

## MEMBERS:

- **Rebecca Johnson,**  
Chair
- **Wendy Bohlke,**  
Vice Chair
- **Steve Adelstein**
- **John Pedlow**
- **Teresa Taylor**

## BOARD OF TRUSTEES

### Meeting Agenda

Wednesday, September 23, 2020

Regular Board Meeting -2:00 pm

Via Zoom

<https://us02web.zoom.us/j/86406183383?pwd=VHpEYVdJQkxsZUptTVdHSVdXUjkUT09>

Meeting ID: 864 0618 3383

Passcode: 946753

*If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 383-3330 (or TDD 647-3279) as soon as possible to allow sufficient time to make*

## NEXT MEETING REMINDER

**October 14, 2020**

- I. Call to Order & Approval of Agenda, and Notice of Public Comment Time
- II. Consent Agenda Tab 1
  - a. Minutes of June 10, 2020 Board of Trustees Meeting and August 12, 2020 Board of Trustees Special Meeting (Attachment A)
  - b. Proposed Winter Quarter and Summer Quarter Graduates
- III. NSF National Cybersecurity proposal – Corrinne Sande, Director, Computer Sciences and Information Systems\CyberWatch West
- IV. President's Report
- V. Action Items Tab 2
  - Proposed 2020-21 WCC Operating Budget – Nate Langstraat, Vice President for Administrative Services (First reading, possible action)
- VI. Executive Session
  - to review the performance of a public employee..., and as provided in RCW 42.30.140 (4)(a), to discuss collective bargaining...
  - to discuss with legal counsel representing the agency matters relating litigation or potential litigation
- VII. Public Comment
- VIII. Adjournment

**\*The Board of Trustees may adjourn to an Executive Session to discuss items provided for in RCW 42.30.110 (1):**

- (b) to consider the selection of a site or the acquisition of real estate by lease or purchase...;
- (c) to consider the minimum price at which real estate will be offered for sale or lease...;
- (d) to review negotiations on the performance of a publicly bid contract...;
- (f) to receive and evaluate complaints or charges brought against a public officer or employee...;
- (g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee...; or as provided in RCW 42.30.140 (4)(a), to discuss collective bargaining
- (h) to evaluate the qualifications of a candidate for appointment to elective office...;
- (i) to discuss with legal counsel representing the agency matters relating to agency enforcement actions... or... litigation or potential



## CONSENT AGENDA

- a. Minutes of June 10, 2020 Board of Trustees Meeting and August 12, 2020 Special Board of Trustees Meeting (Attachment A)
- b. Proposed winter quarter and spring quarter graduates (Attachment B)

### SUGGESTED RESPONSE

*The chair reads out the letters of the consent items. Then the chair states: "If there are no objections, these items will be adopted". After pausing for any objections, the chair states, "As there are no objections, these items are adopted."*

# Whatcom

COMMUNITY COLLEGE

MINUTES

BOARD OF TRUSTEES MEETING

Virtual Meeting via Zoom

Wednesday, June 10, 2020

2:00 p.m.

- ➔ **CALL TO ORDER** Chair Steve Adelstein officially called the Board of Trustees meeting to order at 2:01 p.m. Present in addition to the chair were trustees Wendy Bohlke, Rebecca Johnson, John Pedlow, and Teresa Taylor, constituting a quorum. Others present included President Hiyane-Brown; Nate Langstraat, Vice President for Administrative Services; Ed Harri, Vice President for Instruction; Luca Lewis, Vice President for Student Services; Eva Schulte, Executive Director for Institutional Advancement; Kerena Higgins, Assistant Attorney General; and Rafeeka Kloke, Special Assistant to the President.

## ACTION TO ACCEPT AGENDA

- ➔ Trustee Bohlke moved to accept the agenda with one change: move Public Comment before Executive Session. It was seconded by Trustee Johnson and the **motion was approved**.
- ➔ Chair Adelstein announced that there is a designated time for public comment on the agenda.

## CONSENT AGENDA

### ➔ Consent Agenda

- a. Minutes of the May 13, 2020 Board of Trustees Meeting (Attachment A)

Chair Adelstein stated: "If there are no objections, this will be adopted." As there were no objections, **this item was adopted**.

### ➔ President's Report

- President Kathi announced the recipients of this year's President Award and Laidlaw Award. Mario Alem is this year's President Award recipient. Alem is noted for his initiative and drive, his compassion and ability to work within a team dynamic. Most recently, he worked with student leaders and the WCC Foundation to provide over \$16,000 to support student emergency funding and the orca food pantry. He accomplished all of these things while maintaining a 4.0 GPA. Maria Guadalupe Hernandez is this year's recipient of the Laidlaw

Award this year in recognition of her record of service and personal growth and development. Hernandez began her education journey at Whatcom taking English as second level classes after coming to the United States from Mexico 25 years ago. In 2016, she returned to the College to earn a degree. Hernandez worked with English and writing faculty to identify where our educational system and practices may leave students like her behind, and advocated for culturally relevant pedagogy. She used her experiences in overcoming barriers to achieve academic success to help others.

- This year's Faculty Excellence Award recipients are Eric Davishahl, full-time faculty and Beth Tyne, Adjunct faculty. These two colleagues epitomize the commitment to equity, student success, and collaboration that Whatcom values.

Eric Davishahl has been instrumental in the growth and development of our engineering program. Davishahl's excellence in teaching, service, and his commitment to professional growth for the benefit of Whatcom's students demonstrate why he is so deserving of this award.

Beth Tyne have been working for WCC since 1988. She has helped countless students finish their degrees and secure meaningful learning experiences through her facilitation of learning contracts and prior learning assessment. Tyne takes the time with each student to ensure they have what they need in terms of clarity and support to be successful. One student wrote, "[Tyne] made me feel heard, empowered, and successful."

- Re-entry planning for campus operations and services continues. A draft plan will be shared with key stakeholders including the Whatcom County Health Department.
- Leadership continues to work on budget reductions to address an anticipated 15% budget shortfall for 2020-2021.
- A decision from the NW Athletic Conference was expected on June 15, 2020 regarding sport schedules for the upcoming year.
- The Washington Association of Community and Technical Colleges (WACTC) adopted two resolutions denouncing anti-Asian discrimination and violence against Black Americans. WACTC's Equity Commission is developing an action plan in support of our equity and social justice issues.

## **ACTION ITEMS**

### **➔ Proposed 2020-21 S&A Budget – Mario Alem ASWCC President (first reading, possible action)**

Mario Alem, ASWCC President, shared a PowerPoint Presentation with the proposed 2020-21 S&A budget.

Trustee Bohlke moved to approve the 2020-21 S&A Budget. It was seconded by Trustee Taylor and the motion was approved unanimously.

## DISCUSSION AND ITEMS OF THE BOARD

### ➤ Election of Officers

Trustee Bohlke moved to nominate Trustees Johnson to serve as board chair for the 2020-21 academic year. It was seconded by Trustee Pedlow and the motion was approved unanimously.

Trustee Pedlow moved to nominate Trustee Bohlke to serve as vice chair for the 2020-21 academic year. It was seconded by Trustee Taylor and the motion was approved unanimously.

### ➤ Board of Trustees Retreat

Planning is underway for the retreat. Chair Adelstein asked board members to send agenda items to President Kathi and Rafeeka Kloke.

### ➤ Proposed Board Resolution 2020-03 - Denouncing Racism in support of students, faculty, staff, communities of color, and the Whatcom County community

Chair Adelstein thanked Trustee Johnson for preparing the Board Resolution. Trustee Taylor suggested adding Indigenous peoples.

Trustee Pedlow moved to approve Board Resolution 2020-03 with the addition of Indigenous peoples be inserted. It was seconded by Trustee Bohlke and the motion was approved unanimously.

## PUBLIC COMMENT

### ➤ Chair Adelstein called for public comment.

- Dan Andreason, WSFE president, thanked the Board for passing the resolution. Bargaining is in process at the state level and he asked the board to support two items: 1) The union's request to continue the terms of the existing contract for the next biennium. 2) Consider furloughs before layoffs as a budget saving measure.
- Suneeta Eisenberg asked the board to encourage support of Black Lives Matter, by placing it on the College's public website homepage.
- Michelle McIlvory shared that she attended a workshop with 500 educators and 5 black gentlemen shared the words "I believe in you"; and how much those words meant to them. The College should convey those words to our diverse student population. Additional engagement on campus and discussion about fighting racism.
- Leslie Brendible asked that statements be posted on the College's website to demonstrate the College cares about our student, faculty and staff of color.
- June Dillard thanked the board for passing the resolution and agreed that it should

include other unrepresented communities. She would like the College to share its action plan on combating racism.

- Dave Knapp shared that WCC is the only college in the region that had not posted a statement on its website. Both WWU and BTC have posted statements on Black Lives Matter.
- Nadine Hensley extended her condolences to Trustee Taylor for the passing of Lummi Chief Bill James. She hopes that the College will take action to address systemic racism. To date, there is no solid plan to institutionalize the AIM program.
- Michael Singletary thanked the board for passing the resolution. He plans to incorporate some of President Kathi's message to campus on the registration webpage.
- Guava Jordan said she appreciated the resolution and encouraged the revision of the resolution to include Black, Indigenous and people of color.
- Surabhi Subedi said students are overwhelmed and do not feel comfortable reaching out to faculty and staff. It would be nice for faculty and staff to reach out to students of color to show they care.
- Ines Poblet suggested having a clear statement of Black Lives Matter on the College website. She referenced keynote speaker Erin Jones who presented at the Student Leading Change conference, 3 steps: 1) Unpack your identity 2) Who are you serving? Who is silent and not being served? 3) Take action to change the system. She stated she is interested in being part of the third step, taking action.
- Amy Anderson expressed appreciation for the resolution but would like to see it drive action. She asked the trustees to hold the institution accountable and asked them to help the institution to be the first in something. She also noted the photo on our website showed a blonde haired female.

