 in 2000-2001 to 29 in 2001-2002. Enrollments increased from 134 to 307.

STRATEGY

Recruit underrepresented groups and provide targeted workshops and support services. *(Spring 2002, Spring 2003)*

Accomplishments

- Recruitment is taking place through a partnership grant from the Office of Adult Literacy, with Bellevue Community College, Lake Washington Technical College, Hopelink, and Cascadia created. Twelve thousand brochures describing educational programs and services have been distributed. Brochures are targeted to under prepared students.
- King County Housing Authority Grant will assist in providing services to underrepresented residents of HUD housing units. The college offers workshops, ESL classes, and career support services.
- The college is offering modularized curriculum instruction to TANF recipients and other low-income students at the Bellevue WorkSource Center. We expect to expand this program in the coming year.

STRATEGY

Develop improved methods to assess ESL students and place them in appropriate classes. *(Winter, 2002)*

Accomplishments

- An intake and assessment process is in place.

In Progress

- COMPASS ESL assessment is being investigated for use to place ESL students in credit classes.

GOAL 2.4

Inform the college's communities of the educational opportunities available at CCC.

STRATEGY

Develop and implement a new overall marketing strategy to inform the public of educational opportunities at CCC. *(Fall 2001)*

Accomplishments

- Student Learning personnel have attended local Chamber meetings, luncheons of the Economic Development Council, and other events to target audiences for specific educational opportunities.

GOAL 3.1

Recruit, enroll, and retain a diverse student body.

STRATEGY

Develop Student Success Web pages in languages other than English. *(Spring 2003)*

Accomplishments

- Some materials (brochures) for ESL and workforce students have been translated into Spanish.

In Progress

- Other language translations are planned for materials (brochures).
- Cascadia will develop web pages in several languages highlighting international programs and opportunities with links to international higher education institutions.

STRATEGY

Develop and implement specific strategies to recruit students of color and non-traditional students. *(Spring 2002, Spring 2003)*

In Progress

- Strategies are being developed in conjunction with the UW on receiving grant funding through GEAR-UP for specific recruitment activities.

STRATEGY

Establish an international students program, including clubs, activities, and events. (Spring 2003)

In Progress

- Although some initial activities have been initiated as well as the development of a business plan, this is an ongoing strategy for 2002-2003, since candidacy status was just received.

GOAL 3.3

Provide student and employee development opportunities that encourage global citizenship and social responsibility.

STRATEGY

Schedule college programs which promote understanding of global cultures and social responsibility. (Spring 2002, Spring 2003)

Accomplishments

- A number of programs that promote understanding of global cultures and social responsibility were offered/hosted, including an event entitled "Culture Shock;" a spring BBQ that included a mariachi band as well as an African dance and drum group; a Fall Ethnic Lunch; an Earth Day recycling project; a clothes/food drive for Hopelink Donation Bin; "Living Voices" performance for Martin Luther King Week; a Memorial Day Event, which included the showing of videos; and a co-sponsored blood drive with Puget Sound Blood Center and UWB Women's Programs. (See separate section of this Annual Report for more details about the Student Activities Program.)
- Faculty held Teach-Ins in fall 2001 and winter 2002 after 9/11 incident in collaboration with UWB.

STRATEGY

Research, develop and implement a plan to establish partnerships with strategically located colleges around the world. (Spring 2002, Spring 2003)

Accomplishments

- Cascadia joined the Washington Community College Consortium for Study Abroad. In the first available quarter (summer 2002), three students went to Costa Rica as part of this program. A study abroad program to London will be offered fall 2002.
- Cascadia is investigating partnership options with colleges in Japan, China, Australia, and Mexico to offer further learning options for students.

GOAL 5.1

Continue to develop and expand on partnerships, collaborative arrangements and articulation agreements with K-12 districts, other community colleges, and four-year colleges and universities.

STRATEGY

Continue to support and assess "Teaching Link" Project. (Spring 2002)

Accomplishments

- The college is in the last year of this grant (funded by the HEC Board). A final written report was submitted to the funding agency, describing the work to date. The courses created will continue to be taught next year. The college will continue to collaborate with UWB and with the High School teaching academies to maintain and deepen the pathways the college has created in preparing future teachers.

STRATEGY

Establish course and program articulation agreements with UWB and other four-year universities. *(Spring 2002, Spring 2003)*

In Progress

- Discussions are in progress with UWB to establish articulation agreements to articulate AAS, AS, and AIS degrees to four-year degrees.

STRATEGY

Establish a formal Articulation Committee with representatives from K-12 districts, CCC and UWB. *(Winter 2002)*

In Progress

- Additional classes have been added to the Tech Prep agreements. A hundred and sixty students have been added to the Tech Prep program.
- Cascadia has maintained membership in the Eastside Articulation Consortium that is made up of two-year, four-year and K-12 membership.

GOAL 5.2

Continue to develop and expand partnerships with business, government and professional organizations to provide exchanges, job placements, internships, mentoring, service learning, and other learning opportunities.

STRATEGY

Create a formal industry partnership program with area businesses that engages students, faculty and staff in conversations and exchanges with industry. *(Spring 2002, Spring 2003)*

In Progress

- The Associate Deans for Student Learning are in the process of identifying ways to formalize industry partnerships.

STRATEGY

Work closely with Community Advisory Committees and other business partners to determine demand for new educational and training opportunities. *(Spring 2002, Spring 2003)*

Accomplishments

- The professional technical area has worked closely with the BIT Advisory Committee to consider the creation and design of new programs.

STRATEGY

Implement "Cascadia Connections." *(Spring 2002, Spring 2003)*

Accomplishments

- Received a \$10,000 grant (through WorkForce Education Council) to take Cascadia Connections to the next level, the "Student Technical Consulting Program." This next step will be fully established in 2003.

STRATEGY

Develop a searchable, web-based database of student contact information, employment goals and skill sets for use by industry partners. *(Spring 2002, Spring 2003)*

In Progress

- The Vice Presidents for Student Learning and Student Success are investigating possible database options.

GOAL 6.1

Provide leadership and establish teams in concert with UWB to envision and implement innovative strategies to maximize co-location opportunities.

STRATEGY

Streamline and operate smoothly and efficiently with UWB and the co-location agreements for physical plant services, security, parking, library, etc. *(Spring 2002, Spring 2003)*

Accomplishments

- The co-location committee meets monthly to address these strategies. However, due to personnel changes at UWB, the work has been delayed.
- The college received a childcare grant from DSHS in the amount of \$300,000 to build a co-located childcare facility (with UWB) on campus.
- The library stayed open the last weekend of winter and spring quarters as part of "Cram Nights."

STRATEGY

Collaborate with the UWB to optimize the offerings of the career center. *(Spring 2002)*

In Progress

- The Vice Presidents for Student Learning and Student Success met with a UWB representative during spring 2002. Further discussions will occur in 2002-2003.

STRATEGY

Develop compatible and articulated policies for concurrent enrollment, dual admissions, and financial aid with UWB. *(Spring 2002)*

In Progress

- Due to personnel changes at UWB this strategy has just began to be addressed.

STRATEGY

Explore and apply for grants addressing technology, international, and recruitment needs. *(Spring 2002, Spring 2003)*

In Progress

- Faculty and Deans in Student Learning area will continue to seek funding.

GOAL 7.3

Work with government agencies to optimize available local, state and federal resources.

STRATEGY

Invite local businesses and community members to help in assessment of student learning outcomes and to consult on faculty development. *(Spring 2002, Spring 2003)*

Accomplishments

- Consultants were invited spring 2002 to campus to address critical thinking and learning communities.

In Progress

- Opportunities will continue to be pursued.

STRATEGY

Increase contract training for business and industry. *(Spring 2002, Spring 2003)*

Accomplishments

- Programs are in place, and the college will continue to respond to inquiries regarding instruction/customized training.

GOAL 8.1

Develop and implement processes and measures to assess the effectiveness of: (1) Teaching and learning; at classroom, program and institutional levels, (2) Individuals: students and staff, (3) Services: support functions that directly foster learning, (4) Infrastructure: operations and facilities, and (5) Processes and procedures

STRATEGY

Provide research data in useable and in accessible format. *(Spring 2002)*

Accomplishments

- The curriculum specialist provides daily/quarterly reports to assist the Vice President for Student Learning, the Associate Deans, faculty and staff in their assessment of course offerings and FTEs. These reports include enrollment reports, retention reports, and MIS finals and can be accessed through job scheduling or data express.

STRATEGY

Design, develop, implement, and assess performance evaluations for associate faculty. *(Spring 2002, Spring 2003)*

In Progress

- Several versions of an associate faculty evaluation (by students and by administrators) have been created and tested. Assessment continues. During this coming year, it will be automated for a more timely response.

STRATEGY

Conduct a comprehensive process of tenure review. *(Spring 2002, Spring 2003)*

Accomplishments

- All tenure track faculty met with the tenure review committee, their respective tenure working groups, had peer and administrative classroom observations and received an administrative evaluation.

STRATEGY

Track employment and wage information on Professional Technical Program graduates. *(Spring 2002, Spring 2003)*

In Progress

- At this stage, Cascadia is mostly tracking progress of students through programs. This will be an ongoing strategy of assessment.

STRATEGY

Develop an effective ASCCC leadership team that fosters the values of this strategic direction. *(Spring 2002, Spring 2003)*

Accomplishments

- Cascadia student government attended a fall retreat and a national conference in which leadership skills were a focus.

STRATEGY

Use student revenues to support and fund clubs, activities, and programs that meet student needs and foster the values of this strategic direction. *(Spring 2002, Spring 2003)*

In Progress

- Assessment measures will be developed during 2002-2003.

GOAL 9.2

Develop programs, projects, activities, and initiatives that create the desired culture.

STRATEGY

Use student revenues to support and fund clubs, activities, and programs that meet student needs and foster the values of this strategic direction.

Accomplishments

- The Office of Student Programs was very active during this year supporting a wide variety of projects, participating in a variety of campus committees, sponsoring a number of activities and events, providing leadership training, and establishing 11 new student clubs. (See separate section of this Annual Report for details about the accomplishments and ongoing plans of the Student Activities Program.)



GOAL 9.3

Recognize, respect, learn from and develop voices of all members of the community.

STRATEGY

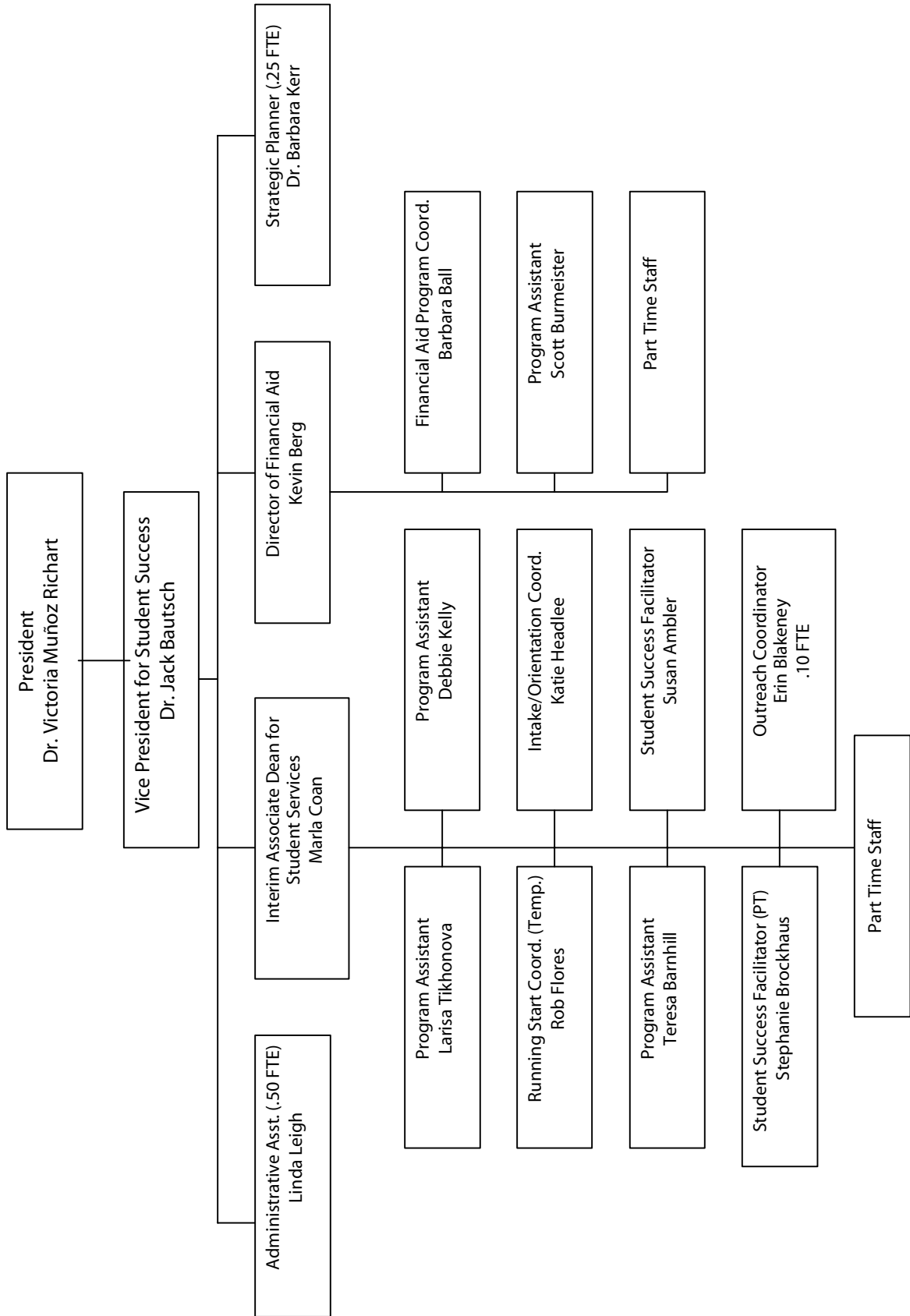
Plan and implement quarterly program to address the focus of this goal. (*Spring 2002, Spring 2003*)

Accomplishments

- The Teaching and Learning Academy offered ongoing dialogues on “intentional community.”
- The faculty spring quarter summit addressed interpersonal communication and the importance of being respectful.

Student Success Services

Student Success (2001-2002)



Assessment of Goals & Strategies 2001-2002
and Strategic Plan Update for 2002-2003
Student Success Services

Assessment: Student Success Services

GOAL 1.1

Create an environment that encourages risk-taking and the transformation of processes to establish best practices.

STRATEGY

Develop innovative partnerships and programs through writing grants and being awarded grant funding.