## **BREAK**

- The meeting was adjourned for a five-minute break at 4:00 p.m.
- The meeting reconvened into open session at 4:05 p.m.

## **EXECUTIVE SESSION**

- At 4:05 p.m. the meeting was adjourned for a closed Executive Session of the Board for approximately twenty minutes to review the performance of a public employee..., and as provided in RCW 42.30.140 (4)(a), to discuss collective bargaining...and ...to discuss with legal counsel representing the agency matters relating to Litigation or legal risks of a proposed action or current practice that the agency has identified when public discussion of the litigation.

At Chair Adelstein announced that action was not anticipated. Guests included President Kathi Hiyane-Brown, Vice President Nate Langstraat, and Assistant Attorney General Kerena Higgins.

- The Executive Session adjourned at 4:25 p.m. and the Board reconvened into open session at 4:25 p.m.

### **ADJOURNMENT**

- There being no further business, the meeting was adjourned at 4:26 p.m.

# Whatcom

COMMUNITY COLLEGE

**MINUTES**  
**WHATCOM COMMUNITY COLLEGE**  
**BOARD OF TRUSTEES SPECIAL MEETING**  
**Via Zoom**  
**August 12, 2020**  
**8:30 a.m.**

- ◆ **CALL TO ORDER** Chair Rebecca Johnson officially called the Board of Trustees meeting to order at 8:33 a.m. Present in addition to the chair were trustees Wendy Bohlke, Steve Adelstein, John Pedlow, and Teresa Taylor, constituting a quorum. Others present included President Hiyane-Brown; Ed Harri, Vice President of Instruction; Luca Lewis, Vice President for Student Services; Kerena Higgins, Assistant Attorney General; and Rafeeka Kloke, Special Assistant to the President.

## **PURPOSE OF MEETING**

The purpose of the meeting was review the Proposed Title IX Emergency Rules.

## **ACTION ITEM**

- ◆ Proposed Title IX Emergency Rules (First reading, possible action)

Luca Lewis, Vice President for Student Services provided an overview of the proposal rules.

The United States Department of Education Office for Civil Rights released final regulations under the Title IX Education Amendments of 1972 on May 6, 2020 to go into effect on August 14, 2020. Numerous states, including Washington State, joined together to request a preliminary injunction. There was an argument on the motion for preliminary injunction on July 24, 2020. The Washington State Office of the Attorney General anticipates the court will issue a decision between August 4 and August 14. If the court rule against the injunction, the College is required to implement these emergency rules by August 14, 2020 in order to remain in compliance with federal regulations.

These emergency once adopted will remain in effect for 120 days which will allow time for a full review and updates of current College policies 615 and 620 with input and feedback from employees, students, union leadership, community stakeholder groups, and the Board of Trustees.

Trustee Pedlow moved to approve the proposed Title IX Emergency Rules. It was seconded by Trustee Bohlke and the motion was approved unanimously.



## **ADJOURNMENT**

There being no further business, the meeting was adjourned at 8:45 a.m.

# WHATCOM COMMUNITY COLLEGE

## WINTER 2020 GRADUATES

March

### BACHELOR OF APPLIED SCIENCE IT NETWORKING CYBERSECURITY

Andrew E. Bowen

### HONORS PROGRAM

M Guadalupe Hernandez\*

Haley Jo Syth\*

### ASSOCIATE IN ARTS AND SCIENCES

Shane H. Abshire *	Vanessa M. Kerstetter
Jazlynn R. Ahrens	Payton A. Kertz
Stephanie P. Baker *	Meagan L. Kivlighn *
Sanjna Bawa *	Lam Tran Chau Le *
Alyssa N. Berg *	Uyen Tran Thao Le *
Anthony L. Blackwell	Bartholomew Lewis
Loagen J. Bremner	Jia Liu *
Thomas M. Burdyslaw	Dominic D. Madden
Anka L. Burzycki	Madelyn Rose Matson *
Joshua A. Campbell	Mikayla L. Mayville *
Nicholas D. Campbell*	Alexandra R. McGee
Joshua J. Coe	Kourtney R. McIntyre
Jerad L. Crawford	Evan V. McLean
Nicole R. Crittenden	Kelsey M. Melvin *
Naomi A. Dean	Jon M. Metzger
Nghi Vu Han Dinh *	Alex Warren Miller
Joseph M. Dispigno	Gerald Mungarro Wisbey
Nikolas Z. Dritsas	Katelyn E. Neher *
Lia A.R. Dumas *	Bao Nguyen
Maneenuch E. Einfeld	Chloe N. O'Connor
Chel Fenrich	Heather J. Palmer
Miles A. Freelan *	Kyle E. Peterson
Kristin Yukon Gamez	Simran N. Ram
Nick D. Gardner *	Johanna L. Read *
Elinor B. Hancock	Jessica R. Russell
Grayson T. Harding	Ashley Santiago Flores
Nathan A. Henrie *	Voni Santos
M Guadalupe Hernandez *	Renee L. Shepherd *
Ginette C. Hess *	Inderjit Singh
Kaleeyah A. Hoekema	Georgia E. Starodub *
Polly-Ann B. Judkins *	John M. Sullivan
Ahmad P. Karunia	Shannon L. Sweet *

\*NOTE: These students finished with honors.

Haley Jo Syth \*  
Jasmynne T. Umbaugh  
Jessica L. Vandiest  
Gabrielle Van Hofwegen \*

Kourtney Van Rijswijk  
Nicole M. Weaver \*  
Jackson K. Whitehead\*

**ASSOCIATE IN BUSINESS DTA/MRP**

Lizette C. Ayala  
Gunnar Brent  
Liam P. Burke \*  
Joselyn A. Chavez  
Alexis E. Franco  
Indervir Ghuman  
Raul Gonzalez  
Cindy Y. Gutierrez  
Adam J. Hill  
Carly R. James \*

Kateri Jefferson-Ayosa  
Kenna M. Larsen  
Sang Yeop Lee  
Iqbal S. Mangat  
Khoi Minh Nguyen \*  
Phillip D. Nguyen  
Carmelita F. Rodriguez \*  
Logan C. Roegele  
Andrew P. Roorda  
Tyler B. Stewart

**ASSOCIATE IN SCIENCE TRANSFER**

Inder S. Bhangal  
Robert B. Butnar  
Jenna A. Cardenas  
Jenna A. Cardenas  
Jennifer E. Chan

Zach L. Felder  
Ashlee M. Ferro  
William J. Lamer  
Noah D. Richardson  
Dustin W. Schmidt \*

**ASSOCIATE IN APPLIED SCIENCE- TRANSFER  
CYBERSECURITY**

Thomas A. Kowalski  
Paul Stroud

**ASSOCIATE IN APPLIED SCIENCE- TRANSFER  
EARLY CHILDHOOD EDUCATION**

Nicholas N. Vail  
Julia V. Velasco \*

**ASSOCIATE IN LIBERAL STUDIES**

Joseph M. Dispigno  
Lina K. Hamada Hooper \*  
Christina M. Howe \*  
Cody T. Lind  
Ross C. Luton

\*NOTE: These students finished in a previous quarter.

### **ASSOCIATE IN SCIENCE ACCOUNTING**

Jenny H. Chang \*

Jay L. Compton \*

### **ASSOCIATE IN SCIENCE BUSINESS ADMINISTRATION**

Jennifer D. Hannan \*

Rita N. Malpica

Cameron A. McGlenn

Brittany S. Peterson \*

Kirti Sondhi

Jennifer R. Squire

Lacey G. Stewart \*

Sarah R. Van Wingerden

### **ASSOCIATE IN SCIENCE COMPUTER INFORMATION SYSTEMS**

Dan T. Douglass \*

### **ASSOCIATE IN SCIENCE CRIMINAL JUSTICE**

Tanner J. Feemster

James Stuart Stevenson

### **ASSOCIATE IN SCIENCE HOSPITALITY AND TOURISM BUSINESS MANAGEMENT**

Lacey G. Stewart \*

### **ASSOCIATE IN SCIENCE MEDICAL ASSISTANT**

Maria I. Galindo \*

Katreyna J. Garrison \*

Bee Suggs

### **ASSOCIATE IN ARTS EARLY CHILDHOOD EDUCATION**

Rose Moriah Adams \*

Richelle C. Cooke

Miranda B. Dugger

Chelsea R. Fowler \*

Guadalupe Garcia \*

Tammie L. Trussell

### **ASSOCIATE IN ARTS VISUAL COMMUNICATIONS**

Natalie B. Elmore \*

\*NOTE: These students finished in a previous quarter.

## **CERTIFICATE CRIMINAL JUSTICE**

James Stuart Stevenson

## **CERTIFICATE MEDICAL ASSISTING**

Dorita C. Bode  
Jessica L. Bridges  
Clarisse K. Diez-Luckie  
Katreyna J. Garrison  
Chris J. Hanson  
Matt W. Kent  
Gayle H. Michelson  
Elena J. Simpson  
Tarryn M. Stauffer  
Sharon M. Waters

## **CERTIFICATE PARALEGAL STUDIES**

Holly S. McBride

## **CERTIFICATE SUBSTANCE USE DISORDER PROFESSIONAL**

Vernon A. Hustead

## **HIGH SCHOOL DIPLOMA**

Theresia M. Gregersen  
Lam Tran Chau Le  
Anh Tram Luan  
Irma Lucas Esteban  
Benjamin A. Moyer  
Khoi Minh Nguyen  
Nhi Ngoc Nguyen

Ruihang Ni  
Lan Ngoc Chi Phan  
Micaela L. Phillips  
Simran N. Ram  
Ernesto G. Regiarto  
Pieter Timothy  
Joleena A. Triplett

\*NOTE: These students finished in a previous quarter.

# WHATCOM COMMUNITY COLLEGE

Spring 2020 GRADUATES

June 19, 2020

## BACHELOR OF APPLIED SCIENCE IT NETWORKING CYBERSECURITY

Laurie C. Grey \*  
Paul Howland  
William N. Metzger  
Michal T. Milczewski

Ilya I. Shportko  
David J. Walter \*  
Cordero A. Weber \*  
Aaron T. Yazzolino

## HONORS PROGRAM

Mario N. Alem \*  
Zachary I. Connor \*  
Junellen N. Dillard \*  
Mayra L. Garfia \*  
Alejandra T. Hobi \*  
Trang Yen Nguyen \*

Katie E. Plaster \*  
Eva-Marie E. Richardson \*  
Sonam K. Sherpa \*  
Surabhi Subedi \*  
Mia Paris Williams \*

## ASSOCIATE IN ARTS AND SCIENCES

Kailey H. Abshire \*  
Nichole P. Adams \*  
Mario N. Alem \*  
David J. Alexander  
Lucas M. Anderson  
Michelle R. Arinaga  
William G. Atwell \*  
Mercy E. Badgero \*  
Rylie J. Bair \*  
Maura J. Baldovinos \*  
Eric A. Baldrige  
Morgan J. Bates  
Paige N. Batteiger  
Josephine D. Bautista \*  
Aaron M. Benson \*  
Alicia B. Bills  
Titus M. Bowler \*  
Adena N. Boyko \*  
Ian D. Brewer \*  
Samuel Elijah Bridges  
Mckenna G. Brock \*  
Tristan M. Brown  
Cayla E. Bullard \*  
Emma T. Burnett \*  
Ellie J. Button \*

Arizona R. Calton \*  
Ilia M. Castrejon \*  
Bailey L. Cave  
Ka-Lok Chang  
Jakob Q. Chase  
Alexandra N. Clark \*  
Charity-Ann D. Clark \*  
Emily C. Clark  
Hannah G. Clark \*  
Landon K. Clark \*  
Benjamin C. Clay \*  
David C. Colacurcio  
Cody A. Colon  
Fox O. Comstock  
Krystelle S. Condesa  
Zachary I. Connor \*  
Amanda K. Contreras  
Rusty-Kanoa M. Crowder  
Chandler E. Curran  
Zoe E. Dahl \*  
Krissana Danwilaikij \*  
Zuhang Deng  
Madalyn J. Denniston \*  
Junellen N. Dillard \*  
Chase A. Dosa \*

\*NOTE: These student graduated with honors GPA of 3.5 or better.

Austin Rae Dubois  
Hayden M. Dunham  
Rowan M. Duralia \*  
Koltyn D. Durbin \*  
Quincy D. Eggert \*  
Erik W. Evans \*  
Drew D. Fallon  
Christina G. Fanello \*  
Abbigail M. Farr \*  
Jasmine E. Fast \*  
Clara G. Ford \*  
Mayra L. Garfia \*  
Marina Wagih Ghaly \*  
Amardeep K. Ghuman \*  
Kanwaljit K. Gill \*  
Megan J. Gill \*  
Emma Renee Gilmore \*  
Autumn R. Gonzales \*  
Joseph D. Greenan  
Luke W. Greer  
Ashley Grinstead \*  
Josevita A. Gunawan \*  
Natalie N. Haass \*  
Marren B. Hanna  
Alexandros G. Hernandez \*  
Montserrat Hernandez  
Garrett A. Hiebel  
Fiona V. High \*  
Samantha A. Hines \*  
Moriah A. Hively \*  
Cara E. Hjelseth  
Alejandra T. Hobi \*  
Chloe Mg Hogan \*  
Alexis Jo Holman  
Jadyn M. Holmgren \*  
Jasmine E. Hopfield  
Tatsuya Hori  
Teagan Susanna Hudson \*  
Annacorinne J. Huffman \*  
Jaiden T. Hull \*  
Kyla M. Ingram \*  
Jordan E. Irion \*  
Alexander J. Jabborra  
Agnes Veodora Jasin \*  
Marcella Jennifer \*  
Melody D. Jewell  
Michelle L. Jimenez  
Charles L. Johnson \*  
Chloe Lynn Johnson

Kip A. Kane-Ronning  
Guneek Kaur \*  
Raveen Kaur \*  
Conrad M. Kelly \*  
Andrea T. Kelsh \*  
Helen A. Khaliulina \*  
Aanisha S. Khan  
Madeline Knappenberger  
Nadia Khadija Krambo \*  
Fiona K. Kroontje  
Jocelyn G. Kruger \*  
Melivy Kumala \*  
Azriel R. Kunchick  
Grace E. Lafortune  
Cassidy J. Langley \*  
Emma K. Larsen  
Nicole K. Lau  
Kailani K. Lauderdale \*  
Thi Hoang Le \*  
Jarrett M. Leake  
Caden T. Lerbakken  
Sarah Jean Leung \*  
Wai-Ki Leung \*  
Wai-Lam-William Leung  
Alexis M. Light  
Juliet Lloveras  
Alma-Viva Logerfo \*  
Jessica A. Long  
Anh Tram Luan \*  
Lukas Maccloud \*  
Audrey A. Malcolm \*  
Porter A. Matteson \*  
Brookelyn R. Mc Clellan \*  
Myah I. Mc Kinley  
Austin Bradley Mc Manus  
Hannah E. Mc Swain \*  
Hunter D. Metcalf \*  
Shaylin R. Miller \*  
Alyssa C. Molina-Epton  
Jasper E.\* Moors \*  
Dalton B. Nason  
Maxwell S. Nelson  
Hoi Yiu Ng \*  
Nhi Ngoc Nguyen \*  
Paige Ta Nguyen  
Trang Yen Nguyen \*  
Ruihang Ni \*  
Sheena M. Oldham  
Jordan A. Oliver \*

\*Note: These students graduated with honors GPA of 3.5 or higher.

Lucida D. Olson \*  
Donson Tuen-Hang Or  
John D. Orfe  
Celeste Orozco  
Marie Otero \*  
Christopher L. Page  
Jamie E. Page \*  
Kezia J. Park \*  
Jeetika Pawar \*  
Sierra M. Payne \*  
Elisabeth M. Petersen \*  
Cole W. Philips \*  
Katie E. Plaster \*  
Victoria F. Pollock  
Danielle M. Porter  
Madison H. Porter \*  
Brianna R. Poulos \*  
Ruby K. Powers \*  
Lily T.\* Powers \*  
Samuel T. Prado \*  
Seth-Patric G. Quimzon  
Tanya Rayo-Sanchez  
Grace L. Redd  
Tristan A. Reece  
Vanessa Reyes \*  
Karl J. Richards  
Eva-Marie E. Richardson \*  
Amaya K. Roberts \*  
Shelby K. Robinson  
Luke M. Roderick \*  
Juan F. Rodriguez  
Sage M. Rogers \*  
Sofia E. Rosales-Makela \*  
Jenevieve S. Rosenfeld \*  
Garrett C. Rosin  
Lauren C. Rowerdink  
Anahita Saba \*  
Jagmeet K. Sahota \*  
Dominique J. Salas \*  
Giselle K. Salazar \*  
Aline Giselle Salcido \*  
Parmida Salehi \*  
Marley J. Schiavone \*  
Eve Q. Schudlich \*  
Ethan D. Schwindt  
Ben J. Seaholm \*  
Grace B. Selvage  
Sonam K. Sherpa \*  
Tell James Short \*

Abigail C. Silvana  
Inderpal Singh \*  
Mehtar K. Singh  
Sierra L. Smith \*  
Kyle C. Smythe  
Victoria L. Snyder  
Ramandeep K. Sohal  
Aaron J. Somma \*  
Colten S. Starbuck  
Kathryn Stewart-Lazenby  
Surabhi Subedi \*  
Matthew Dante Sugiarto \*  
Bailey R. Sweitzer  
Brooklynn A. Switzer  
Hans J. Tamminga \*  
Madilyn J. Thompson \*  
Jacqueline H. Thweatt \*  
Molly B. Tiemersma \*  
Pieter Timothy \*  
Halle L. Tjoelker \*  
Rock B. Todd  
Khang Nguyen Tran  
Taylor M. Trickett  
Kathy T. Trinh \*  
Sara Yen-Nhu Trinh  
Sophie M. Truppner  
Jalen L. Tucknies  
Daniel Tudosan \*  
Talus C. Turk \*  
Ryan T. Turner \*  
Lia Renae Vadnais \*  
Brenna J. Vanderyacht \*  
Abigail Chika Van-Dyke \*  
Tiana M. Varang  
Jordan R. Veenstra \*  
Samantha N. Vermeulen \*  
Chloe J. Vogel \*  
Austin T. Vonkutzleben  
Ashton J. Wallace  
Levi S. Wallace \*  
Yikai Wang  
Keighlene H. Welch \*  
Alexander D. Wesolowski  
Zealousie R. Western \*  
Austin A. Wetzel  
Kilian I. White \*  
Zoe M. Wikfors  
Annie O. Wilfong \*  
Alyssa Lynn Willett \*

\*Note: These students graduated with honors GPA of 3.5 or higher.