Accomplishments

- Student Success Services staff have developed, participated in as well as provided leadership in the following grants and partnerships:
 - AACC Bridges to Healthy Community Grant*
 - Wellness Fair Fall 2002
 - ESL Partnership Northshore School District
 - Northshore Human Services Consortium Membership and Participation

In Progress

- Asset mapping of Community Agencies for partnership(s) and referrals
- Health and Social Services referral list for Cascadia Community College staff, faculty, and students
- Development of a Web page format with links to appropriate Web sites such as Northshore Consortium, United Way, and Crisis Clinic.

GOAL 1.2

Develop and implement strategies that enable all college employees to stay current in their fields and strive for innovative leadership.

STRATEGY

Incorporate innovative practices from Vanguard Learning College Project. (*Winter and Spring 2002 and 2003*)

In Progress

- Vanguard learnings will be included in *Consistent Advising Matters*.
- Coordination of advising procedures with the college-wide learning outcomes using the Vanguard research.
- Cross training sessions for all advising team members by Summer 2002.

STRATEGY

Provide coordinated professional development opportunities for Cascadia employees.

Accomplishments

- Provided ELI Crisis Workshop, Disability Support Services (DSS) Workshops.

In Progress

- Offer ELI workshops on a quarterly basis to enable all Cascadia staff and faculty to participate in Disabled Student Services workshop by June 2003.
- Student Success staff will respond to Student Learning requests to participate in new faculty workshops, Teaching and Learning Academy.

STRATEGY

Expand articulation agreements with other K-20 programs. *(Spring 2002)*

Accomplishments

- Participated in Tech Prep signing meeting at Cascadia September 2001.

In Progress

- Working with regional districts long-term plans for transition programs in Special Education.
- Will coordinate a meeting with Lake Washington, Northshore, and Riverview school districts regarding transition programs.
- Will participate in the SEPAC meetings - an organization of professionals and parents of students in special education K-12 and develop action plans as a result of the information gained.

STRATEGY

Develop outcomes based service learning opportunities, which give credit for learning in a community/industry setting. *(Spring 2002, Spring 2003)*

In Progress

- Collaborating with Student Learning plan to implement Service Learning variable credit modules. Course to include training in but is not limited to: leadership, management, and recruitment.
- Research other community colleges that use Peer Facilitation programs such as Peer Advising and Mentorships for inclusion in Service Learning modules.
- Become involved with Eastside Consortium for secondary schools.

STRATEGY

Complete development and implementation of a Teaching and Learning Academy (TLA).

In Progress

- Deliver Disability Support Services Training for the faculty at least annually through the TLA.

STRATEGY

Contribute innovative practices to Vanguard Learning College Project. *(Winter and Spring 2002 and 2003)*

Accomplishments

- Cascadia Student Success Services personnel initiated a workshop among student services and student instruction personnel at Vanguard Seminar III (Scottsdale, June 2001) to discuss best practices in the integration of these programs. A similar session is anticipated for Seminar IV (Scottsdale, June 2002).

In Progress

- The Vanguard Team continues to build a Web site providing information about Cascadia's progress in the accomplishment of its Learning College objectives.

GOAL 1.3

Provide leadership in developing alternative organizational structures, advance the use of effective learning and assessment methods, and develop innovative and virtual education learning opportunities.

STRATEGY

Establish use of information technology to enhance a sense of community by utilizing programs that encourage collaboration and connectivity for students, faculty, and staff.

Accomplishments

- Student Success Services staff utilized the Intranet for advising purposes and accessing COGS in transfer credit issues. Staff have also referred students to the Open Learning Center for ePortfolio and other IT resources and have encouraged use of Cascadia Web site for schedule, registration and current information.

In Progress

- An advising newsletter will be issued online by the 2002-2003 academic year.
- A Transfer Web link and an Advising Web page will be created for the 2002-2003 year.
- A Web page to assist disabled students will be created for the 2002-2003 academic year.
- The Student Success Facilitators will utilize student email accounts in fall 2002 for news and information as well as general student information dissemination.

STRATEGY

Develop virtual education opportunities for both credit and noncredit courses. *(Spring 2002, Spring 2003)*

In Progress

- Development of an advising Web site, newsletter is in progress as well as "Chat with an Advisor" time.
- Development of disability links on Intranet for staff and faculty such as *UW DO-IT Faculty Room*.

STRATEGY

Advance implementation of ePortfolio through training and curriculum revision. *(Spring 2002)*

Accomplishments

- The ePortfolio has been redesigned as a database product for easier learning and usage.
- A training video regarding the ePortfolio has been produced for use by faculty, including College 101 instructors and other "Early Adopters."
- A focus group was conducted with students and interviews were held with selected faculty regarding the use, design, and objectives of the ePortfolio.
- Discussions have begun with the Faculty Assembly about how best to support "Early Adopters" and create ePortfolio assignments in more classes across the curriculum.
- A presentation about the ePortfolio was made to the UWB Academic Council in June 2002.

In Progress

- Development of a training video that will broaden the base of "Early Adopters" of the ePortfolio in the coming year.
- A team of students through the "Cascadia Connections" program is producing an informative CD about the ePortfolio and its benefits for students.
- A one-credit College ePortfolio course (in addition to College Strategies) will be activated beginning fall quarter 2002.

STRATEGY

Develop virtual education opportunities for both credit and noncredit courses. *(Spring 2002, Spring 2003)*

In Progress

- Enhancement of Web-based support services, including an advising newsletter, the establishment of advising email service, career services information, internship information, and possibly an advisor chat line.

GOAL 2.1

Expand options within a comprehensive curriculum that reflects the diverse learning and career goals of the students in the college's service district.

STRATEGY

Expand students' career exploration options.

Accomplishments

- Student Development Services (the advising team) was trained to administer career and interest inventories (Strong-Campbell and Meyers-Briggs). These assessments are now available to Cascadia Students.
- Established Post-It Disability Career program for secondary students.
- Participated in Special Education Transition Fairs with UWSEA and regional school districts and offered alternate options for students.
- WOIS (Washington Online Information System), which provides career information is available to the entire campus through a site-license agreement in collaboration with UWB.

In Progress

- Will facilitate Career and Educational Planning modules for College 101.
- Will participate as speaker for POST-IT secondary teacher training for the 2002-2003 school year.
- Will participate in Transition Fairs and workshops.
- Will work with Career Advising for DSS.
- Will offer career workshops specifically at Cascadia.
- Will participate in DO-IT career training(s) UWSEA.

GOAL 2.2

Expand the range of learning options available to students through innovative uses of technology, time and space.

STRATEGY

Develop and implement advising for distance learners. *(Spring 2002, Spring 2003)*

Accomplishments

- Designated a Student Success staff member for distance education advising.
- The advising team created a means of electronically recording placement levels based on unofficial transcript evaluation to speed up processes.
- Students are now led through an electronic registration process as part of their Student Orientation, Advising and Registration session.

In Progress

- Exploring the feasibility of online orientation.
- Advising team is being cross-trained in *Consistent Advising Matters*.
- Plans for Advising Web site and CHAT time with an Advisor are in development.

STRATEGY

Implement automated process for wait list, degree audit and electronic timesheets for work study students. *(Spring 2002)*

Accomplishments

- A wait list process has been completed and is currently under revision for further improvement in service to students.

In Progress

- Continue to collaborate with Enrollment Services, Student Learning for wait list problem solving.

STRATEGY

Create a robust web presence to encourage potential students and other partners.

Accomplishments

- Publication of an Advising Newsletter fall 2002.

In Progress

- Student Success Services is planning the following Web additions:
 - Advising Web site
 - Disabled Student Services link
 - Transfer link
 - Newsletter link
 - Health and Social Services link

STRATEGY

Expand options for learning for all students.

Accomplishments

- Ordered Kurzweil 3000 adaptive technology for students with specific learning disabilities (dyslexia).
- Tutored student(s) in Dragon Naturally Speaking voice activated software.
- Collaborated with IT through help desk to test new adaptive technology and problem solve learning options for students with specific disabilities.

STRATEGY

Assess how morning, afternoon, evening, and weekend programs meet student needs and offer programs at a variety of times convenient to students, including early mornings, evenings, and weekends.

Accomplishments

- Coordinated closely with Student Learning regarding students' issues with class schedule and conflicts therein. This close collaboration has resulted in more efficient and effective programs and services to students.
- Provided priority registration time for students with disabilities who by documentation benefit from courses at a particular time of the day. Most require morning for health purposes.



GOAL 2.3

Expand access to educational and career training opportunities to under prepared, underrepresented and disadvantaged populations.

STRATEGY

Recruit underrepresented groups and provide targeted workshops and support services. *(Spring 2002, Spring 2003)*

Accomplishments

- The Bridges to Communities grant has provided outreach services to local Hispanic population at Woodin Elementary School. While parents are participating in ESL classes, Cascadia drama students receive service learning credit for working with children of the ESL students.
- Through a matching grant program (Cascadia and SBCTC), childcare subsidies were available to qualifying students.
- The college, together with UWB, obtained a \$300,000 grant to construct an on-site child care facility for students and employees of the two institutions. The facility is expected to be operational in Fall 2003.
- Student Success Services has had booths at career fairs that are targeted to Asian and Hispanic populations.
- A Multicultural Affairs Advising committee has been established to address recruitment and retention of students of color.
- Student Success Services staff attended three disability transition fairs (and plan to attend more) to inform K-12 students about Cascadia's educational opportunities.
- Through the Employee Learning Institute, Student Success Services staff provided workshops to train faculty and staff to work with students with disabilities and other special needs.
- Student Success Services staff provided leadership to the Community Connections Steering Committee (formerly the Outreach Committee).

In Progress

- The "Post -Do It" program has been established to assist students with disabilities in transitioning to a baccalaureate institution.
- Student Success Services staff will continue to participate with UW in the GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) program, establishing a presence at career and educational fairs for eighth grade in the Yakima and Seattle areas.

STRATEGY

Develop improved methods to assess ESL students and place them in appropriate classes. *(Winter, 2002)*

In Progress

This remains a joint effort of Student Success and Student Learning.

GOAL 2.4

Inform the college's communities of the educational opportunities available at Cascadia Community College.

STRATEGY

Develop and implement a systematic recruitment and outreach plan that incorporates the efforts of all areas of the college. *(Winter 2002)*

Accomplishments

- Student Success Services staff are designated tour guides for the public (students, parents, and others), including making up packets to distribute.
- Tour dates are on the Activities Outreach Calendar for easy scheduling.
- Held Open House on May 30, 2002 to welcome and inform high school seniors of opportunities at Cascadia.
- Outreach planning includes 24 high schools both in and outside of Cascadia’s district.
- Extended information and outreach services to alternative schools, home schoolers, and career centers/ programs.
- Student Success Services personnel participated on the Community Connections Committee to look at marketing to target populations. A strategy has been developed and is being implemented.
- Student Success Services participated in outreach by delivering quarterly schedules to fairs, Chambers, libraries, post offices, community centers, etc.
- Developed brochures for the Running Start program and launched a new Web site which provides comprehensive Running Start admissions and enrollment information including program deadlines. The concepts for both brochure and Web site were created by the Running Start Coordinator who now manages site content and updates. Set up an email account and high school counselor distribution list to improve communication with the K-12 system.

GOAL 3.1

Recruit, enroll, and retain a diverse student body.

STRATEGY

Develop Student Success Web pages in languages other than English. *(Spring 2003)*

In Progress

- This is an ongoing strategy for 2002-2003.

STRATEGY

Develop and implement specific strategies to recruit students of color and non-traditional students. *(Spring 2002, Spring 2003)*

Accomplishments

- Student Success Services staff have participated in career workshops, job and career fairs to reach out and recruit students of color and non-traditional students.
- Student Success Services staff provided information about higher education opportunities at Cascadia to Worker Retraining programs, to job fairs held for companies that are laying off employees, and to the UWB Career Fair.



GOAL 3.3

Provide student and employee development opportunities that encourage global citizenship and social responsibility.

STRATEGY

Implement a student-to-student mentoring program for students from different ethnicities. *(Spring 2002, Spring 2003)*

In Progress

- Customized mentoring will be wrapped into current mentor program. Training for mentoring may become a part of a leadership course, which would include service learning credit.

STRATEGY

Research, develop and implement a plan to establish partnerships with strategically located colleges around the world. *(Spring 2002, Spring 2003)*

In Progress

- In anticipation of welcoming international students, Student Success Services has budgeted for an international student advisor starting July 2002.

GOAL 4.1

Employ efficient and effective management practices, decrease bureaucracies, and create an environment that embodies principles of the Learning College and the Learning Organization.

STRATEGY

Establish a Retention Task Force to design and implement a plan to support student success. *(Spring 2002, Spring 2003)*

Accomplishments

- Although a specific task force has not been established, the Advising Team with Student Success Services has established the following procedures to aid in retention:
 - 45-credit check-up
 - Developed contact procedures for students on academic probation
 - Established a procedure for readmission after dismissal procedure for checking all student records to ensure that all have an Educational Plan
- Implemented Academic Alert Contract forms and procedures.
- Students meet with an advisor before registering. Plan to meet with student(s) during quarter to assess progress and problem solve issues that may impact success.
 - Time management
 - Community referrals
 - DSS self identification
 - Developed a petition for students who have been dismissed as well as a procedure for advising.
 - 45 credit check in the attempt to see students on track for graduation for educational plans
 - College 101 Career and Educational Planning Modules.
 - Specifically working with College 100 and English 090 instructor(s) as these students are at academic risk from first contact.

STRATEGY

Develop policies and procedures in financial aid, registration and records, and placement assessment. *(Spring 2002)*

Accomplishments

- Competed Financial Aid policies and procedures.
- Completed Registration and Records procedures.
 - Revised Admissions policy.
 - Completed procedures for Running Start and high school completion.
- Placement Assessment: Student Success Services worked with the math faculty to review cut-off scores. Discussions continue with English faculty about modifying English placement tests.
- Policy and application/registration procedures were developed in spring 2002 for an official High School Completion Program at Cascadia as well as policy and procedure for underage admission.

STRATEGY

Develop a campus-wide disaster recovery procedure to include all essential systems.

Accomplishments

- Safety Committee met the last Monday of each month. Working specifically on campus wide plans.

In Progress

- Continued participation and training as required for disaster issues.
- Employee Learning Institute Crisis workshops in collaboration with Public Safety and UWB.
- In-service for Disability Student Services students with limited mobility and/or wheel chairs to emergency rescue stations.

GOAL 5.1

Continue to develop and expand on its partnerships, collaborative arrangements and articulation agreements with K-12 districts, other community colleges, and four-year colleges and universities.

STRATEGY

Establish course and program articulation agreements with UWB and other four-year universities. *(Spring 2002, Spring 2003)*

Accomplishments

- Washington universities and colleges are invited to quarterly Transfer Fairs. A visiting schedule is maintained on the Activities Outreach Calendar of individual visits to Cascadia campus by universities and colleges. Articulation agreements are being cultivated and developed.

In Progress

- Continued participation with two and four year association.

GOAL 5.2

Continue to develop and expand partnerships with business, government and professional organizations to provide exchanges, job placements, internships, mentoring, service learning and other learning opportunities.

STRATEGY

Work closely with Community Advisory Committees and other business partners to determine demand for new educational and training opportunities. *(Spring 2002, Spring 2003)*

Accomplishments

- Shared information with cities and Chambers of Commerce about Cascadia Connections, internships, work study, etc. as schedules are delivered. As a result, Woodinville and Snohomish have implemented Cascadia's services, and Kirkland has contacted Cascadia about services available.

GOAL 5.3

The college will continue to develop and expand collaborative and outreach activities with community organizations to share information, referrals and resources.

STRATEGY

Expand contacts with community-based organizations.

Accomplishments

- Scheduled, facilitated, and participated in community events in and around Cascadia Community College region.
- Participated in Wellness Fair in fall 2002.
- Northshore Human Services Consortium membership and participation. Arranged for the consortium to meet at CCC as room availability allowed.
- Connected and collaborated with CSG and Northshore Youth and Family Services CCC support groups.
- Made student referrals to community based health and social services organizations.
- Facilitated appointments and applications to social services as needed.

In Progress

- Development of the Community Asset mapping project for regional community resources is in progress, as well as the Technology based project.
- Referral Web page with links to community web sites as appropriate (Crisis Clinic, Evergreen Hospital, Northshore Consortium, etc).

GOAL 6.1

Provide leadership and establish teams in concert with University of Washington, Bothell to envision and implement innovative strategies to maximize co-location opportunities.

STRATEGY

Collaborate with the UWB to optimize the offerings of the Career Center. *(Spring 2002)*

Accomplishments

- Student Success Services has collaborated with UWB to optimize offerings of the career center:
 - A shared site license for WOIS (Washington Online Information System), which provides career information and includes student inventories to determine interests.
 - Software "Choices" added to center (provides career development and search capabilities)
 - Joint career fairs and workshops for students
 - Cascadia has produced eleven handouts/brochures (available in the center and on the Web site) regarding various employment-related issues (how to write a resume, how to write a cover letter, etc.).

GOAL 6.2

Continue to develop agreements that enable the effective and efficient use of co-located campus resources.

STRATEGY

Collaborate with the UWB to optimize the offerings of the career center. *(Spring 2002)*

Accomplishments

- College 101 classes utilizing Educational Planning Center at Library Annex.

In Progress

- Annex uninviting to CCC students. Needs to be signed and visible to Cascadia students.
- Disabled Support Services at Annex are not utilized and need to be evaluated. Proctoring tests and access to DSS room requires staffing and is not in place to date.

STRATEGY

Develop compatible and articulated policies for concurrent enrollment, dual admissions, and financial aid with UWB. *(Spring 2002)*

In Progress

- This strategy will be continued in 2002-2003. Financial Aid will rewrite policies to align with UWB once Cascadia achieves accreditation candidacy status.

GOAL 7.3

Work with government agencies to optimize available local, state, and federal resources.

STRATEGY

Increase share of allocated resources for designated programs, such as ABE, assessment, Work First, Workforce, Carl Perkins, Title IX, grants, etc.

Accomplishments

- Cascadia now receives a small allocation for Disability Support Services.

In Progress

- Winter quarter systemwide Disabled Student Services Council meeting addressed the need to utilize Perkins money in direct accommodations for students.
- Request direct accommodation funds from Perkins money based on percentage of Business and Information Technology students accommodated by Disabled Student Services.
- Collaborate in grant search and /or writing which would include Disabled Student Services students.

GOAL 7.4

Partner with businesses to optimize available resources.

STRATEGY

Explore and apply for grants addressing technology, international, recruitment needs. *(Spring 2002, Spring 2003)*

Accomplishments

- Applied for and awarded allocation money for Disabled Student Services from State Board for Community and Technical Colleges for some adaptive technology.

In Progress

- Grants are being prepared addressing adaptive technology needs for students with disabilities.

GOAL 8.1

Develop and implement processes and measures to assess the effectiveness of: (1) Teaching and learning: at classroom, program and institutional levels, (2) Individuals; students and staff, (3) Services: support functions that directly foster learning, (4) Infrastructure: operations and facilities, and (5) Processes and procedures.

STRATEGY

Provide research data in useable and accessible format. *(Spring 2002)*

Accomplishments

- Surveys completed by students as part of the accreditation process included items that assessed a variety of student success services. These are thoroughly documented in the Self-Study Report.

In Progress

- Student Success Services is working with the faculty regarding use of classroom time on a regular basis to hold discussions with students to help assess campus processes and procedures.

STRATEGY

Conduct annual student and employee satisfaction surveys.

In Progress

- Safety Committee, in collaboration with Disabled Student Services, is developing a Disabled Student Services Safety and satisfaction survey. Received similar surveys from four other community colleges in the state.

GOAL 9.2

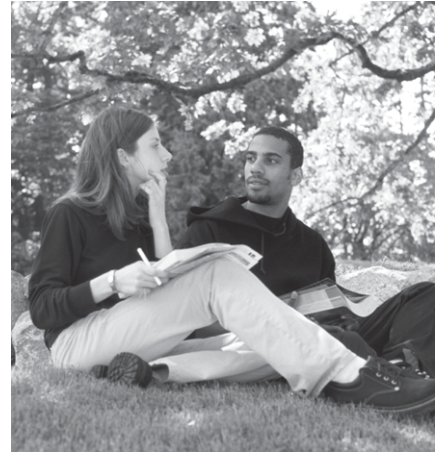
Develop programs, projects, activities, and initiatives that create the desired culture.

STRATEGY

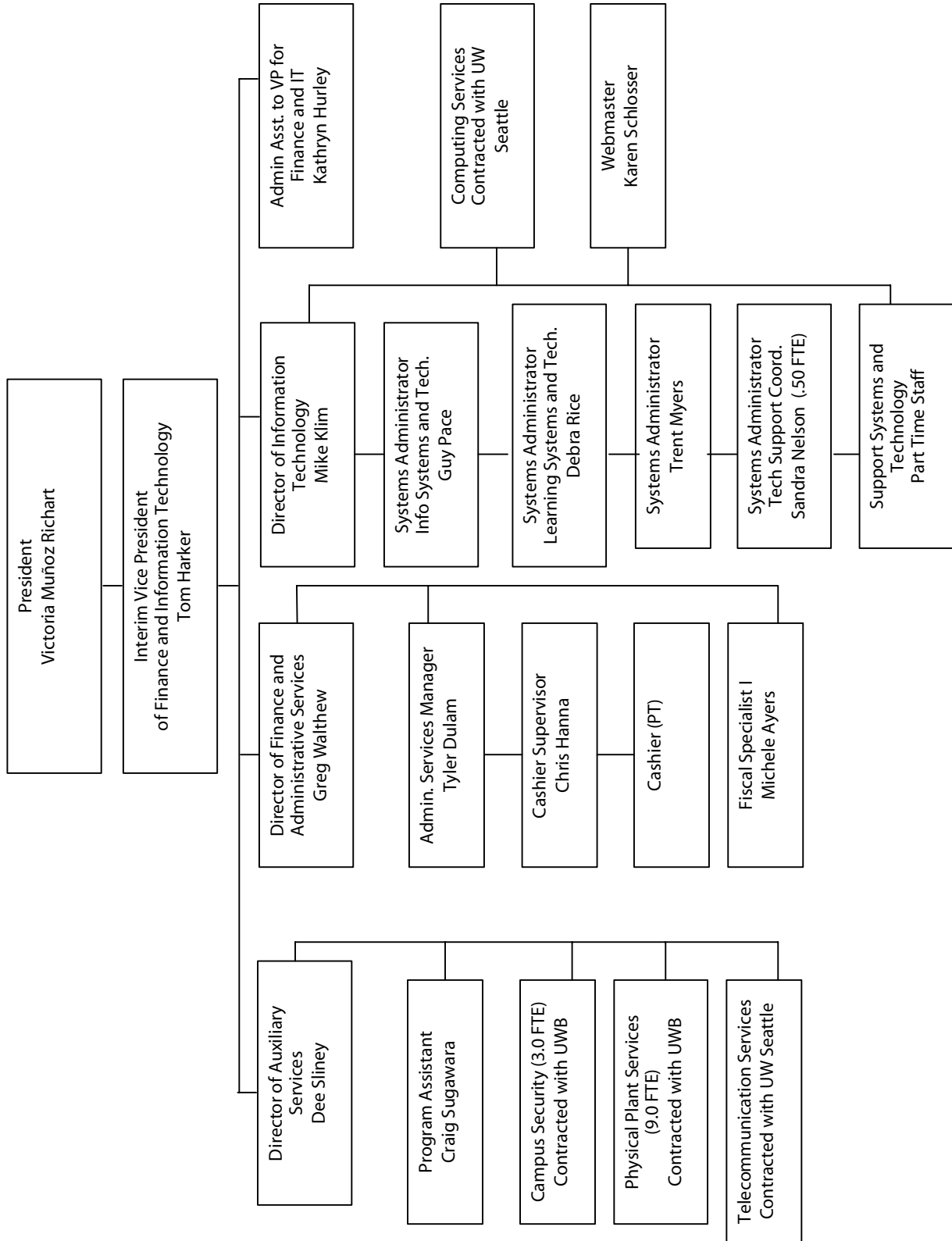
In collaboration with community agencies, promote wellness activities for all members of the Cascadia community. *(Spring 2002, Spring 2003)*

Accomplishments

- Student Success Services organized and sponsored a "Wellness Fair" on November 14, 2001 to build awareness to students, faculty, and staff.



Finance and Information Technology



Assessment of Goals & Strategies 2001-2002 and Strategic Plan Update for 2002-2003 Finance & Information Technology

Assessment: Finance & Information

GOAL 1.2

Develop and implement strategies that enable all college employees to stay current in their fields and strive for innovative leadership.

STRATEGY

Provide coordinated opportunities for professional development for Cascadia employees. *(Spring 2002, Spring 2003)*

Accomplishments

- Awarded development grants per proposals.
- Budgeted resources for 2002-2003 academic year.

GOAL: 1.3

Provide leadership in developing alternative organizational structures, advance the use of effective learning and assessment methods, and develop innovative and virtual education learning opportunities.

STRATEGY

Establish use of information technology to enhance a sense of community and create by utilizing programs that encourage collaboration and connectivity for students, faculty, and staff. *(Spring 2002, Spring 2003)*

Accomplishments

- The Cascadia Intranet was put into production during the 2001-2002 academic year.
- IT reworked the Account Manager application in order to more efficiently create student accounts on our network.
- IT installed instant messaging on staff machines in order to keep them connected to each other, even though they are in different areas.

In Progress

- In 2002-2003 IT will focus heavily on collaboration and connectivity. Students will be given e-mail accounts; the Internet will be re-vamped; we will be hosting BlackBoard in-house; and we will be rolling-out conference server.

STRATEGY

Advance implementation of ePortfolio through training and curriculum revision. *(Spring 2002)*

Accomplishments

- ePortfolio has matured during 2001-2002. The data base model that was introduced greatly reduced the complexity of the ePortfolio. IT went into the classrooms to train faculty and students on how to create and update ePortfolios. IT commissioned the Media Center to create marketing materials as well as a training video for ePortfolio. We also lobbied Faculty Assembly for support. Identified early-adopters from faculty. IT also created the e-Web portal for easy access to staff and faculty ePortfolios.

In Progress

- IT will continue to perfect the student ePortfolio product. It will be working on the staff and faculty ePortfolio templates. It will lobby for stronger institutional buy-in for all ePortfolios.

STRATEGY

Develop virtual education opportunities for both credit and noncredit courses. *(Spring 2002, Spring 2003)*

Accomplishments

- IT reviewed the RFPs for the Virtual Campus hosting project. A vendor was selected. IT worked closely with the Distance Learning Committee. IT installed a new server and software to host BlackBoard on campus. IT helped select 5 instructors to design new BlackBoard content.

In Progress

- IT will continue to focus energies toward developing the infrastructure to support Distance Education opportunities.

GOAL 2.2

Expand the range of learning options available to students through innovative uses of technology, time and space.

STRATEGY

Create a robust web presence to encourage potential students and other partners. *(Fall 2002)*

Accomplishments

- IT partnered with Office of Communications to identify the new theme for the new Internet Site. The theme focuses around presenting information according to how the visitor identifies him/herself. The site will be more intuitive and user friendly.

In Progress

- The site will be developed with a Fall 2002 go-live date.

STRATEGY

Expand options for learning for all students. *(Spring 2002, Spring 2003)*

Accomplishments

- Developed networking labs in Rooms 170 and 180.
- The IT Director attended a Vanguard conference at the end of the academic year to learn more about assessment.

In Progress

- The IT Director will take the learnings from the Vanguard conference and identify technology-based tools to expand student options and the basic elements of the Learning College.

STRATEGY

Expand opportunities for asynchronous learning through information technology, such as online, ITV, WAOL, Virtual Campus, and video courses *(Spring 2002, Spring 2003)*

Accomplishments

- IT reviewed the Requests for Proposals for the Virtual Campus hosting project. A vendor was selected. IT worked closely with the Distance Learning Committee.
- IT installed a new server and software to host BlackBoard on campus and helped select 5 instructors to design new BlackBoard content.

In Progress

- IT will continue to focus energies toward developing the infrastructure to support Distance Education opportunities.

GOAL 2.4

Inform the college's communities of the educational opportunities available at Cascadia Community College.

STRATEGY

Develop an internal communications system to inform employees of college news. *(Fall 2002)*

Accomplishments

- The Intranet was brought online. It serves as a central point for employees and students to keep connected.

In Progress

- The Intranet will be the vehicle for keeping Cascadia employees informed.

GOAL 2.5

Implement college-wide learning opportunities to advance the professional and personal growth of all employees.

Accomplishments

- Developed and funded ELI and TLA continued budget for 2002-2003.

STRATEGY

Enhance a sense of community by creating a campus intranet to encourage collaboration and connectivity for students, faculty, and staff. *(Fall 2001)*

Accomplishments

- The Intranet was successfully rolled-out this year.

In Progress

- IT and the Office of Communications will continue to grow the Intranet as an effective collaborative tool.

GOAL 4.1

Employ efficient and effective management practices, decrease bureaucracies, and create an environment that embodies principles of the Learning College and the Learning Organization.

STRATEGY

Develop policies and procedures for all business office functions in compliance with state and federal rules and regulations under the principles of a Learning Organization. *(Spring 2002)*

Accomplishments

- Developed the following policies and procedures:
 - Cash Management
 - Travel
 - Investments
 - Use of college credit cards
 - Equipment Inventory
- IT drafted and published numerous Administrative Procedures in order to document its processes.
- Established a strong fiscal base for the college with solid budgeting and accounting processes.