Brett A. Williams  
Mia Paris Williams \*  
Rafe Wolfisberg  
Chingying-Crystal Wong \*

Marissa R. Wood  
Zhongyu Yang  
Raquel A. Zavala \*

### **ASSOCIATE IN BUSINESS DTA/MRP**

Zola L. Carbone \*  
Davis H. Castle \*  
Freddy Delgado-Estrada \*  
Manraj S. Gaday \*  
Jessica L. Garr  
Savannah M. Graham \*  
Kaimipono C. Halemano \*  
Eliza Hardin  
Lyndia M. Hull  
Tanner S. Jones  
Marie E. Kochman \*

William G. Lepoidevin  
Katauna J. Loeuy \*  
Johnmark Marinkovich  
Anh Van Viet Nguyen  
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Jacob M. Ramirez  
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### **ASSOCIATE IN NURSING DTA/MRP**

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\*Note: These students graduated with honors GPA of 3.5 or higher.

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Keril A. Fisenko *	Kristin D. Rudy *
Robert J. Iverson *	Adam C. Schmidt *
Benjamin G. Knibbe	Nathan B. Smith *
Riley P. Mann	Lukas E. Wolter
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**ASSOCIATE IN SCIENCE CRIMINAL JUSTICE**

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Madilyn J. Thompson \*

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Monica D. Higgins \*  
Megan M. Jones \*  
Troy A. Juergens \*

Kari A. Mc Crory \*  
Sydney N. Palmer \*  
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SUBSTANCE USE DISORDER PROFESSIONAL**

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Elissa C. Jules \*  
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Elizabeth M. Rodriguez \*

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Elodie A. Chaplain  
Nolan P. Hoppe-Leonard  
Liesl M. Schwerin  
Erika J. Yost

## **CERTIFICATE MEDICAL ASSISTING**

Shelby L. Raga

## **CERTIFICATE OFFICE ADMINISTRATION**

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## **CERTIFICATE PARALEGAL STUDIES** **LIMITED LICENSE LEGAL TECHNICIAN**

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Samuel Elijah Bridges  
Ellie J. Button  
Ruth Chernomoretz  
Charity-Ann D. Clark  
Hannah G. Clark  
Koltyn D. Durbin  
Clara G. Ford  
David A. Giesing  
Autumn R. Gonzales  
Joseph D. Greenan  
Nickee L. Gwinner  
Montserrat Hernandez  
Moriah A. Hively  
Jaiden T. Hull  
Kyla M. Ingram  
Agnes Veodora Jasin  
Melody D. Jewell  
Conrad M. Kelly  
Fiona K. Kroontje  
Melivy Kumala  
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Lukas Maccloud  
Porter A. Matteson  
Austin Bradley Mc Manus

Ida Bagus Narayana  
Hoi Yiu Ng  
Anh Van Viet Nguyen  
Hanh Thi-Thu Nguyen  
Donson Tuen-Hang Or  
Marie Otero  
Kezia J. Park  
Ezra Parriera  
Jeetika Pawar  
Cole W. Philips  
Luke M. Roderick  
Sofia E. Rosales-Makela  
Aline Giselle Salcido  
Mehtar K. Singh  
Wing-Sze So  
Matthew Dante Sugiarto  
Khang Nguyen Tran  
Lia Renae Vadnais  
Brenna J. Vanderyacht  
Abigail Chika Van-Dyke  
Yikai Wang  
Zealousie R. Western  
Lukas E. Wolter  
Chingying-Crystal Wong

\*Note: These students graduated with honors GPA of 3.5 or higher.

## 2020-2021 Operating Budget Overview

President's Cabinet, in conjunction with the Budget Review Committee and union leadership members, have prepared and reviewed a proposed operating budget for fiscal year 2020-21 (FY21). The proposed FY21 operating budget was developed with campus-wide opportunity for involvement, following guidelines developed by the Budget Review Committee.

This budget addresses legislative mandates and State Board for Community and Technical College (SBCTC) appropriations, which allocates funding for higher education, including cost of living adjustments for state employees and healthcare rate changes.

The proposed operating budget framework for FY21 focuses on identifying areas within the operating budget for cost reductions in order to support three major fiscal impacts: downward enrollment trend; maintenance-level and inflationary costs; and pending state funding reductions. Within this framework, a number of assumptions are currently factored into the FY21 budget: forecasted revenues based on current enrollment trends; assumption of a 10% general state funding reduction; almost \$2 million dollars in planned budget reduction strategies; and reliance on one-time funding (such as institutional CARES Act and reserves).

These assumptions culminate in a balanced budget proposal with acknowledgement that the current fiscal landscape is likely to continue to evolve over the coming weeks and months. The College will monitor variances to forecasts closely, recognizing that mid-year adjustments may be needed, particularly if enrollments are down further than projected, State-mandated cuts are higher than anticipated, and/or pandemic fiscal impacts climb again.

Following are some key considerations that reflect recent budget discussions at the College.

- Legislature will not likely meet again until January 2021 during the regularly-scheduled legislative session. While no formal budget cutting actions have been taken at the state level to date, the College continues to receive guidance from the SBCTC and Office of Financial Management (OFM) to anticipate a state budget reduction to the general allocation. The anticipated cuts directly correlate to lagging state revenue collections. For fiscal prudence, WCC has assumed reductions in its draft budget proposal for FY21.
- Funding via House Bill 2158 (Workforce Education Investment Act) has been partially included in the proposed FY21 operating budget, such as foundational support and nurse educator salary increases. WEIA funding for Guided Pathways (GP) and high demand faculty salaries has been excluded from the operating budget at this time. Guided Pathways funding would be used to support the five-year Guided Pathways plan submitted to SBCTC in February 2020, which may include offsetting some expenses in the current proposed operating budget. High demand faculty salary funding will be negotiated with faculty union before inclusion in budget.
- The budget reduction process at WCC accumulated about \$2 million in cost savings – primarily academic schedule reductions, frozen vacated positions, decrease in part-time hourly employment, and drastic cuts to goods, services and travel. This collective effort produced great progress towards reducing the institution's funding gap.

- The College upheld cost of living adjustments as articulated in the 19-21 biennial budget and in personnel contracts to honor commitments already made, uphold contractual obligations, and avoid any backsliding of efforts to achieve more competitive salaries at WCC.
- Some budget balancing strategies rely on use of one-time funds, specifically Institutional CARES Act funding and reserves.

The FY21 operating budget is balanced at \$28,864,614. Figure 1 and Figure 2 demonstrate the College’s funding sources and expenditures by cost center as related to the operating budget. The FY21 operating budget represents a 2% decrease from FY20.

**Funding Sources**

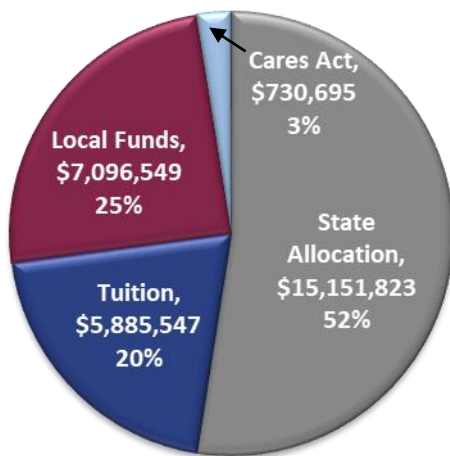


Figure 1

**Expenditures by Cost Center**

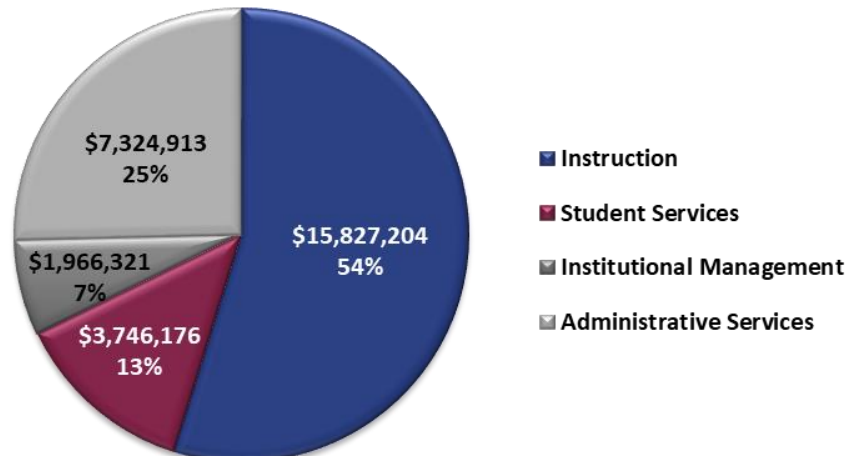


Figure 2

The budget development process includes the following information, which is represented in the College’s FY21 operating budget.

- **Compensation:** A total 6% cost of living adjustment (COLA) was included in the biennial budget for all state employees. Faculty received 3.2% in FY20 and staff received 3%. For the supplemental 2021 fiscal year, faculty receive 2.8% and staff receive 3%. Effective July 1, 2020, all employees received their respective adjustments, totaling more than \$500,000 in the operating budget alone.

Additional compensation-related items include \$355,070 for nurse educator salary increases, which is reflected in the budget proposal. In addition, \$425,993 for high-demand faculty salaries was appropriated for FY21 which is pending negotiations before inclusion in the operating budget.

- **Foundational Support:** The Legislature provided almost \$66,000 in FY21 in “foundational support” to help offset costs related to compensation items and central service functions. This funding is appropriated through HB2158 and is intended to acknowledge previous years’ inadequate funding levels. The WCC budget forecast for FY21 includes this allocation assumption.
- **Tuition:** A forecast of \$5,885,547 is assumed based on review of operating fee collections in fiscal year 2020 that would have occurred if class coding had not changed (i.e. recoding online courses as state-support). A 4% reduction was factored in to represent the current fall 2020 quarter enrollment

trend/projection, and then escalated by the legislated 2.5% tuition rate increase. This translates to a forecast of almost 9% less than the prior year, directly correlated to a downward trend in state enrollment.

- **Local Funding Sources:** Local funding sources continue to be critical as key funding sources to support the College's operating budget. A forecasted \$7,025,000 in locally-generated revenue will be leveraged for FY21. The leveraging of these funds reflects relatively flat enrollment in Running Start coupled with an increase in the reimbursement rate, a significant decline in International Programs enrollment and therefore revenue, increased reliance on eLearning due enrollment trends and class coding for online instruction.

Reliance of \$71,549 in college reserves funds a portion of the operating budget not covered by other funding sources. Use of these funds would not occur until fiscal year-end once other resources and strategies have been fully explored and implemented (i.e. federal relief, GEER funding, Guided Pathways offset, grant offsets, etc.)

- **Healthcare Rate Changes:** The employer portion of state employee health insurance expected to increase from \$939 per month per employee to \$976 per month per employee. Employee benefit expenses for those funded by the operating budget now total approximately \$6.5 million. College employee benefits are disbursed throughout the four cost centers to reflect benefits for those employees serving in their respective areas.
- **Faculty Salary Improvements:** An investment of more than \$130,000 was made in salary improvements for full-time faculty members as a result of tenure, promotions and turnover savings. FY21 also marks the first year that the tier 3 adjunct faculty salary scale will be used, which is an approximate 15% increase over the baseline adjunct salary scale.
- **Student Achievement Initiative (SAI):** SAI funding is included in the allocation model based on data from 2018-19. The system set aside more than \$45.5 million (5% of system operating appropriations per SBCTC policy) for student performance funding, of which WCC earned \$1,167,035.

- **Other Notable Budget-Related Items**

Provisos and earmarks are distributed by SBCTC through the allocation model, including support for Worker Retraining, Students with Disabilities, Students of Color, Maintenance & Operations (M&O), and compensation-related items that are mandated (i.e. COLA and benefit rates). Of specific note, WCC is allocated an M&O appropriation for the Phyllis and Charles Self Learning Commons, totaling approximately \$480,000. This funding directly offsets operational costs associated with facilities and operations of the building.

Additional revenue sources may be realized or allocated later during FY21 and are not reflected in the operating budget (i.e. pending grant applications). Expenditures shifted to these funding sources (if appropriate) will relieve some reliance on local funds or other institutional resources.



**WHATCOM COMMUNITY COLLEGE  
OPERATING BUDGET  
REVENUES BY SOURCE**

<b>REVENUE SOURCES</b>	<b>F/Y 2019-2020</b>	<b>F/Y 2020-2021</b>	<i>Note</i>
State Allocation	\$ 15,609,580	\$ 15,151,823	
District Enrollment Allocation Base (DEAB)	6,978,216	7,205,119	1
Minimum Operating Allowance (MOA)	2,850,000	2,850,000	1
Student Achievement Initiative	1,099,460	1,167,035	1
High Demand (Weighted) FTEs	686,191	787,215	1
Earmarks and Provisos	3,995,713	5,623,225	1
<i>Less: Workforce Education Investment Act Items</i>	-	(945,678)	2
<i>Less: State Funding Reduction (at 10%)</i>	-	(1,535,093)	3
<b>State Allocated Funds</b>	<b>\$ 15,609,580</b>	<b>\$ 15,151,823</b>	
<b>Operating Fee</b>	<b>\$ 6,447,458</b>	<b>\$ 5,885,547</b>	4
Other Locally-provided Funds			
Running Start Support	4,300,000	4,400,000	5
International Programs	1,000,000	500,000	6
eLearning	1,675,000	1,825,000	7
Other Fees and Enterprises	300,000	300,000	
Foundation Contribution	85,000	-	8
Reserves	-	71,549	9
<b>Locally-provided Funds</b>	<b>\$ 7,360,000</b>	<b>\$ 7,096,549</b>	
<b>Institutional CARES Act Funding</b>	<b>N/A</b>	<b>\$ 730,695</b>	10
<b>TOTAL BUDGETED REVENUES</b>	<b>\$ 29,417,038</b>	<b>\$ 28,864,614</b>	
State Funded Student FTE's	2,484	2,493	

## Notes to Accompany FY21 Proposed Funding Sources

### Note 1

Reflects allocations as provided in “Allocation 1” from the State Board for Community and Technical Colleges (SBCTC).

### Note 2

Excludes WEIA (HB2158) funding at this time for Guided Pathways (GP) and high demand faculty salaries. Guided Pathways funding would be used to support the five-year GP plan submitted to SBCTC in February 2020, which may include offsetting some expenses in the current proposed operating budget. High demand faculty salary funding will be negotiated with faculty union before inclusion in budget.

### Note 3

Reflects a 10% reduction to general state appropriations to Whatcom Community College. Previous draft FY21 budget reflected 15% reduction per OFM memo on May 13, 2020. Subsequent information from OFM in August 2020 advised reduction would likely be “something less than 15%.”

### Note 4

Operating fee (tuition) assumption is based on review of operating fee collections in fiscal year 2020 that would have occurred if class coding had not changed (i.e. recoding online courses as state-support). A 4% reduction was factored in to represent current fall quarter enrollment trend/projection, and then escalated by the legislated 2.5% tuition rate increase.

### Note 5

Reflects flat Running Start enrollments for 2020-2021, escalated by 2% reimbursement rate increase.

### Note 6

Reflects enrollment decline in International Programs and therefore decreased reliance on program revenue to support the operating budget.

### Note 7

Represents an increase in eLearning enrollment due to positive online instruction enrollment trend coupled with class coding changes for 2020-2021 due to primarily remote (online) instruction.

### Note 8

Agreement with WCC Foundation to provide direct support to the operating has sunset. WCC Foundation financial support for the college continues, such as through Funds for Excellence awards, scholarships for students, professional development funding, and emergency aid for students.

### Note 9

Reliance on reserve funds for portion of operating budget not covered by other funding sources. Use of these funds would not occur until fiscal year-end once other resources and strategies have been fully explored and implemented (i.e. federal relief, GEER funding, Guided Pathways offset, grant offsets, etc.)

### Note 10

Factors in the institutional CARES Act money drawdown that directly connects with the operating budget.

**WHATCOM COMMUNITY COLLEGE  
OPERATING BUDGET  
EXPENSES BY BUDGET AREAS WITHIN COST CENTERS**

<b>COST CENTERS</b>	<b>BUDGET AREAS</b>	<b>F/Y 2019-2020</b>	<b>F/Y 2020-2021</b>
INSTRUCTION	Division 1 - Academic Resources and Health Professions	\$ 2,176,509	\$ 2,241,799
	Division 2 - Arts and Humanities	2,222,207	2,212,944
	Division 3 - Sciences, Technology, Engineering & Math	3,294,661	3,243,381
	Division 4 - Social Sciences and Business	2,173,668	2,153,931
	Instructional Administration *	4,924,861	4,808,822
	Stipends / Special Projects	93,702	84,209
	Library Operations	675,470	662,459
	Instructional Equipment	20,000	10,000
	Learning Center and Simpson Intercultural Center	392,983	409,659
			<u>\$ 15,974,061</u>
<b>STUDENT SERVICES</b>			
	Students Services Administration *	\$ 1,181,815	\$ 1,144,446
	Admissions	658,966	628,146
	Advising and Student Support Services	1,186,517	1,083,940
	Financial Aid	651,043	629,226
	Student Life and Development, Athletics and Recreation	277,553	260,418
		<u>\$ 3,955,894</u>	<u>\$ 3,746,176</u>
<b>INSTITUTIONAL MANAGEMENT</b>			
	Institutional Administration / President's Office *	\$ 939,344	\$ 956,977
	Office of Advancement	738,400	654,915
	Institutional Research	260,796	258,356
	Staff and Faculty Development	89,250	76,073
	Facilities / Equipment / Program Development	40,000	20,000
		<u>\$ 2,067,790</u>	<u>\$ 1,966,321</u>
<b>ADMINISTRATIVE SERVICES</b>			
	Administrative Services Administration *	\$ 1,461,338	\$ 1,461,043
	Human Resources	438,391	457,767
	Business Office	419,616	406,207
	Copy, Print and Mail Services	466,568	487,446
	Information Technology	913,727	767,973
	Facilities and Operations	3,545,553	3,583,377
	Other Administrative Expenses	174,100	161,100
		<u>\$ 7,419,293</u>	<u>\$ 7,324,913</u>
<b>TOTAL BUDGETED EXPENSES</b>		<u><u>\$ 29,417,038</u></u>	<u><u>\$ 28,864,614</u></u>