In Progress

- IT will continue to create and revise Administrative Procedures as needed for compliance with state and federal regulations.

STRATEGY

Develop a campus-wide disaster recovery procedure to include all essential systems. *(Spring 2002)*

Accomplishments

- IT has started a large documentation initiative that will serve as the cornerstone for its part of the larger Disaster Recovery initiative. IT signed an off-site storage agreement with Iron Mountain so that backups of Cascadia data will be preserved and available for recovery.

In Progress

- IT will continue on its current documentation path. It will also draft an initial disaster recovery plan.

GOAL 4.2

Develop and implement comprehensive environmental management systems to foster individual and collective responsibility for our campus resources.

STRATEGY

Participate in Wetlands Oversight Committee to develop and implement a wetlands maintenance program. *(Spring 2002, Spring 2003)*

Accomplishments

- Participated in the co-located Wetlands Oversight Committee.
- Established the Wetlands budget for 2002-2003 and submitted the 2003-2005 biennial budget request to the State Board for Community and Technical Colleges.

STRATEGY

Establish a committee to design and implement a comprehensive environmental management system. *(Spring 2002, Spring 2003)*

In Progress

- Develop and fund a recycling program.

GOAL 5.2

Continue to develop and expand partnerships with business, government and professional organizations to provide exchanges, job placements, internships, mentoring, service learning and other learning opportunities.

STRATEGY

Work with community and technical colleges and the Center for Information Services on transitioning to new administrative systems and processes that support student services. *(Spring 2002, Spring 2003)*

Accomplishments

- The Director of IT attended 3 out of 4 ITC meetings this year. He also co-created an "East Lake Washington" peer group with LWTC, BCC and RTC to share best practices.

In Progress

- The Director will continue building partnerships and will involve his team in the process. Team members will be sent on field trips to meet with their peers to share knowledge and best practices.

GOAL 6.1

Provide leadership and establish teams in concert with University of Washington, Bothell to envision and implement innovative strategies to maximize co-location opportunities.

STRATEGY

Streamline and operate smoothly and efficiently with UWB and the co-location agreements for physical plant services, security, parking, library, etc. *(Spring 2002, Spring 2003)*

Accomplishments

- Completed the renegotiation of all interagency agreements.

In Progress

- Will need to enhance information in documents for next round of negotiation.

STRATEGY

Work with UW Bothell Information Systems to identify and deliver common IT/IS services. *(Spring 2002, Spring 2003)*

Accomplishments

- The IT teams from both institutions meet monthly to discuss areas of common interest.
- Cascadia IT hosted 3 vendor meetings where UWB was invited to participate. We encountered a challenge when we suggested that CCC and UWB could share a help desk. UWB responded with a contract and pricing. The challenge seems to be overcoming bureaucracies.
- IT met with Communications and Computing (C&C) to discuss how to protect ourselves from internal and external attacks directed at our networks.

In Progress

- Continue building bridges between both organizations.

GOAL 6.2

Continue to develop agreements that enable the effective and efficient use of co-located campus resources.

STRATEGY

An agreement with UWB for use of campus facilities by outside agencies will be developed and monitored. *(Winter 2002)*

Accomplishments

- The joint use Washington Administrative Codes have been developed and will be implemented in 2003.

In Progress

- Complete facility use Washington Administrative Code (WAC) and joint use agreement.

GOAL 7.2

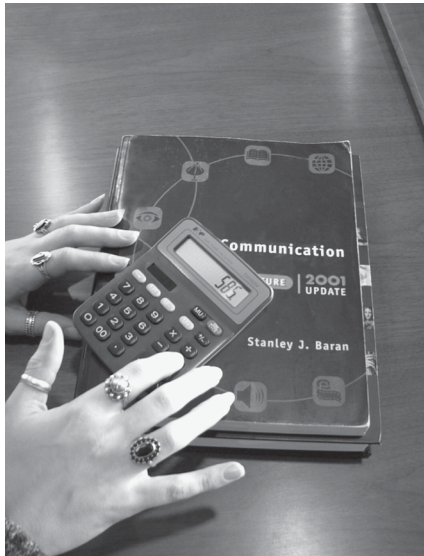
Research, identify, and write grant proposals for submittal to foundations, businesses, philanthropic organizations and government agencies.

STRATEGY

Initiate pre-planning phase for capital funds for Center for Arts, Technology and Global Interaction. *(Spring 2002)*

Accomplishments

- Successfully placed the Center for Arts, Technology and Global Interaction on the capital budget request for 2003-2005 through the competitive process.



GOAL 8.1

Develop and implement processes and measures to assess the effectiveness of: (1) Teaching and learning: at classroom, program and institutional levels, (2) Individuals, students and staff, (3) Services: support functions that directly foster learning, (4) Infrastructure: operations and facilities, and (5) Processes and procedures.

STRATEGY

Develop IT service management metrics and processes to assess effectiveness and efficiencies. *(Spring 2002 and Spring 2003)*

Accomplishments

- IT initiated WEBTRENDS reporting on activity on the Internet site.
- IT also started logging and categorizing calls to the Help Desk. This information is included in the month end reports. This will serve as the foundation for the development of service level agreements.

In Progress

- Service level agreements will be drafted and published. Reports on how well IT is managing its service level agreements will be posted on its website.

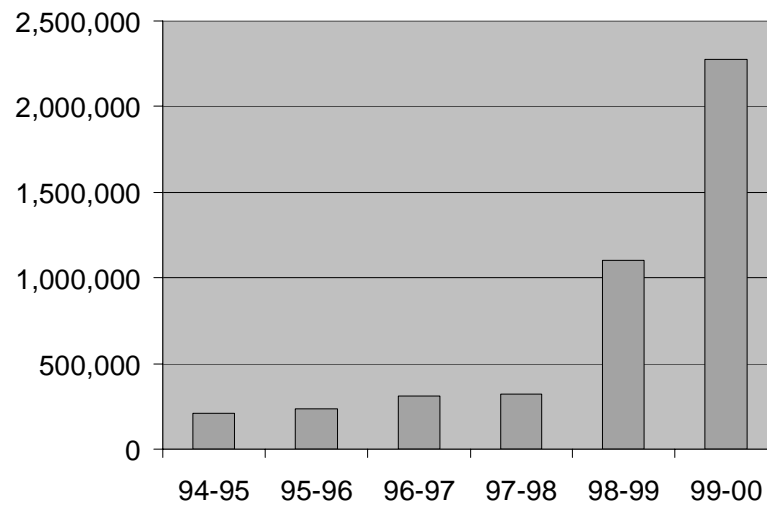
CASCADIA COMMUNITY COLLEGE

BUDGET HISTORY

START UP BUDGET HISTORY

1994 – 2000

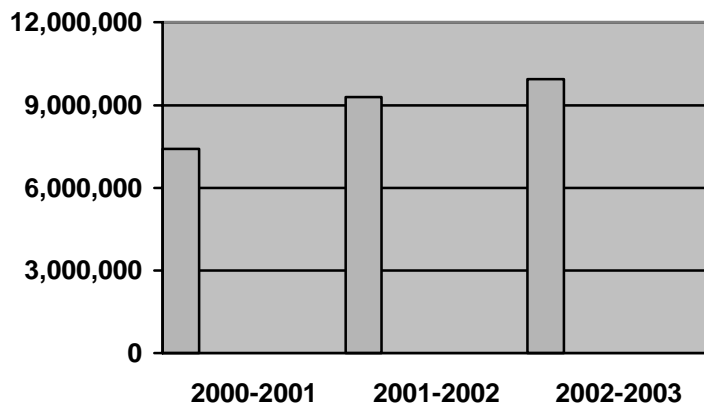
1994-1995	206,345
1995-1996	233,770
1996-1997	309,209
1997-1998	319,000
1998-1999	1,103,000
1999-2000	2,275,784



OPERATING BUDGET COMPARISON

2000/2001 – 2002/2003

2000-2001	7,427,556
2001-2002	9,290,809
2002-2003	9,948,863



Cascadia Community College
Summary of Budget and Expenditures
FY 2001-2002

	3rd Quarter	Final Budget	Expenditures Budget	Percent Expended	Balance
OPERATION BUDGET					
Student Learning	3,147,751	3,152,952	3,174,672	101%	(21,720)
Primary Support Services	633,754	633,754	636,140	100%	(2,386)
Libraries	438,435	438,435	454,169	104%	(15,734)
Student Success	859,963	876,163	741,183	85%	134,980
Institutional Support	2,878,318	3,112,092	2,754,481	89%	357,611
Plant Operations	1,076,877	1,077,413	1,048,655	97%	28,758
Sub Total Operation Budget	9,035,098	9,290,809 (1)	8,809,300	95%	481,509
Grants, Contracts & Capital	424,806	641,592	623,469	97%	18,123
Self Support Programs	388,633	465,162 (2)	367,547	79%	97,615
Associated Student Funds	169,802	169,802	133,043	78%	36,759
Parking	67,586	130,912 (2)	70,659	54%	60,253
Student Aid	734,925	669,161	651,686	97%	17,475
TOTALS	10,820,850	11,367,438	10,655,704	94%	711,734

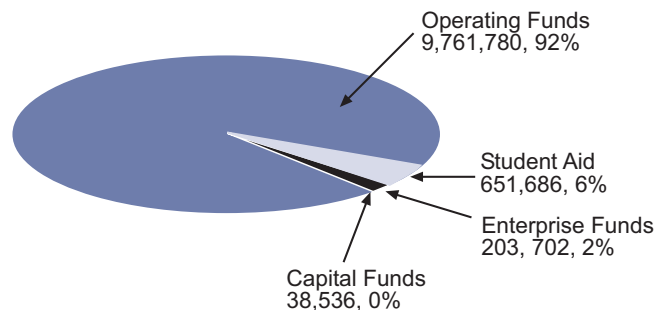
Notes:

1. Reflects allocation of biennium revolving fund charges of \$60,377 and the annual CIS charge of \$173,397.
2. Revised budget to reflect actual level of revenues generated.

Cascadia Community College Total Expenditures – All Funds FY 2001/2002

Operating Funds		
Operational Budget		
State General (FUND 001)	6,646,170	
Local Tuition (FUND 149)	1,392,484	
Running Start (FUND 145)	340,000	
Excess Enrollment (FUND 148)	374,000	
Student Fees (FUND 148)	56,646	
Sub-Total Operation Budget	8,809,300	
Local Grants/Contracts (FUND 145)	407,048	
State Workforce (FUND 001)	177,885	
Local Dedicated (FUND 148)	367,547	
	Operating Funds	9,761,780
Capital Funds		
Repair and Minor Improvements (FUND 057)	38,536	
	Capital Funds	38,536
Enterprise Funds		
Associated Students (FUND 522)	133,043	
Parking (FUND 528)	70,659	
	Enterprise Funds	203,702
Student Aid		
Grants/Scholarships (FUND 846)	593,878	
Student Loan (FUND 849)	842	
Long-term Loan/Aid (FUND 860)	56,966	
	Student Aid	651,686
TOTAL EXPENDITURES		10,655,704

Total Expenditures – All Funds



Accreditation

The 2001-2002 year was a milestone year on Cascadia's journey toward full accreditation. Beginning in February 2001, when an Application for Consideration as Candidate was accepted by the NWASC Commission on Colleges and Universities, the Cascadia Team began to organize and write a Self Study Report. The report was submitted to the Commission six weeks before the Commission's Evaluation Committee campus visit April 22 through 24, 2002.

In June, the Commission voted to grant candidacy status to Cascadia Community College. In addition to marking the progress of Cascadia towards full accreditation, candidacy status means that Cascadia no longer has to operate under Shoreline Community College's accreditation umbrella. All hiring, curriculum, and financial aid matters will be handled by Cascadia alone, along with being eligible to admit international students after the INS approves its I-17 application.

The next steps include an Interim Evaluation Report to be submitted in fall 2003, a follow-up on-site visit by the Commission, and then a full Self Study Report (2004-2005) followed by a Commission Evaluation Committee visit in 2005. (This process is graphically depicted on the next page of this *Annual Report*.)

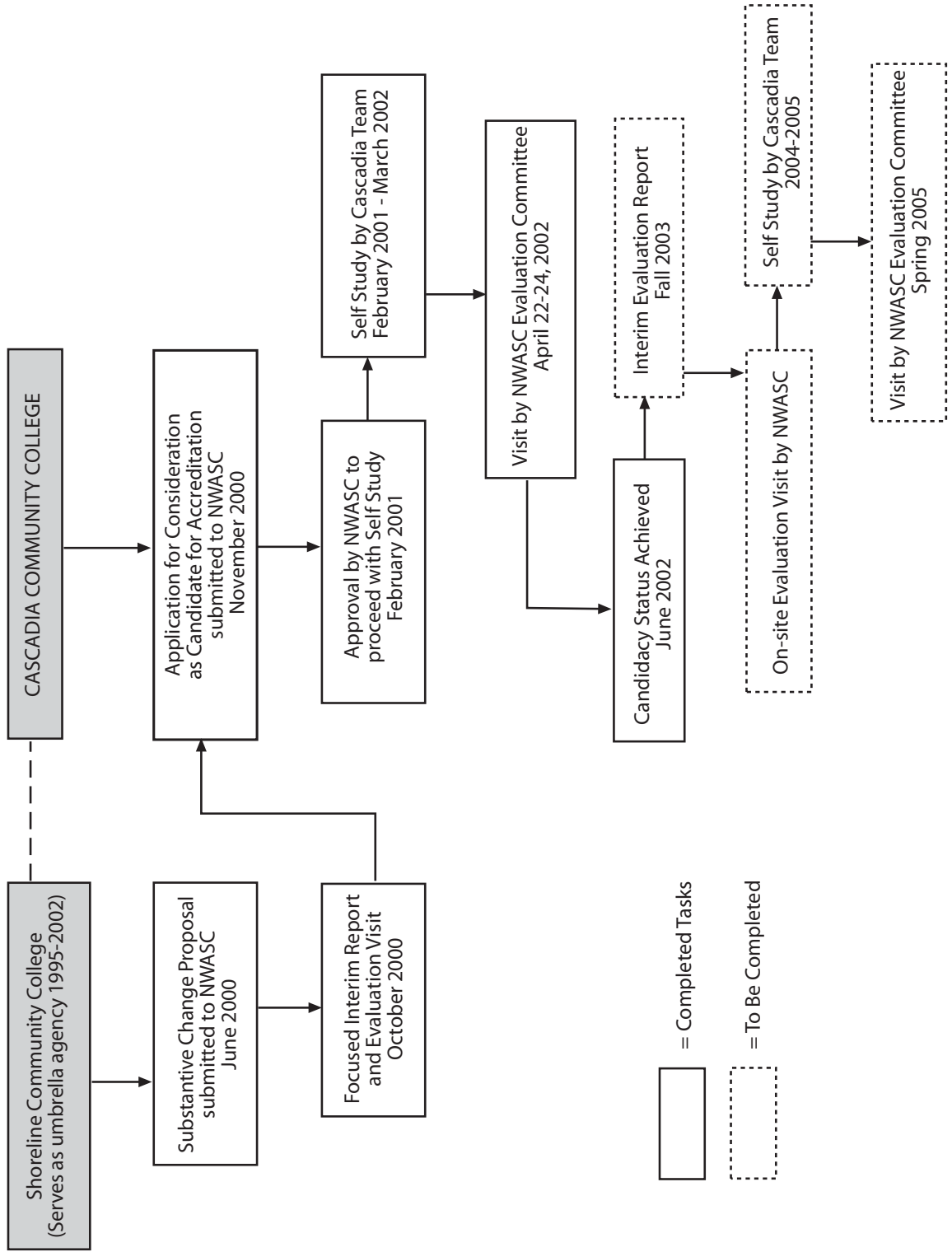
The Evaluation Committee Report resulting from the April 2002 visit includes general commendations and recommendations as well as more specific commendations and recommendations for each of the accreditation standards. The college will address these recommendations, listed below, through its strategic planning and assessment processes.