\* Includes benefit costs for all employees within the cost center that are paid through the operating budget

# Whatcom

## COMMUNITY COLLEGE

### Reports to the Board of Trustees September 23, 2020 Meeting

#### ➤ **Advancing Equity – Janis V. Farmer, Interim Chief Equity Officer/Director for Intercultural Services**

- **Intercultural Services** *(Goal 1.1 Improve student success in retention, completion, transfer, and employment, 1.3 Promote student access through quality services and resources, 1.4 Provide students with mentors, internships, and career preparation, 2.1 Increase collaboration and communication to serve collective needs across the College, 3.1 Ensure all students have access to campus resources that support educational success, 3.2 Apply culturally responsive pedagogy in all teaching and learning environments, 3.3 Increase services focused on supporting marginalized student populations to close the equity gap in student outcomes, 3.5 Improve recruitment and retention of diverse students, faculty, staff, and administrators. 3.6 Increase campus engagement in social justice education and leadership opportunities, 4.3 Provide ongoing opportunities for faculty and staff professional growth, 4.6 Apply assessment and evaluation data to inform decisions)*
  - Launched a website to support transparent communication, professional development in diversity, equity, and inclusion, and to connect equity projects and programs across campus: [www.whatcom.edu/interculturalservices](http://www.whatcom.edu/interculturalservices)
  - The equity project's theme, *Antiracism: Our Call to Action*, continues campus wide exploration of topics related to equity and inclusion in year 4. The program combines readings, equity pods (learning communities) to engage the campus in conversations that promote growth and development anti-racist action and change. The equity project will produce a quarterly podcast centering antiracism in the voices of students, faculty, and staff.
- **Intercultural Center** *(Goal 1.1 Improve student success in retention, completion, transfer, and employment, 1.3 Promote student access through quality services and resources, 1.4 Provide students with mentors, internships, and career preparation, 2.1 Increase collaboration and communication to serve collective needs across the College, 3.1 Ensure all students have access to campus resources that support educational success, 3.2 Apply culturally responsive pedagogy in all teaching and learning environments, 3.3 Increase services focused on supporting marginalized student populations to close the equity gap in student outcomes)*
  - Developed and implemented a peer mentor program for students of color. The Peer Navigators completed 20 hours of training aligned with WWU Student Outreach Services' certified mentoring program, creating a pathway between the Intercultural Center and the mentor position at WWU. The IC Peer Navigator mentoring program will apply for certification later this year.
  - Oriented new students of color with a three events/open houses, one in collaboration with Outreach for all new students of color and two with Athletics for athletes of color.

- Integrated thematic collaboration and learning within the IC virtual environment. For example, the Writing Studio on Thursdays includes students, Peer Navigators, Writing Center student readers, and 2-4 English instructors. Each day features a different theme and a different set of partners across campus, including faculty and staff from Student Life and Development, AIM, and Athletics.
- **The Equity Project** - The Equity Project's Year 4 program, *Antiracism: Our Call to Action* with Canvas Readings, Equity Pods, and TEP Podcasts. (see attached)

#### ➤ **Administrative Services—Nate Langstraat, Vice President**

- **ctcLink** *(4.1 Offer programs, services, and facilities that support college needs and market)*
  - WCC's new ctcLink Project Manager, Matt Connelly began June 29, replacing Ken Bronstein who retired on June 30.
  - Review of peer project documentation was completed as part of the initiation phase. WCC has progressed to the implementation phase of the project. As part of the implementation phase, the ctcLink team has been engaging in Business Process Fit Gap (BPFG) sessions, which began August 18 and conclude December 3, 2020. State Board of Community and Technical Colleges (SBCTC) hosts these sessions, which typically run 1-2 days and includes data configuration homework that will be used for WCC's local ctcLink configurations. WCC SMEs will participate in 102 hours of session preparation, 520 hours of 'in session' time, and 621 hours of homework.
  - ctcLink Project manager has worked with ctcLink Implementation team/leadership on refining change action plans, organizational communications, and analysis of supplemental WCC software/tools that may be impacted (or replaced) by ctcLink.
- **Finance** *(4.1 Offer programs, services, and facilities that support college needs and market demands)*
  - Fiscal year 2020-21 operating budget development has culminated in a draft proposal. Details of this proposal, as well as other funding considerations, will be presented to the Board of Trustees at their September meeting. The proposed FY21 operating budget framework forecasts revenues based on current enrollment trends; assumes a 10% state funding reduction; factors in almost \$2 million dollars in budget reduction strategies; and relies on one-time funding (such as institutional CARES Act and reserves).
  - Business office staff have participated in Business Processes Fit Gap (BPFG) sessions in preparation for the migration to the new ctcLink Enterprise Resource Planning (ERP) system. These sessions provide an overview of the system and provide guidance on requirements for the college to successfully transition to the new system. Sessions for business office staff will continue throughout the fall.
- **Facilities & Operations** *(4.1 Offer programs, services and facilities that support College needs and market demands)*
  - Facilities and Operations staff continue supporting campus operations and the evolving campus needs during the pandemic. In addition to daily operations, the teams have worked through summer projects for tree pruning, pressure washing, parking lot maintenance and completion of the art display area in Cascade Hall with design support from Art Faculty members, Rob Beishline and Justin Martin.

- Several capital improvement and repair projects are underway including the engineering lab remodel (Cascade), roof repairs (Kelly, Baker, and Syre), fire alarm panel replacements (Roe and Syre), curtain wall and window repairs (Heiner), and a condensing unit replacement (Pavilion).
- **Emergency Preparedness, Safety & Security** (5.3 *Promote a safe environment for teaching, learning, and working*)
  - Re-entry planning review and discussions continue with the Safety Committee, health professions faculty and staff, union leadership, and college administrators. Updates and planning documents continue to be shared with the campus community and posted on Compass. Planning documentation to date includes safety protocols, telework support, face covering expectations, health screening information, re-entry orientations, classroom management, contact tracing, training opportunities and more – all related to phased re-entry of instruction and services.
- **Conference & Event Services (CES)** (4.1 *Offer programs, services, and facilities that support college needs and market demands*)
  - CES has been working with the Athletic Department to schedule and secure spaces for coaches and athletes to meet to ensure COVID-19 safety precautions are followed.
  - CES continues to stay connected with existing external clients to ensure business relations continue for when the College is able to begin renting spaces.
- **Information Technology** (4.1 *Offer programs, services and facilities that support college needs and market demands*)
  - IT has been finalizing the deployment of assets in the Learning Commons and Cedar Hall. Most of the planned technology has been installed in these two new capital facilities.
  - The Media Center and Makerspace are still being assembled.
  - IT has refurbished computers returned from summer quarter to ensure they are updated and available for fall quarter. IT will begin fall quarter check out to students September 14, 2020.
  - IT continues to check out and support technology solutions for employees for remote work, services, and instruction.
- **Bookstore** (4.1 *Offer programs, services, and facilities that support college needs and market demands, 3.1 Ensure all students have access to campus resources that support educational success*)
  - Over the past few months, the Bookstore has seen a dramatic increase in Bookstore website traffic and sales. In August, Bookstore web sales increased 1,400% over last year. Additionally, this August's overall Bookstore sales (cash register + website) have doubled overall sales from one year ago. Much of this growth is attributable to the earlier preparation and stocking of textbooks for fall quarter.
  - The Bookstore is offering free shipping again for all course material orders placed through the Bookstore's website. Cares Act funding should cover much of the cost for this accommodation for students. Third party agency or grant assistance funding will also cover some of these free freight expenses.