The following is excerpted from the "Full-Scale Evaluation Committee Report: Cascadia Community College, April 22-24, 2002."

General Commendations

1. The Evaluation Committee commends Cascadia Community College for its conceptualization and creation of a nurturing, integrated college environment for the students, faculty, staff, and the community it serves. (Standard 6)
2. The Evaluation Committee commends the faculty, administration, and staff for their dedication to student learning, their responsiveness to students' special needs, their collaborative approach to supporting learning and students, and their dedication to the creation of this innovative community college. All the processes, from admissions through graduation and transfer, support this effort. (Standard 1A5)
3. The Evaluation Committee commends Cascadia Community College for including students and support staff in its governance process. (Standard 3B2)
4. The Evaluation Committee commends the innovative, co-location partnership with the University of Washington – Bothell that provides expanded opportunities to students, as well as avoids duplication of additional infrastructure such as plant services, library and media services. (Standard 1)
5. The Evaluation Committee commends the ability of the personnel in the Library, Media Center and Information and Technology Department to support teaching and learning at the institution. The commitment to the success of the joint library and media services is pervasive, and furthermore, the focus of the services is directed toward student and faculty success. (Standard 5B2)
6. The Evaluation Committee commends the superior and extensive access to a rich array of information resources and access to technology through a creative collaboration with the University of Washington Libraries. (Standard 5A1)
7. The Evaluation Committee commends Cascadia Community College on its attractive, well-planned, and well-maintained facilities and grounds. The leading-edge technology available to students, faculty, staff, and administration is a showcase among educational institutions. In addition, the 58-acre wetlands restoration project provides a valuable learning opportunity, as well as preserving a piece of environmental history. (Standard 8)
8. The Evaluation Committee commends the college on its financial planning for the future as evidenced by technology and equipment replacement reserves, the linkage of strategic planning to budgeting and the maintenance of a targeted fund balance. (Standard 7A)

Cascadia Community College Accreditation Map



General Recommendations

1. Cascadia Community College has initiated the first steps in the development of a comprehensive Institutional Effectiveness Plan. The Evaluation Committee recommends that the College emphasize the importance of this plan, and provide the necessary staff time to enhance the development and implementation of the plan as soon as possible. (Standard 1, 1B1, and ER # 17)
2. The Evaluation Committee recommends that Cascadia Community College review its governance structure to increase efficiency, delineate and clarify the roles of teams, committees, councils and assemblies, and generally assure faculty appropriate empowerment in the governance process. (Standard 6D, Standard 2A7, Standard 4A2 and ER # 7)
3. The Evaluation Committee recommends that Cascadia Community College address faculty workloads. (Standard 6D)
4. The Evaluation Committee recommends that Cascadia Community College design an ongoing and comprehensive program assessment plan that will systematically gather information, disseminate that information, and document change based on the information. The design should lead to an effective demonstration of student achievement related to stated outcomes and identify changes based upon periodic review of those outcomes. (Standard 2B and Policy 2.2)
5. The Evaluation Committee recommends that Cascadia Community College develop a post-tenure faculty evaluation process that meets all the criteria in Policy 4.1. (Policy 4.1 and Standard 4A5)
6. The Evaluation Committee recommends that the *Library & Media Center Sub-Agreement* incorporate base funding for books, journals, media, and electronic resources. (Standard 5D6)
7. The Evaluation Committee recommends that for the 2002-2003 fiscal year, the college's sub-agreements with the University of Washington regarding services and revenue-sharing activities be analyzed, and, as appropriate, revised to ensure consistency and specificity of services to be provided. (Standard 7B8)

Standard 1

Institutional Mission and Goals, Planning and Effectiveness

Commendations

1. The strategic planning process used by the Board has been an asset in developing a new Institution.
2. The dedication of Board Members and their interest in the college is recognized and applauded.

Recommendations

1. The college must continue to work toward the development of a campus wide comprehensive Institutional Effectiveness Plan. (Standard 1 and 1B1)

Standard 2

Educational Program and its Effectiveness

Commendations

1. The faculty is commended for their dedication, flexibility and relentless pursuit of creating an exemplary learning environment that focuses on student needs, creates an environment that fosters experimentation with best instructional practices and innovative teaching. (Standard 2)

Recommendations

1. It is recommended that the institution address concerns about structural organization and related governance issues addressed by the faculty specifically regarding content integrity and participation in governance. (Standard 2A7)
2. It is recommended that the faculty workload policy be addressed and clarified, and that all work-related activities be adequately identified. (Standard 4A3)
3. It is recommended that as soon as possible a general plan of assessment be completed that will effectively demonstrate student achievement related to stated outcomes and program effectiveness. (Standard 2B and Policy 2.2)

4. It is recommended that the institution remedy its faculty deficiency in support of its Associate of Science Degree, (Tract 2). (Standard 4A1 and ER # 14)

Commendations

1. Administrators and faculty are to be commended for their student-centered focus.
2. Faculty are highly qualified, both in experience and in educational degrees.
3. Administrators are to be commended for their accessibility to students and to faculty

Recommendations

1. Effective outcomes assessment needs to be included in the Course Outcome Guides, as well as the syllabi. (Standard 2B and Policy 2.2)
2. A systematic review of the Course Outcome Guides needs to be developed. (Standard 2A11)
3. Faculty need to receive student evaluations in a timely fashion. (Standard 4A5)
4. Faculty need to feel empowered (Standards 4A2 and 2A7)
5. Faculty workload needs to be reviewed (Standard 4A3)

Recommendation

The evaluation committee recommends that procedures used and student success achieved in attaining credit for prior experiential learning be reviewed at the next commission visitation in two years.

Standard 3

Students

Commendations

1. Faculty and staff are commended for their strong commitment to student success as exhibited by the placement testing, counseling and advising efforts to make sure that course prerequisites are met. (Standard 3D)
2. The school is to be commended for its modern, functional facilities and the effective use of computers and multimedia in the classroom. (Standard 3A4)

Recommendations

1. The "Student Rights and Responsibilities" section of the Student Handbook needs to be rewritten in simple language. (Standard 3B3)
2. The college should consider hiring some kind of health professional to handle minor student needs and health emergencies. (Standard 3D12)
3. A detailed program needs to be developed to train faculty advisors, so they can be more involved in the advising process. (Standard 2C5; 3D10; 4A2)

Standard 4

Faculty

Commendation

1. Cascadia Community College is commended for creating an inclusive environment for associate faculty and freely sharing information with them. Associate faculty can take advantage of professional development activities and participate in institution building activities as their time allows. (Standard 4A9)

Standard 5***Library and Information Resources*****Recommendation**

1. We recommend that the Cascadia administration and the Library continue the efforts to maintain “consistent and equal library and media services” to all students at the co-located campus as outlined in the Recitals and in 2.3.1 of the Library & Media Center Sub-Agreement. (5C2)

Standard 6***Governance and Administration*****Commendations**

1. The Board and Administrative staff are commended for their efforts to provide a shared governance structure.
2. The Board of Trustees is dedicated to the growth and development of CCC. Each member takes a special interest and pride in what has been accomplished at CCC.
3. The self-evaluation by Board Members is effective and open to the public.

Recommendations

3. The college should revisit the concept of LOTs to ensure that its purpose is clearly understood on campus and that its goals are relevant. (6A3)
4. The college needs to examine workload policies to ensure that duties outside of actual teaching are considered. (4A3)
5. A review of the governance structure should be undertaken to address faculty concerns that they are “powerless”. (6D)

Standard 7***Finance*****Commendations**

1. The evaluation team commends the college on its financial planning for the future as evidenced by technology and equipment replacement reserves, the linkage of strategic planning to budgeting and the maintenance of a targeted fund balance. (Standard 7A)

Recommendations

1. The evaluation committee recommends that for fiscal year 2002-2003 the college’s sub-agreements with the University of Washington regarding services and revenue-sharing activities be analyzed and, as appropriate, revised to ensure consistency and specificity of services to be provided. (Standard 7B8)

Standard 8***Physical Resources*****Commendations**

1. The evaluation team commends Cascadia Community College on its attractive, well-planned and well-maintained facilities and grounds. The leading-edge technology available to students, faculty, staff and administration is a showcase among educational institutions. In addition, the 58-acre wetlands restoration project provides a valuable learning opportunity, as well as preserving a piece of environmental history. (Standard 8)

Recommendations

1. The evaluation committee recommends that for fiscal year 2002-2003 the college’s sub-agreements with the University of Washington regarding services and revenue-sharing activities be analyzed and, as appropriate, revised to ensure consistency and specificity of services to be provided. (Standard 8A4)

Assessment of Goals & Strategies 2001-2002 and Strategic Plan Update for 2002-2003 Student Government and Activities

Assessment: Student Government and Activities

During 2001-2002, the Office of Student Programs established a wide presence in campus activities and influence on Cascadia's culture. Under the leadership of the Coordinator for Student Programs, students participated and were involved in many campus projects, committees, and related activities. Eleven new student clubs were chartered during this year as well. The following list indicates the enthusiasm and efforts of students as well as the associated learning taking place in our student population.

Completed Projects and Campus Involvement

- The Student Handbook was redesigned with student input
- Revised the ASCCC Constitution
- Created a Student Government/Student Programs Website
- Helped to publicize Teach-in series
- Faculty and Staff appreciation gifts were offered
- American Cancer Society Relay for Life team was formed
- Fall leadership retreat – Waterhouse Center Challenge Course was offered
- Represented Cascadia at the three conferences:
 - Mt. Hood Leadership Conference at Mt. Hood Community College
 - National Association for Campus Activities (NACA) Regional Conference, Portland
 - NACA National Convention, Indianapolis, IN
- The coordinator for Student Programs presented educational sessions and/or facilitated the conference orientation at all three leadership conferences that Cascadia attended
- Supported and contributed for the day-care grant from the State Board for Community and Technical Colleges (SBCTC) that created a Childcare Assistance Program, helping needy Cascadia student-parents with their childcare costs
- Along with ASUWB - helped write a successful proposal to DSHS to receive a \$300,000 grant to build a co-located childcare facility on our campus
- Created two soccer teams (men's and co-ed) to participate in the Woodinville Indoor Soccer Center League
- Recruited students to serve as tutors at Skyview Junior High
- Created and presented the "Teacher of the Year" nomination process
- Developed the 2002-2003 Services & Activities Fee Budget
- Created a "new programs fund" in the Services & Activities Budget
- Gave tours at Running Start Orientations
- CSG members presented at the Assessment Fair
- ESL Tutoring was offered
- Student Government members worked in the following areas on campus: Media Center, Writing Center, IT, Cashier, Open Learning Center, Finance and Administrative Services, and in the Graphic/Web Design area

Campus Activities

- Culture Shock and Open House – Coordinated 7 bands, inflatable games, and cultural food for the campus and surrounding community
- Elections
 - Fall Senate Elections
 - 18 students ran for the 9 senate positions
 - 328 students voted in the election
 - Technology Fee
 - 328 students voted in the election
 - Spring Executive Board Elections
 - 509 students voted in the election
 - 9 students ran for the 4 elected positions
- Culture Shock (Spring quarter)
- 9/11 FEMA Firefighter Speaker
- Spring BBQ that included Dixie's BBQ, a mariachi band, and an African dance and drum group
- Fall Ethnic Lunch
- Cram Nights (Winter and Spring quarters)
- Earth Day – Recycling Project
- Clothes/Food Drive – Hopelink Donation Bin
- Living Voices performance for Martin Luther King Week
- Created a CSG sub-committee, the Events Committee, to plan campus events
- Comedy in the Commons with comedian Tiny Glover, January 2002
- Memorial Day Event – Showed videos in the Whidbey's Coffee area
- Co-sponsored a Puget Sound Blood Center Blood Drive with the UWB Women's Programs

Governance/Committee Involvement

- Accreditation committees
- Board of Trustees representative
- Parking Violations Committee
- Tenure Review Committee
- Foundation Board
- Student Handbook Review Committee
- Dissemination of Information
- Student Learning Council
- Multicultural Affairs Council
- Center for Arts, Technology and Global Interaction Committee
- Grade Appeal Process Task Force
- Student Information Distribution – Student Forum
- Technology Fee Committee
- Served on faculty, staff, and administrators' hiring committees
- Partnership for Global Studies Committee
- S&A Budget Committee
- College-wide Strategic Planning Sessions
- Graduation Committee