#### ➤ **Student Services—Luca Lewis, Vice President**

- **Student Life and Development:** (Goal 1.3 *Promote student access through quality services and resources, 1.4 Provide students with mentors, internships, and career*

- preparation, 2.1 Increase collaboration and communication to serve collective needs across the College, 2.2 Create teaching and learning communities, 3.1 Ensure students have access to campus resources that support educational success, 4.1 Offer programs, services, and facilities that support college needs and market demands*
- The ASWCC Executive Board and Programming and Diversity Board participated in a virtual leadership training to explore and engage in institutional and departmental mission, vision and goals, leadership development and team building, student development theory, professional ethics, equity and social justice, and leadership identity and strengths. Student leaders finalized the the 2020-21 ASWCC Work Plan and reviewed AWCC Bylaws, and ASWCC Financial Guidelines for spending S&A fees.
  - **Athletics:** *(Goal 1.3 Promote student access through quality services and resources, 3.3 Increase services focused on supporting marginalized student populations to close the equity gap in student outcomes)*
    - Athletics programs will see the highest overall enrollment in WCC history in fall 2020, with the current count at 130 student-athletes, compared to 100 student-athletes in Fall 2019.
    - Due to COVID-19, all competitive seasons for each of our seven varsity sport programs have been shifted to a January-June 2021 timeframe.
    - Each varsity program will continue to engage its student-athletes throughout the fall quarter by participating in modified practices, following a phased-in approach with strict safety guidelines from the government and the Northwest Athletic Conference (NWAC).
    - The Student Recreation Center (SRC) is closed to the general student population and all staff/faculty throughout fall 2020 due to safety limitations with COVID-19. Limited use will be available for offseason training and workouts for student-athletes while following specific government and NWAC safety protocols.
  - **Community Standards and Residence Life:** *(Goal 1.3 Promote student access through quality services and resources, 2.1 Increase collaboration and communication to serve collective needs across the College, 3.1 Ensure all student have access to campus resources that support educational success, 3.4 Revise policies, practices, services, and curricula from an equity-based lens)*
    - Cedar Hall is officially opened and 34 residents moved in with 5 live-in staff. Resident recruitment and onboarding is ongoing and more students are expected to occupy Cedar Hall (up to 50% occupancy).
    - Fully implemented *eRezLife*, a resident occupancy management system to help manage student resident inventory, requests, and programming needs.
    - Facilitated training and discussions on student conduct with the ASWCC Executive leadership team.
    - Collaborated with a faculty anti-racism taskforce; provided recommendations for increased awareness, support, and resources related to classroom management and conduct reporting.
  - **Academic Advising and Career Services:** *(Goal 1.3 Promote student access through quality services and resources, 1.4 Provide students with mentors, internships, and*

- career preparation, 3.4 Revise policies, practices, services, and curricula from an equity-based lens)*
- Collaborated with members of the ctcLink Implementation Team and Pillar Leads for Campus solutions. Work included co-facilitating employees engaging in ctcLink training as preparation for implementation and process improvements for students.
  - Launched *WCCPathways (also known as Simplicity)*, a career development and job seeking virtual platform for students to centralized access to internships, work study and employment opportunities on and off campus.
  - Partnered with other advising service areas, the Teaching and Learning Center, and Instruction to enhance the quarterly advising training day. Fall 2020 advising training day will be focused on understanding and applying antiracist frameworks to support students and improve practices with students.
  - **Entry Services:** *(Goal 1.3 Promote student access through quality services and resources, 3.1 Ensure all students have access to campus resources that support educational success)*
    - Deployed *Parchment* transcript services in August 2020, a new software platform that allows transcripts to be sent electronically to other institutions of higher education outside Washington State and to employers. This services is available at no additional cost to students.
  - **Financial Aid:** *(Goal 1.3 Promote student access through quality services and resources, 33.1 Ensure all students have access to campus resources that support educational success)*
    - Currently, 2,211 students and prospective students have been awarded financial aid for the 2020-21 academic year. Currently, 4,286 students and prospective students have completed the FAFSA or WASFA for the 2020-21 academic year. This compares to 4,561 FAFSA and WASFA applications for 2019-20.
  - **Student Success and Retention:** *(Goal 1.1 Improve student success in retention, completion, transfer, and employment, 1.4 Promote student access through quality services and resources)*
    - Received and closed 220 early alert flags (summer 2019 data not available) and attempted, via phone, to reach all students to provide support.
    - Offered virtual support for students 11:00am-3:00pm Monday-Friday with Pod Leaders. On average, 25 students visit the Zoom Rooms each day.
    - Updated Online Wave Orientation to include video tutorials related to navigating technology, class search, and registration portals. To date, approximately 575 students have completed orientation for fall 2020.
    - Forty students enrolled in the six-week TRIO Upward Bound Summer Academy program – setting a program record for the number of students enrolled in Summer Academy. Students took online classes in Latin, Plan Science, Robotics/coding, and English with enrichment classes in Art and Yoga. Students participated in classes and activities provided throughout the day Monday through Friday from 8:00am-2:00pm via Zoom and Canvas.



- Hired four project mentors to provide group activities and mentoring/tutoring time during the weekdays. Mentors offered valuable first-hand college experience and supported students in college and career exploration activities. Mentors included: One Upward Bound graduate and current WCC student, two former Running Start Students, and one second-year WCC student.
- Of the current Upward Bound students, 19 took WCC's Educational Planning course, and four students were enrolled in a 5-credit class as Funds for Excellence Scholarship Award recipients.
- **Access and Disabilities Services:** (*Goal 3.3 Increase services focused on supporting marginalized student populations to close the equity gap in student outcomes, 4.3 Increase access for underrepresented populations*)
  - ADS staff participated in the [Bellingham Walking Tour – Exploring Systemic Racism](#). Anti-racist learning/professional development work is also incorporated into the work plan for the 2020-21 academic year.
  - Fall 2020, 246 students are registered with ADS, compared with 424 fall 2019. New student access planning meetings are scheduled daily and it is anticipated that the number of registered students will continue to climb.

#### ➤ **Instruction— Ed Harri, Vice President**

- **Assessment and Institutional Research (AIR)** (*4.6 Apply assessment and evaluation data to inform decisions*)
  - Reviewed appreciative inquiry with the AIR team in the hope of applying some of the principles to our work (e.g., focus group and survey question design, etc.). Appreciative inquiry is a strengths-based positive approach to leadership development and organizational change to help people move toward a shared vision for the future by engaging others in strategic innovation.
  - Secured a funds for excellence grant for 2020-21 to provide students incentives to participate in focus groups and surveys. It is crucial to draw on the student voice to ensure innovations are responding to student needs, particularly historically underserved populations, low income students, and others who have barriers to success in higher education.
  - Created an [emergency funding dashboard](#) for staff and faculty to be able to visually track emergency funding by award and amount, and disaggregate the data by various demographics.
  - Conducted approximately 20 surveys and focus groups in 2019-20 to provide feedback on how to improve WCC programs, services, and processes.
- **Health Professions** (*1.2 Foster student learning through student-centered teaching and learning practices; 1.3 Promote student access through quality services and resources*)
  - **On-Campus Instruction:**  
Staff and faculty in the medical assistant, physical therapy assistant, massage therapist, and nursing assistant programs created classroom configuration plans to hold essential skill learning and evaluation sessions on campus this summer. Following guidelines from the Department of Health, the Center for Disease Control, and SBCTC, students were able to safely participate in activities that prepared them

for upcoming clinical placements this fall through proper use of physical distancing parameters and personal protective equipment (PPE).

- **Community and Continuing Education** (*2.5 Cultivate community awareness and support for the College, 2.6 Engage with business and industry to strengthen regional economic development.*)
  - Scheduled over 90 virtual classes via Zoom for fall quarter. Offerings include a wide range of professional development and personal enrichment topics, including QuickBooks accounting, web design, grant writing, leading remote teams, commercial drone piloting, foreign language, creative writing, art, fitness, and personal wellness.
  - Hosted the tenth annual Chuckanut Writers Conference virtually in June 2020. The new format included eleven breakout sessions and master classes led by a variety of notable northwest writers. Conference attendance equaled 75 percent of the record high set in 2018. Thirty-four percent of attendees were new to the conference, and over 50 percent of attendees logged in from outside of Whatcom County.
  - Expanded the existing partnership with ed2go, an online continuing education provider, to include over 300 asynchronous non-credit career training and industry certification prep courses in addition to the shorter term professional development courses previously offered.
- **Grants** (*1.1 Improve student success in retention, completion, transfer, and employment; 4.2 Increase college enrollment and secure resources for the continued viability of the College*)
  - **Career Connected Learning Intermediary Grant:**  
Began implementation of a Washington State Employment Security Department grant for \$101,628 to develop a new associate in science degree in software development. The College has partnered with Technology Alliance Group for Northwest Washington (TAG) to engage regional employers to both support the curriculum development process, as well as commit to hiring student interns during their degree program. Initial progress has included planning industry focus groups, a Developing A Curriculum (DACUM) workshop, and engaging with K-12 schools for dual credit opportunities. The software development degree is slated for launching fall 2021, pending approvals. The College has been approved as a Career Connected Learning Intermediary and upon culmination of the grant project, will be seeking full Career Launch endorsement from the SBCTC's Career Launch Endorsement Review team. This endorsement distinguishes this degree as academically rigorous, with paid work-based learning opportunities that lead to high demand and high pay careers for graduates.
  - **National Science Foundation (NSF) award activity:**
    - On Sept. 4<sup>th</sup>, WCC's NCyTE Center collaborated on hosting a fourth highly successful virtual career fair with grant sub-awardee Cal State San Bernardino. Over 1,400 students/graduates participated and 31 organizations exhibitors as employers seeking interns and employees.
    - The NCyTE Center launched a new UTube channel, featuring new content developed by grant sub-awardee Embrey-Riddel University. New content now available for free to cybersecurity faculty to incorporate into their course materials includes cybersecurity for airspace systems, supply chain and small