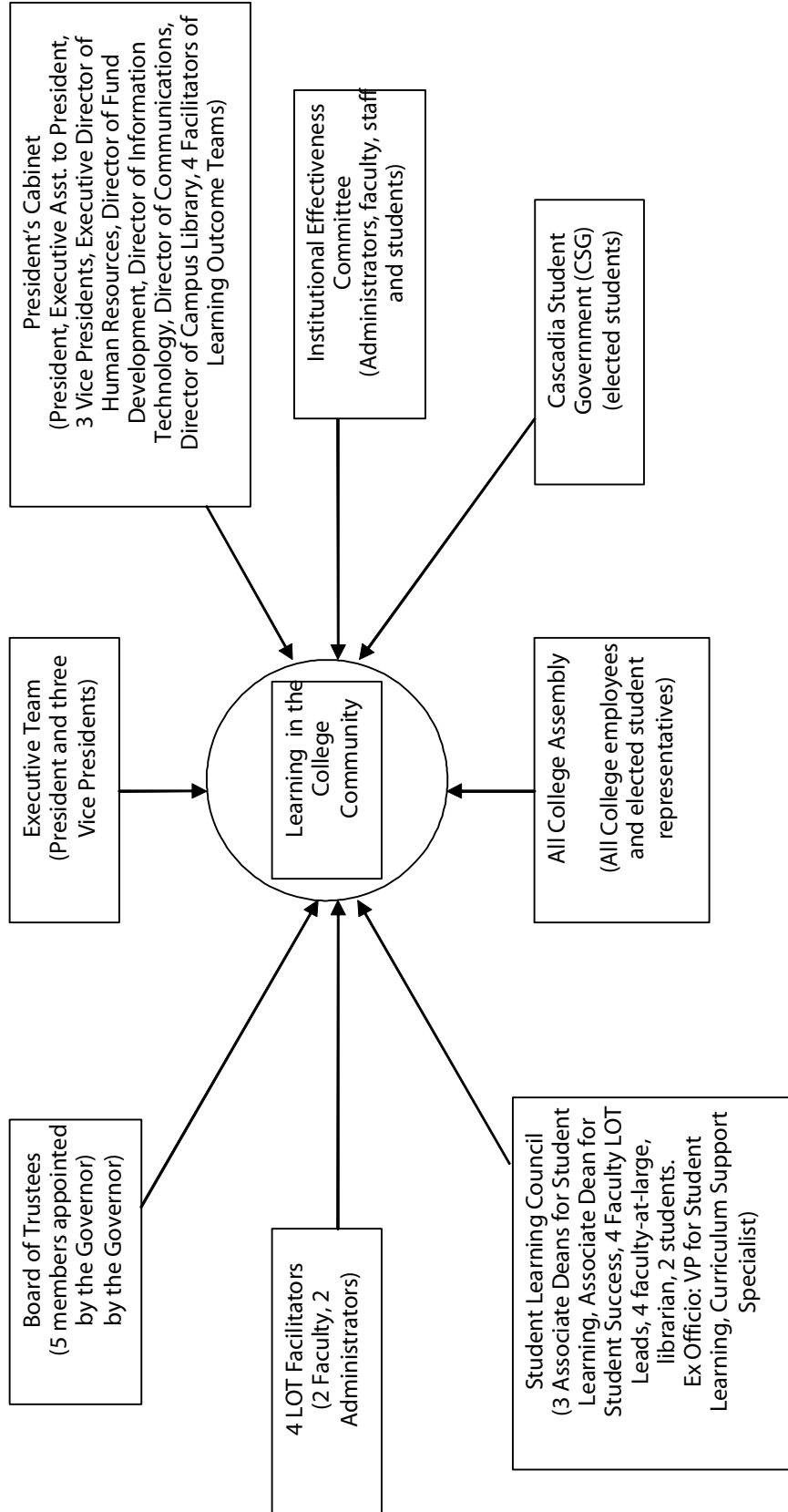
Club Activities

- Club Handbook
 - Club Training
 - Recognized 11 new student clubs
1. Anime Club
 - Sponsored a calligrapher, koto performers, and two videos as part of Asian/Pacific Islander Awareness Month
 2. Campus Crusade for Christ
 - Hosted many information tables
 - Distributed flowers on May Day
 - National Day of Prayer
 - Spring BBQ
 3. Cascadia Golf Club
 - Participated in the Woodinville Chamber of Commerce Golf Tournament
 4. Choir Club
 - Held practices off campus but folded in winter quarter due to lack of participation
 5. Club Gumbo
 - Co-sponsored the Spring BBQ with the CSG – coordinated the entertainment – Mariachi Fiesta Mexicana and Adefua, African Dance and Drum group.
 6. Creative Publication Club – Wetlands Review
 - Held a contest for naming the magazine – winner received two tickets to EMP
 - Took a field trip to the Henry Art Gallery, “SuperFlat” exhibit
 - Campus-wide call for submissions to be selected for the magazine
 - Created the Wetlands Review, a literary magazine, and held a release party during spring quarter to celebrate their first edition
 7. Dance Club
 - Held meetings twice a week to practice different types of dance
 8. Drama Club
 - Recorded a radio play that will hopefully be played on college stations
 9. Humanitarian Club
 - Volunteered at the Union Gospel Mission and Hopelink
 10. Model United Nations
 - Recruited volunteers and are hoping to participate in tournaments next year
 11. Networking Club
 - Wired Rooms 170 and 180
 - Took tours of server rooms and network environments at Cascadia and Allied Telesyn
 - Purchased the Microsoft Academic Alliance Program to allow the club to produce copies of the Microsoft operating systems and provide them to BIT students for a dramatic savings
 - Attended the ITE conference, a technology conference held in Seattle
 - Several members were able to earn intern credits as part of their work in the club, working with the website, producing software, and working to maintain labs 170 and 180 for students.

**In Progress**

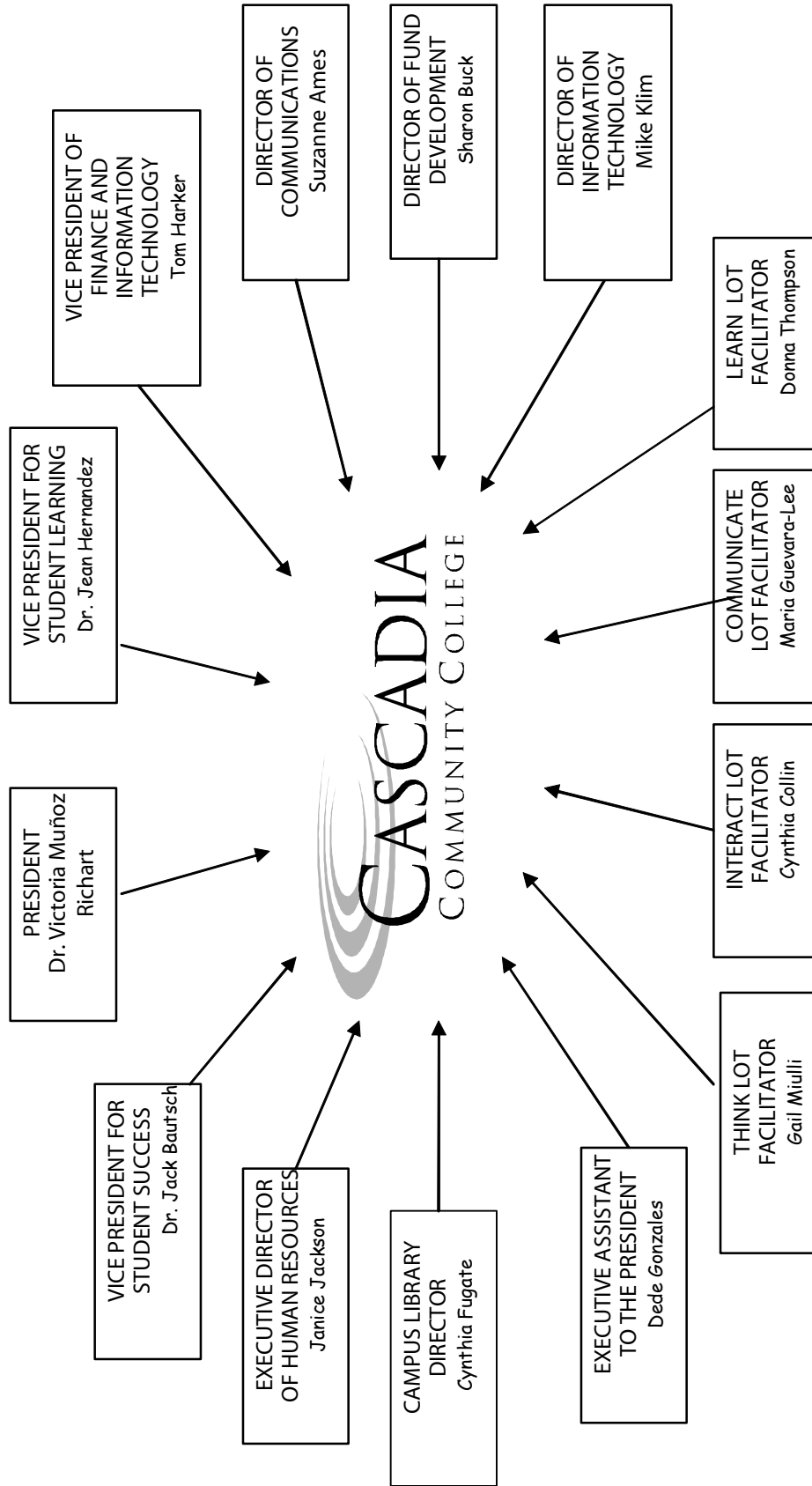
- Developing a co-located newspaper with UWB
- Mascot selection process
- Officer transition training, Spring 2002
- Student Government summer leadership training, September 2002
- Student Lounge project (Cascadia lower level)
- Distributed a campus survey to determine which sports to offer during 2002-2003
- Book Exchange Board
- Creating support groups to be facilitated by Northshore Youth and Family Services

College Governance Academic Year 2001-2002



Governance

President's Cabinet
Academic Year 2001-2002



Assessment of Goals & Strategies 2001-2002 and Strategic Plan Update for 2002-2003 College Governance

Board of Trustees

Membership

Five Governor-appointed community members:

Dianne Campbell, Chair; Dennis Stefani, Vice Chair; Dr. Gloria Mitchell, Mark Wolfram, and Roger Yockey.

Areas of Responsibility

The Board exercises its leadership for the college through the appointment of, delegation of authority to, and evaluation of the President; granting or revoking faculty tenure; adopting an annual budget and reviewing expenditures of funds; representing the interests of the community to the college and those of the college to the community; and adopting and periodically reviewing the college vision, mission, and values.

Assessment

The Board evaluates its performance on an annual basis. The evaluation process consists of an individual self-evaluation by each Board member and an evaluation of the Board as a whole. Consistent with Cascadia's commitment to a culture of assessment, the Board performs an annual review of its performance, conducting the self-assessment at an open Board meeting. During 2001-2002, the Board conducted its evaluation in October 2001, addressing the effectiveness of the Board in eight areas of responsibility: policy-making; board organization; presidential assessment; vision, mission, values, and goals review; financial management and support; planning; physical plant; and relationships with external constituencies. The Board's assessment is public record, and for the 2001-2002 academic year, the results are listed in the Accreditation Self-Study Report.

Executive Team

Membership

President, Vice President for Student Learning, Vice President for Student Success, Vice President of Finance and Information Technology (and, when the team is dealing with personnel matters, the Executive Director of Human Resources).

Areas of Responsibility

Includes but not limited to: governance, student learning and success, fiscal strategies and related matters, personnel, community relations, public information and information systems, policy and procedures development and adoption, and strategic planning.

Assessment

The Executive Team operates on a biennial basis, and the assessment will be made at the conclusion of spring 2003.

President's Cabinet

Membership

President, Executive Assistant to the President, Vice Presidents (3), Director of Information Systems and Technology, Executive Director of Human Resources, Director of Fund Development, Director of Communications, Director of Campus Library, Facilitators of Learning Outcome Teams (4).

Areas of Responsibility

Includes but not limited to: day to day operations, budget, facilities, policies and procedures (excluding personnel), campus operations, public relations, fund development, and co-location.

All College Assembly**Membership**

All college employees and elected representatives of Cascadia Student Government (CSG).

Areas of Responsibility

College policies (excluding personnel), college-wide budget, strategic planning, institutional assessment, program evaluation, institutional/programmatic course of study, and calendar.

Assessment

The ACA conducted a self-assessment during its June 2002 meeting using a small group instructional diagnosis (SGID) format. All attendees had the opportunity to review the administrative procedure that delineates the duties and responsibilities as well as procedural operations of the governing body. Members also reviewed a summary list of the year's activities.

Recommendations/Accomplishments

- Lunchroom usage and rules
- Dates for All College Retreat and Strategic Planning Session
- Establishment of Teaching and Learning Academy
- Shift to two-year budget planning cycle
- Determined whether ACA should be held during the summer months
- Identified need for list of bilingual staff/faculty willing to assist with interpretation
- Elected Safety Committee members
- Provided covered parking area for bicycles on campus
- Changed date of ACA meeting from the first Friday to the second Friday of each month

Topics/Issues

- Designated parking spaces for carpoolers
- International/Global Studies Center (arts, technology, media)
- Reserved parking permits
- Operating and capital budget
- New LOT logo
- Annual fund drive
- Food and drink in break-out areas
- Employee Learning Institute (ELI)
- Security
- Technology fee
- Institutional Effectiveness Committee
- Accreditation

Surveys/Straw Polls

- Should Assembly take 30 minutes of meeting to reflect on where we came from, accomplishments, and where we will go?
- Should we have a celebration for employees and their families for getting Cascadia off the ground in its first year?
- Would the Assembly value a daily bulletin listing venue, contacts and resources for campus events? If so, in what format? And would you be willing to provide timely information?

- What type of culture would the Cascadia community like to create on the Intranet? Business only or also personal enrichment?
- Would you like to flip-flop Veteran's Day for Christmas Eve?

Assessment

In small groups, members assessed the All College Assembly during 2001-2002 by asking 1) what is working?; 2) what is not working so well?; and 3) what suggestions can we make toward improving our effectiveness? The lists from the small groups were combined in a large group discussion resulting in the following:

What is working?

1. ACA provides socializing opportunity (ice cream socials, meeting followed by second Fridays), team building, and community building.
2. Communication on important issues has occurred.
3. Multiple viewpoints have been expressed; all voices have been heard (e.g., on scheduling).
4. "Learning moments" as part of agenda have been appreciated.
5. Attendance has been good and consistent.
6. ACA has provided opportunity to introduce student government leaders and new staff.
7. ACA provides a forum for the dissemination of information (e.g., security officer, scheduling).
8. Consensus process demonstrates college's valuing of collaboration. (There were mixed feelings about the effectiveness of the consensus process.)
9. ACA is accessible to all constituents.
10. The process and activities of the ACA reaffirms mission, vision, and values.
11. Meetings have had outstanding facilitation by Navigators.

What is not working so well?

1. Meeting time is not always convenient for all members.
2. Activities/decisions have lacked an emphasis on student learning.
3. Expected outcomes and the governance role (i.e., what issues are in the purview of this body?) of the ACA are not clear to all members.
4. Some reservations about consensus process.
5. Consensus is sometimes a hurried process, may not always be the appropriate process, and may suppress individual expression.
6. Navigator feedback regarding what happens to items submitted for agenda has been lacking.
7. Navigator process for filtering agenda items and developing the agenda is not clearly understood.
8. Not all activities have been sensitive to members' feelings.
9. Part-time faculty and staff have not been adequately oriented to ACA process.
10. Communication between student body and ACA is weak.
11. Some members question whether the ACA process, including its monthly meeting, is cost effective with respect to accomplishments.
12. Fundamental issues have not been adequately addressed.

Suggestions for Improvement

1. Encourage greater student participation.
2. Utilize more assessment processes (such as feedback on 3x5 cards after each meeting).
3. Consider voting through email.
4. Look at revising goals and values of the ACA.
5. Use town meeting format for substantive issues.
6. Make voting anonymous.
7. LOTs as information ACA once a year
8. LOTS should be closely tied to ACA.
9. Consider more substantive issues at ACA.
10. Demonstrate core values in learning/learner moment.
11. Clarify what the whole group can do well, send other issues to subcommittees.
12. Educate community on outcomes, procedure, and role of ACA in governance.
13. Develop student forum.
14. Increase time for items from the floor.

Strategies for 2002-2003

The Navigators of the ACA will consider the above assessment and suggestions at its retreat in September of 2002.

Student Learning Council**Membership**

Associate Deans for Student Learning (3); Associate Dean for Student Success; Faculty LOT Leads (4); Faculty at-large members (4); Librarian; Student Representatives (2); Vice President for Student Learning (ex officio), and Curriculum Support Specialist (ex officio)

Areas of Responsibility

The Student Learning Council is a forum in which student learning issues are addressed, including class schedule design, curriculum development, program development, and degree/certificate requirements. In addition, the SLC takes a leadership role regarding instructional issues, including curricular innovation, collaboration, and providing a focus on student learning.

Assessment

- Met at least monthly from January through June to initially discuss Course Outcomes Guides
- Reviewed and approved for forwarding to Shoreline Community College a complete revamping of Cascadia's math courses
- Approved new courses in French, political science, education, geography, and business
- Strategies for 2002-2003
- Developing a Website with the "procedures" for developing and submitting a course
- Creating a Student Learning Council Handbook
- Will host a half-day retreat with former members and new members in September
- Will begin duties as the official curriculum committee for Cascadia in September, meeting every two weeks

Learning Outcome Teams (LOTs)

Membership

All college employees and representatives of Cascadia Student Government (CSG).

Areas of Responsibility

Institutional: communication of college-wide matters; lead research and development of a particular learning outcome and its related assessment practices. Instructional: interdisciplinary communication, planning and implementation of instructional matters for the faculty.

Assessment

Cascadia's unique Learning Outcome Team (LOT) structure, which includes all Cascadia faculty and staff on one of four teams, each focused on a college-wide learning outcome, continued to evolve in 2001-2002.

The LOTs were created, early in the college's development (fall 1998) to provide a forum for all members of the college community to focus on the four college-wide learning outcomes (think, learn, communicate, and interact) in a collaborative, interdisciplinary, cross-functional system. The LOTs, as originally conceived, would provide the research and development arms for the Learning College. They would maintain the focus on learning outcomes and continual assessment to build Cascadia's intended culture.

During the first year, a LOT Facilitator was appointed for each LOT to coordinate activities. Mission statements were written, information on a variety of issues was shared among employee groups, and some basic groundwork was laid for further research regarding the college-wide learning outcomes.

During 2001-2002, the LOT structure was further defined to include not only LOT Facilitators, who coordinate LOT activities and sit on the President's Cabinet, but also four LOT Leads, faculty members from each LOT whose primary function is to assist the Vice President for Student Learning in scheduling, program planning, and preliminary curriculum review. The major work accomplished during this year has involved research and development of rubrics for each of the college-wide learning outcomes.

College-Wide Learning Outcomes

These college outcomes are the learning goals for all Cascadia students, faculty, administrators and staff. When practiced as lifelong learning habits, they encourage personal growth, enhance productive citizenship, and foster individual and cooperative learning. As they are assessed inside and outside the classroom, these outcomes guide learning, decision-making and actions by all members of the college community.

Learn Actively

Learning is a personal, interactive process that results in greater expertise and a more comprehensive understanding of the world.

Think Critically, Creatively and Reflectively

Reason and imagination are fundamental to problem solving and the critical examination of ideas.

Communicate with Clarity and Originality

The ability to exchange ideas and information is essential to personal growth, productive work and societal vitality.

Interact in Diverse and Complex Environments

Successful negotiation through our increasingly complex, interdependent and global society requires knowledge and awareness of self and others, as well as enhanced interaction skills.

LOT Mission Statements***Learn Actively LOT***

The "Learn Actively" LOT will empower our community to become lifelong learners by collectively creating an environment in which teaching is more than telling and learning is more than listening. "The purpose of education is not to fill buckets, but to light fires." – Yeats

Think LOT

The "Think" LOT will provide leadership in the development of clear outcomes, assessment tools, learning strategies and evaluation criteria of critical, creative and reflective thinking at Cascadia.

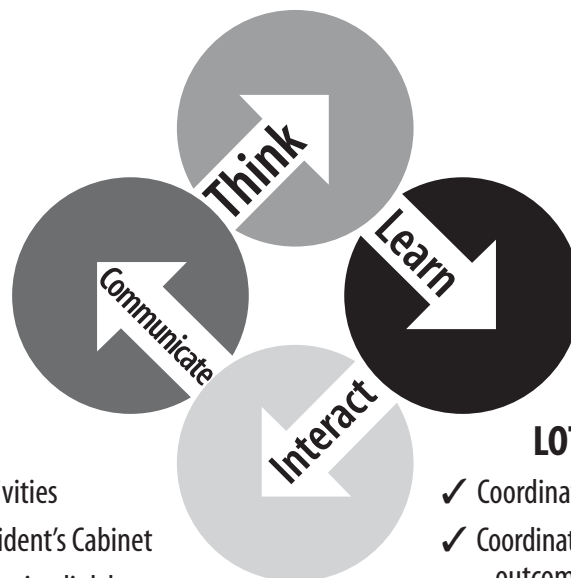
Communicate LOT

The "Communicate" LOT is committed to improve and enrich the nature and quality of communication among our students, staff, and faculty and with our community. This commitment will be demonstrated by defining, developing and assessing specific communication outcomes which will support the institution's appreciation of cultural richness and increasing globalization. Additionally, the team will create and support opportunities for formal and informal conversation within the college in order to fully recognize the Cascadia vision.

Interact LOT

The "Interact" LOT advocates respect and responsibility for the multiple human and natural environments in which we interact. As a result, Cascadians will become empowered change agents and global citizens.

Learning Outcome Teams Academic Year 2001-2002

**LOT Facilitators**

- ✓ Coordinate LOT activities
- ✓ Participate on President's Cabinet
- ✓ Serve as communication link between LOT and cabinet
- ✓ Develop Assessment Rubrics

LOT Leads

- ✓ Coordinate scheduling and program planning
- ✓ Coordinate assessment of college-wide learning outcomes for students
- ✓ Provide "first line" review of curriculum (new courses or modifications)
- ✓ Assist in hiring Associate Faculty

Learning Outcome Teams (LOTs) 2001-2002

THINK LOT
 Facilitator: Gail Muilli
 Teaching/Learning Lead:
 Dr. David Buchthal

Members
 Ayers, Michelle
 Berg, Kevin
 Braxton, Richard
 Brockhaus, Stephanie
 Buchthal, David
 Carroll, Marie
 Coolidge, Trilby
 Duntun, Richard
 Gould, Diane
 Hanna, Chris
 Harker, Tom
 Harwood, Doreen
 Kempe, Jeff
 Kerr, Barbara
 LaVasseur, Ann
 Littleton, Kent
 Lubahn, Mark
 Miulli, Gail
 Mortensen, Richard
 Pace, Guy
 Persell, Amy
 Petrequin, Paul
 Richart, Victoria
 Snow, Sherry
 Spizman, Raymond

COMMUNICATE LOT
 Facilitator: Maria Guevara-Lee
 Teaching/Learning Lead:
 David Ortiz

Members
 Al-Ansari, A.R.
 Ambie, Debbie
 Ames, Suzanne
 Bautsch, Jack
 Buck, Sharon
 Burch, Anna
 Condit, Robyn
 Corcoran, Lisa
 Deering, Bobbi
 Guevara-Lee, Maria
 Hansen, Tina
 Hurley, Kathryn
 Klim, Michael
 Larson, Barbara
 Laufenberg, Henry
 Leising, Jared
 Nazemi, Nader
 Ortiz, David
 Rase, Maureen
 Reed Becky
 Richart, Victoria
 Roy, Matthew
 Slevin, Dorian
 VanLeer, John

LEARN LOT
 Facilitator: Donna Thompson
 Teaching/Learning Lead:
 Dr. Catherine Crain-Thoreson

Members
 Bansnauer, Brian
 Coan, Marla
 Crain-Thoreson, Catherine
 DuLam, Tyler
 Engelbrecht, Teri
 Estes, Rob
 Gonzales, Dede
 Harbaugh, Gregg
 Hembree, Callie
 Hernandez, Jean
 Jackson-Haley, Janice
 Kelly, Debbie
 Lu, Daisy
 McKenzie, Colleen
 McShane, James
 Miller, Robin
 Moe, Peggy
 Myers, Trent
 Postma, John
 Richart, Victoria
 Saxton, Sharon
 Severson, Heather
 Sugawara, Craig
 Thompson, Donna
 Tikhonova, Larisa
 Trefzger, Douglas
 Walthew, Greg

INTERACT LOT
 Facilitator: Cynthia Collin
 Teaching/Learning Lead:
 Debra Barrera Pontillo

Members
 Anderson, Gabriel
 Ball, Barbara
 Bolima, Donna
 Bowers, Aisha
 Branch, Gregory
 Brunson, Shauna
 Callihan, Ron
 Collin, Cynthia
 DuLam, Tyler
 Gildow, Christopher
 Godfrey, Laurie
 Good-Brummer, Lisa
 Han, Yu-Shan
 Hill, Gordon
 Horton, Johnny
 Hull, LauriBeth
 Jackson, Fredrick
 Martin, Don
 Matsumoto, Patty
 Moore, Lauran
 Nelson, Sandy
 Panitz, Michael
 Pereyra, Elena
 Pontillo, Debra Barrera
 Rader, Barbara
 Rice, Debby
 Richart, Victoria
 Schlosser, Karen
 Servais, Lauren
 Szarko, Mark
 Yamaguchi, Atsuko

LOT activities and accomplishments for the 2001-2002 year include the following

- Developed preliminary “rubric templates” for each of Cascadia’s four learning outcomes. Implementing the plan set forth by the Institutional Effectiveness Committee, each LOT developed a “rubric template” that could be used (and modified) by faculty and staff to assess aspects of each of Cascadia’s four learning outcomes.
- Cascadia contracted with Alverno College to provide training to all faculty and other interested staff in learning outcomes assessment. Consultants from Alverno spent two days in September 2001, and led approximately 40 people through a process of refining outcomes and identifying criteria for various levels of performance.
- The campus-wide focus, through the IEC and LOTs, on rubric building prompted and/or supported several faculty members to develop rubrics for specific assignments. Examples of such rubrics were cited in LOT meetings and/or tenure portfolios by at least 15 different instructors across all areas of the curriculum (BIT, humanities, social science, natural science).
- The Think LOT invited Dr. Virginia Draper to conduct a workshop for Cascadia faculty on critical thinking. She organized the workshop around the assessment rubric developed by the Think LOT. Faculty evaluated student work through the lens of the rubric and the information added by the presenter. A Learning Community team of faculty revamped their assignments and assessment criteria based on their work at the event.
- During June 2002, a team of faculty participated in Alverno’s week-long summer institute to learn more about classroom and program assessment, and to develop expertise which they will then share with the rest of the campus beginning in the fall of 2002. Another outcome in sending the team was to have them create a more uniform “look and feel” to the separate rubric templates developed by each of the LOTs this past year.
- Each LOT purchased a glass-enclosed bulletin board to post its assessment-related work.
- The Learn and Think LOTs purchased graphing calculators, which will be loaned out to Math 110 students.
- The Think LOT purchased pamphlets on critical thinking and “how to study and learn,” which are available to all campus members.
- The Think LOT sent one faculty member to a Washington State University critical thinking retreat.
- The Interact LOT continued its tradition of providing open potlucks to encourage interaction and cultural appreciation.

Strategies for 2002-2003

- Rubrics will be further refined, and a Web site will be developed for rubric-building and sharing among LOTs.
- Discussions to assess the LOT structure highlighted the need to have a complementary structure whereby the faculty could discuss outcomes assessment in discipline and/or discipline cluster configurations.
- All full-time staff participate in LOTs—faculty as well as non-faculty. This year’s focus on rubric building caused some non-faculty LOT members to lose interest and “vote with their feet” by not attending meetings. Although LOT facilitators emphasized that the rubrics could be applied to any setting (not exclusively classroom settings), the message did not get through and rubric-building came to be seen as a fairly exclusively faculty activity. The challenge for 2002-2003 will be to engage the non-faculty members’ energies in developing assessment practices that transcend the classroom/instructional setting and apply more broadly across all areas of the college and to activities beyond academic settings. The campus is committed to assessing ALL activities in light of the four learning outcomes (as well as other values and criteria).

- The work of the LOTs for 2002-2003 is tentatively proposed as follows:
 - Fall: Development of the Institutional Effectiveness Plan (including addressing the accreditation recommendations and planning and conducting the fall Strategic Planning Retreat)
 - Winter: Strategic Plan Development and begin implementation of the Institutional Plan (including redefinition/clarification of the learning outcomes and their assessment, along with recommendations for the budget development to match the new initiatives in the Strategic Plan)
 - Spring: Assessment

Institutional Effectiveness Committee

Membership

Vice President for Student Success; Vice President for Student Learning; Director of Foundation and Fund Development; Faculty (8); Associate Deans for Student Learning (3); Student Success Services staff (1); Director of Information Technology; Vice President for Finance and Information Technology; Librarians (2); Cascadia student

Areas of Responsibility

The mission, specific responsibilities and tasks of the IEC are as follows:

Mission of the IEC

In support of student and institutional learning, the mission of the IEC is to create a dynamic, integrated, and coherent culture of assessment and a structure of assessment activities to promote reflection and discussion, and to inform learning and action at the individual, classroom, program and institutional levels.

Specific Responsibilities

The IEC leads the collection and analysis of data to inform the Cascadia community, providing us the means to see ourselves, measure our progress toward our goal of being a learning-centered learning organization, and make adjustments as needed. Based on its analysis, the IEC recommends actions to the appropriate governance structures.

The tasks of the IEC are:

- To identify areas in need of assessment
- To determine the qualities of effective assessment
- To identify and/or develop assessment models and tools for broad use with the college
- To conduct assessments and/or to guide the assessment activities of other members of the college
- To serve as a resource for quality assessment knowledge and practice

With respect to student learning outcomes, the IEC has described its purpose as follows:

“to create student success by promoting a culture of performance-based learning through a comprehensive and coherent process of clearly defined outcomes, authentic assessment and continuous improvement.

The IEC leads and supports the work of the LOTs to create and implement course, program and institutional-level assessments of student learning outcomes.”



Assessment

The focus of assessment in the LOTs has been, this year, on the classroom level—not program or institutional levels.

Some work has been accomplished regarding institutional assessment:

- Performance Evaluations (MDPP, EDPP) tied to Strategic Plan
- Surveys (of faculty, staff, students) for accreditation report
- Accreditation
- Annual Reports

Assessment of Specific Strategies (from Strategic Plan 2001-2003) for IEC**Goal 1.2**

Develop and implement strategies that enable all college employees to stay current in their fields and strive for innovative leadership.

STRATEGY

Provide coordinated opportunities for professional development for Cascadia employees. (*Spring 2002, Spring 2003*)

Accomplishments

- The IEC sponsored faculty and staff to attend the state Assessment Fair, which Cascadia hosted. Eight presentations were made by Cascadia staff.
- The visit of personnel from Alverno College was successful in helping LOTs review assessment methods and to draft rubrics for the four college-wide learning outcomes.
- Several faculty and staff members attended a League for Innovation Technology conference in November and participated in a workshop on assessment of learning outcomes.
- The Vice President for Student Services invited staff and faculty to accompany him to meetings of state Assessment Liaisons to broaden the knowledge base about assessment processes from the State Board perspective.
- A team of faculty attended a one-week intensive workshop on learning outcomes at Alverno College during June 2002. The expected outcomes included (1) revising the four rubrics created by the LOTs to make them more consistent with each other and (2) developing expertise of participants so that they can return and train others at the college about learning outcome assessment theory and methods.

Goal 7.4

Partner with businesses to optimize available resources.

STRATEGY

Invite local businesses and community members to help in assessment of student learning outcomes and to consult on faculty development.

Accomplishments

- The ePortfolio — the concept and its benefits to students — was presented to the UWB Academic Council.



Goal 8.1

Develop and implement processes and measures to assess the effectiveness of: (1) Teaching and learning at classroom, program and institutional levels, (2) Individuals: students and staff, (3) Services: support functions that directly foster learning, (4) Infrastructure: operations and facilities, and (5) Processes and procedures.

STRATEGY

Support and encourage assessment processes to measure the acquisition of learning outcomes, and on means for documenting achievement of outcomes.

Accomplishments

- The visit of personnel from Alverno College was successful in helping LOTs to review assessment methods and to draft rubrics for the four college-wide learning outcomes.
- Each LOT developed a rubric for a college-wide learning outcome and had the opportunity to test out the rubrics on each other. More work is being done to make the rubrics more consistent and to broaden their use to assess all institutional programs and processes in addition to student learning.

STRATEGY

Develop a multi-year work plan for assessing student learning outcomes. *(Spring 2002)*

STRATEGY

Develop a multi-year plan for assessing institutional processes and procedures. *(Spring 2002)*

Accomplishments

- The IEC has developed draft versions of multi-year plans for assessment. The Committee has also developed draft templates to be used for a rotating assessment process by all programs.

In Progress

- These materials will be reviewed, modified, and implemented during the next year and will include recommendations for assessment contained in the recommendations from the Accreditation Evaluation Team.

Vanguard Learning College Project

As our application to the League for consideration to be selected as a Vanguard College indicated, we have developed the college from scratch under the Learning College philosophical principles as well as the theoretical organizational models of the learning organization (a concept drawn from recent literature in organizational development). The Vanguard project objectives have been imbedded in our strategic planning processes and as such have been driving our resource allocation and visioning activities.

In building the college, special attention has been paid to the language used to name positions, processes, and principles. The college has sought, for example, to utilize a common language focused on *learning* (for example the Office of Student *Learning* instead of "Instruction" and the office of Student Success instead of "Student Services"). Other examples can be found in our Accreditation Self-Study Report, which we just completed this year, where the reader finds constant references to *learning* by all members of the community. The college envisions itself not only as a "*learning* college," but also as a "*learning* organization."

Additional examples of our commitment to these principles can be seen through Cascadia's *Learning Model*, which provides a sequential structure for all learning and learning support activities; the Student *Learning Council*, Cascadia's curriculum review committee; College-wide *Learning Outcomes*, the four basic outcomes anticipated for all students and employees; and *Learning Outcome Teams*, interdisciplinary and inclusive teams that are significant to the college's curriculum, assessment, and governance systems.

Similarly, because the college views its faculty and staff as learning *facilitators*, the Office of Student Success includes Student Success *Facilitators*; the Office of Institutional Effectiveness will include an Institutional Effectiveness *Facilitator* (instead of "researcher"); faculty, too, view themselves as *facilitators* of learning rather than the keepers and disbursers of knowledge.

Cascadia Community College's vision, mission, and core values define the institution, all of its learning and learning support activities, and its relationship to the communities it serves. These guiding principles were developed over the years with broad community participation, have been reviewed by the entire college community, and are the basis for planning and assessment throughout the college. The "community of learners" at this new college has sought to build an infrastructure of processes, policies, and practices that provide optimal learning opportunities for its students, faculty and staff.

The Vanguard project has been an invaluable resource to Cascadia and we have benefited tremendously from the experiences we have shared and the best practices we have implemented from our partner colleges. This experience has not only enriched all the members from the Cascadia team, but the students and residents of the communities we serve as we implement best practices which result in student success.

Good work has begun, but much more lies ahead as Cascadia strives to embody the ideals articulated in its vision, mission, and core values. The college will continue to use its foundational documents, complemented and enhanced by work such as that of Barr and Tagg, O'Banion, Senge, and others, to provide direction to all of its activities. A high priority in the near term is to develop and implement the comprehensive assessment practices and create the culture of assessment that is fundamental to the college's vision, mission, and values. As the college gains more experience and learns from it, Cascadia also looks forward to sharing and learning in a more substantial way with its fellow Vanguard Colleges.

The next natural phase for all 12 colleges in the Vanguard project is, of course, developing and sharing accountability measures of what has been accomplished and what remains to be done. For us at Cascadia, the Institutional Effectiveness Committee is developing a comprehensive assessment plan that will incorporate all of the evaluative practices of the institution, appraise institutional effectiveness, and guide future strategic directions. When complete, the plan will provide a blueprint for assessing all college operations in terms of effectiveness, efficiency and consistency with institutional mission and values.

As a new college, with high expectations for itself and from its communities, Cascadia set high standards and ambitious goals to bring to reality the college described in its vision, mission, and institutional core values. After just over a year of operation, the college community is finding that the simultaneous tasks of *building* an institution (its policies, procedures, infrastructures, etc.) while at the same time *operating* the institution for a greater-than-anticipated number of students is more time-and energy-intensive than first

anticipated, especially given the college's commitment to widespread participation and consensual decision-making. Members of the college community have found the need to modify processes as they learn from their experiences. Much of these modifications occurred as a direct result of communicating with the other Vanguard Colleges and/or League staff. This is a privilege that we treasure!

The greatest asset the college has is its talented, hard-working, committed employees who have demonstrated considerable ability to operate in a dynamic, innovative and fast-changing environment. This coupled with the Vanguard project benefits have enabled us to create a unique environment where our students are thriving and succeeding.

The college's vision, mission, and values are also at the core of its cyclical strategic planning process, which is collaborative and inclusive and contains all of the Vanguard project objectives. While the strategic planning process has recently moved to a two-year cycle (to parallel Washington State's biennial budget process), Cascadia continues to assess its goals and strategies annually, to accomplish resource allocation based on those evaluations, and to identify priorities for improvement.

Much of this work could not have been done if we had not had the tremendous support and inspiration of the many experts, expansive research, and publications provided by the League, and most importantly the collaborative spirit and assistance from the 11 Vanguard colleges we have come to know and learn from.

The 2001-2002 Strategic Plan published October 2001 is a reflection of what Cascadia, as a community, has learned from the first operational year as well as of what the college envisions happening during the next biennium. Continuing the focus on the Vanguard Learning College (VLC) objectives, the following accomplishments reflect progress that has been made during the last academic year. These accomplishments reflect the college's commitment to activities that move toward the college's vision of excellent learning for all the college's learners.

Vanguard Learning Objectives

Organizational Culture

Cascadia will cultivate an organizational culture in which policies, programs, practices, and personnel support learning as the major priority.

Accomplishments

- During the last academic year five surveys were conducted to gather data for self-improvement and the accreditation self-study. Two were surveys of students: the CCSSE and a "home-grown" survey picking up on areas not covered by CCSSE. Two were surveys of employees: one of all employees and a second aimed specifically to faculty. The fifth survey was of the Board of Trustees.
- June 2002, the Vanguard Learning College Team from Cascadia traveled to Scottsdale, Arizona to Seminar IV of the Learning College Project. The team was led by one Board of Trustee member and included classified, faculty and administrative employees. The primary focus of the seminar:
 - Develop a list of performance criteria for the learning college.
 - Answer the question: "How do we know?" in various contexts by a) sharing successful proven methods VLCs are using to assess, document, and/or improve student learning and b) examining other systems and strategies for assessing, documenting, and/or improving student learning.
- The Cascadia Vanguard Team led three sessions which highlighted our commitment to improving student learning.
 - *"Student Learning Through Student Enterprise,"* this seminar highlighted proven uses of instructional and administrative technology that is used on campus to improve student learning.
 - *"Student Input: An Essential Perspective in Governance,"* this seminar shared practices Cascadia uses in Governance to support learning-centered education.
 - *"Innovative Ways of Allocating Resources and Assessing Learning Outcomes,"* this seminar highlighted how Cascadia allocates resources to support learning and the assessment of learning outcomes.

In Progress

- October 2002, Cascadia will participate in a one-day VLC site visit which will include:
- Exhibition of Results – brief presentations which focus on the results of Cascadia's VLC team work.
- Lessons About Change – A discussion with Cascadia's VLC team about the most effective strategies used to enhance student learning.
- Evidence of Learning – A discussion with faculty about what we know about student learning at Cascadia.
- Focus Groups – Discussions with students and faculty.

Faculty and Staff Recruitment and Development

Cascadia will design (a) recruitment and hiring programs to ensure that new staff and faculty are learning centered and (b) professional development programs that prepare all staff and faculty to become more effective facilitators of learning.

Accomplishments

- The recruitment strategy includes advertisements and brochures that identify the college as an institution that embraces learning centered initiatives. Hiring processes have consistently included the value of life long learning, teamwork and evidence of innovation and creativity as an important attributes.
- The Employee Learning Institute provided over 50 learning opportunities/workshops to employees. These learning opportunities included workshops on computer software; learning centered hiring practices, and performance evaluations. Most learning opportunities were provided to orient staff to the principles that are associated with a learning centered environment as well as providing critical tools for success.
- Summer 2002 the Employee Learning Institute held a retreat, which resulted in a restructuring of the learning modules. The new modules are: People Valuing People, Learning College, Health & Wellness, Collaborative Decision Making, Employee Orientation, Information Technology.
- The Teaching and Learning Academy (TLA) provided support for Cascadia's work on outcomes and assessment through hosting brownbag lunches to discuss the implications of student and faculty answers to the fall accreditation surveys, especially those that addressed Cascadia's learning outcomes. The TLA sponsored a workshop on Learning Communities, an element of which was the use of outcomes as a tool for integrating the disciplines.
- Training was provided to all faculty and other interested staff in learning outcomes assessment. In September 2001, consultants from Alverno spent two days, leading approximately 40 people through a process of refining outcomes and identifying criteria for various levels of performance
- In June 2002 a team of faculty participated in a weeklong summer institute to learn more about classroom and program assessment, and to develop expertise, which they shared with the rest of the campus at the fall 2002 Convocation.

In Progress

- Assessment of learning centered recruitment and hiring practices will be a primary focus.
- The Employee Learning Institute will provide more learning opportunities for all employees which will enhance the tools necessary to be successful in a learning centered environment .

Information Technology

Cascadia will use information technology primarily to improve and expand student learning.

Accomplishments

- ePortfolio Development: Fall 2001, a database was developed that is more user friendly and easier for students to learn. Spring 2002 a training video was created and provided for instructors who teach students to use the ePortfolio and students who need to learn how to create ePortfolios. Winter 2002 a student focus group was conducted to gather their assessment of the ePortfolio.
- Summer 2001 a technology steering committee was formed, which included full time and part time faculty, staff and administrators. This committee was formed to discuss the technology issues that should be addressed in order to improve and expand student learning.
- To improve student learning, the Open Learning Center streamlined its efforts to serve as a single point of contact for students working with a variety of computer software and hardware.
- Winter 2002 the Help Desk began serving employees, providing a single point of contact for requests for information technology services and troubleshooting computer issues.



In Progress

- Currently most ePortfolio activity is confined to 1-2 classes within the entire curriculum. Initiating discussions with full-time faculty, the Teaching and Learning Academy, and the Vice President for Student Learning to identify ways to support faculty who wish to incorporate ePortfolio assignments into their classes. The goal is to expand and examine the feasibility of making the ePortfolio a graduation requirement.

Learning Outcomes

Cascadia will, along with the other 11 Vanguard colleges, agree on learning outcomes for a core program of the college's choice, on strategies to improve learning outcomes, on assessment processes to measure the acquisition of learning outcomes and on means for documenting achievement of outcomes.

Accomplishments

- Summer 2001, summer stipends were provided to faculty to plan assessment work for the coming year. Faculty and other members of the Institutional Effectiveness Committee (IEC) researched assessment rubrics in general and specific rubrics related to Cascadia's four learning outcomes. The committee designed a work plan whereby Learning Outcomes Teams (LOT) would develop Cascadia specific rubrics for each of the outcomes during the 2002-2003 year.
- Fall 2001, preliminary rubric templates were developed for each of Cascadia's four learning outcomes. Implementing the plan set forth by the Institutional Effectiveness Committee (IEC), each Learning Outcome Team (LOT) developed a rubric template that could be used (and modified) by faculty and staff to assess aspects of each of Cascadia's four learning outcomes.

In Progress

- Plans have been established for further refinement of rubrics, development of a website for rubric building and sharing.

Under-prepared Students

Cascadia will create or expand learning-centered programs and strategies to ensure the success of under-prepared students.

Accomplishments

- Fall 2001, an outreach committee was formed to identify strategies for recruitment of underserved and under prepared students. The primary focus in of this committee was recruitment of ESL and ABE students in the community.
- Assessment tools for appropriate placement in Math course was evaluated with faculty input, which resulted in a restructure of class level placement criteria.
- Student to Student mentoring via email was created to provide ESL students an opportunity to share history.

In Progress

- Winter 2003, SLEP and COMPASS ESL diagnostic tools are scheduled to be available for use.