- unmanned aerial systems, helping to further advance knowledge to secure our nations' infrastructure.
- In collaboration with CodeHS Inc., an approved Advanced Placement (AP) course provider, the C5 grant project has completed the development of a beta AP Computer Science Principles – Cybersecurity course which is being piloted by high school instructors from across the nation. It is anticipated this course will gain approval by the College Board and wide dissemination in early 2021.
  - WCC's existing NSF C5 grant (*Catalyzing Computing and Cybersecurity in Community Colleges*) received \$93,320 in supplemental funding for a project that will continue to develop and support the deployment of a new application tool and survey for colleges and universities applying to improve their programs or for the Center of Academic Excellence (CAE) designation from the National Security Agency/Dept. of Homeland Security.
  - **USDA Grant proposal:**  
WCC is applying for a Food and agricultural science enhancement (FASE) strengthening standard grants for 5 years and \$500,000 to support a new pathway within computer information systems (CIS). Building on curriculum work this past year to develop two new courses managing unmanned aerial vehicles (UAV or drones), the grant funds would fund instruction and provide navigation support for students. Additional courses would be created in systems thinking, data analysis, security, and internet of things. In partnership with our regional STEM network and workforce partners, the grant will help facilitate robust partnerships with regional agri-technology companies.
- **Bachelor of Applied Science in Applied Business Management** (*1.1 Improve student success in retention, completion, transfer, and employment. 1.2 Foster student learning through student-centered teaching and learning practices. 4.2 Increase college enrollment and secure resources for the continued viability of the College.*)
    - WCC admitted a full cohort of 30 students to the new bachelor of applied science degree in applied business management, starting fall 2020. With a waitlist already started and additional applications in process, a second entry point may be added later this year if needed to meet demand. Originally designed for instruction to be offered online, this program is not adversely affected by disruptions due to COVID-19.
  - **Teaching and Learning Center:** *1.2 Foster student learning through student-centered teaching and learning practices; 2.1 Increase collaboration and communication to serve collective needs across the College; 2.2 Create teaching and learning communities; 3.3 Increase services focused on supporting marginalized student populations to close the equity gap in student outcomes; 3.4 Revise policies, practices, services, and curricula from an equity-based lens; 4.3 Provide ongoing opportunities for faculty and staff through professional growth.*
    - Supported faculty in making the swift move online and continued that support to help faculty move from surviving to striving to thriving through ongoing professional development centered on high impact online pedagogical and antiracist practices. This support was conducted through consistent campus-wide messaging, the creating of a Virtual Teaching and Learning Center, and ongoing workshops and presentations. Workshops held through the summer months were well attended by faculty and are ongoing into the fall and academic year.

- Hired Divisional Canvas Leads to facilitate greater online pedagogical support for faculty and to have one point person per division to address division-specific needs.
- **International Programs** *(1.3 Promote student access through quality services and resources; 3.5 Improve recruitment and retention of diverse students, faculty, staff, and administrators; 4.2 Increase college enrollment and secure resources for the continued viability of the College.)*
  - Developed marketing and recruitment strategies to stimulate online enrollments from students around the world; the campaign resulted in the largest intake of new international students on record for a summer quarter.
  - Implemented new processes for remote English placement testing; students from around the world are now able to be enrolled without setting foot on Whatcom's campus.
  - Developed a new online orientation geared toward international students/parents/recruitment partners; virtual services that meet the needs of students who have never been to the US have been a critical component to the intake and retention of online international enrollments.
  - Retained the ESLA program's full offerings by combining levels of most courses.
- **Worker Retraining:** *(1.3 Promote student access through quality services and resources, 2.3 Strengthen partnerships with K-12 and higher education institutions, 3.1 Ensure all students have access to campus resources that support educational success, 3.3 Increase services focused on supporting marginalized student populations to close the equity gap in student outcomes.)*
  - Engaged with Alcoa, Safran, and Boeing workers on a regular basis for career and academic advising. Many are choosing to come to college using the educational benefits of Trade Act. Concluded Rapid Response meetings for Alcoa last month. In the last 2 weeks about 20 new students have been enrolled and had funding requested. Many of these are from the Trade Act certified employers.

#### ➤ **Foundation and College Advancement—Eva Schulte, Executive Director**

- **Foundation** *(2.5 Cultivate community awareness and support for the College; 3.3 Increase services focused on supporting marginalized student populations to close the equity gap in student outcomes)*
  - **Student and Mission-Based Support:**
    - Emergency funds for summer quarter were awarded to over 345 students. Support totaled \$233,780 and over \$11,465 of this was from the WCC Foundation. The fall quarter Emergency Funds application closed on September 11 with a total of 640 applications. The committee expects to award \$548,055 and is discerning how to address additional requests in fall quarter.
    - Final Foundation scholarship awards were announced in July. The total awarded for the 2020-2021 school year is \$300,558 to 219 students.
    - Funds for Excellence request for proposal opened July 10 - August 10. 17 faculty and staff proposals were received, all with a connection to student equity challenges. The grant award program was refocused to support innovation in education and equity. A diverse representation of WCC staff and Foundation board directors served on the seven member Review Committee, and scored the proposals based on alignment with

College and Foundation priorities. On August 20, the Foundation Board approved grants for the 12 highest reviewed proposals. Advancement staff will work with Funds for Excellence grantees to support community and campus outreach and promotion efforts for the awarded projects.

- **Fundraising:** Fiscal year to date as of September 11, draft reports show the Foundation received 48 gifts and pledges totaling \$65,167.
  - Two grant awards were secured by Foundation staff during June 2020: Haggen Nourishing Neighbors, which is a new and renewable \$10,000 grant for the Orca Food Pantry; plus \$11,000 from the Biella Foundation (an increase from previous years), which will provide scholarships and student emergency funds.
- **Governance:**
  - Former WCC Trustee Tim Douglas, joined the WCC Foundation Board in late Spring.
  - The 2019-20 financial audit is underway and expected to wrap up in October. BDO USA, LLC is providing audit services.
- **Community Affairs** (*2.1 Increase collaboration and communication to serve collective needs across the College; 2.5 Cultivate community awareness and support for the College*)
  - **Cross Divisional Collaboration:** Planning is underway between student services and advancement related to the Orca Food Pantry and food and gift card distribution to students.
  - **Profile-Raising:** The Stay Connect Strategy continued during summer quarter. Each webinar highlighted WCC Programs and faculty, staff and students. Over 400 people have participated in the webinar series to date. September's webinar will feature WCC's new BAS in Business Administration as we discuss sustainability with Aslan Brewing Co. Previous webinars included: [Coming Together \(COVID response\)](#); [WCC Alumni Town Hall](#); [Building the Learning of Tomorrow \(Learning Commons sneak peek\)](#); [Work-Based Learning](#); [Adult Learning \(featuring National Adult Learner of the Year Cecilia DeLeon\)](#)
  - **Civic Engagement:** Advancement is encouraging participation in an event hosted by YWCA on September 18 at 8am to bring attention to Missing and Murdered Indigenous Women and Girls.
- **Communications, Marketing and Publications** (*1.3 Promote student access through quality services and resources; 2.1 Increase collaboration and communication to serve collective needs across the College; 2.6 Engage with business and industry to strengthen regional economic development*)
  - **Web and Social Media**
    - WhatcomCC was nominated by Western Washington University to participate in the Instagram #BookCoverChallenge. The Advancement team chose to highlight 7 days of book covers that featured books based on equity, diversity, and inclusion. The Instagram post reached 627 people, received 54 likes. WCC nominated [@sustainableconnections](#) to carry on the challenge.
    - Black Lives Matter posts on social performed well. On Instagram each post received over 100 likes. On Facebook the each post reached over 1200 people.

- Top tweet received 8 likes and 2 shares thanking Haggen Food & Pharmacy for awarding WCC a 10K [Nourishing Neighbors](#) grant to support [WhatcomCC](#) students and the Orca Food Pantry.
  - “You Belong at WCC” video series featuring faculty and students’ frequently asked questions are being advertising on Facebook, Instagram and other digital platforms. Videos can be viewed on WCC’s YouTube channel at [www.youtube.com/whatcomcc](http://www.youtube.com/whatcomcc)
  - Progressed on the website refresh project (with a focus on Guided Pathways) with web vendor Granicus. The website refresh workgroups start meeting in the fall.
- **Publications and Advertising**
  - Our fall quarter newsletter will be mailed to all households in Whatcom County week of Sept. 14. Content focuses on virtual support services and what students and the community can expect during fall. Page count was trimmed to save money.
  - Several postcards to targeted populations were mailed out this summer, including a “You Belong at WCC” message with transfer and career options to 18-36 year olds and a “Congratulations class of 2020” message to recent high school grads considering fall options.
  - WCC’s first billboards ran in August. A “You Belong at WCC” billboard was at Ohio and State Streets and a “Start Your New Career” billboard was at Meridian and Horton. Estimated total reach was more than 530,000 impressions / views.
  - New Areas of Study icons and graphics are circulating among the Guided Pathways workgroups for final approvals. Members of the Marketing & Publications workgroup and Guided Pathways workgroups led the project.
- **Press Releases and Resulting Media Coverage**
  - [Whatcom welcomes students into its first campus dorm, with these COVID-19 restrictions](#), Bellingham Herald, 9/11/2020
  - [Whatcom Community College builds its first housing](#), Bellingham Herald, 9/10/2020
  - [WCC enrolling students for Running Start](#), KGMI, 9/10/2020
  - [WCC’s Software Development Associate Degree](#), KGMI, 9/2/2020
  - [A Positive Attitude Helps Lynden Christian’s Paige TeVelde Prepare for Her Senior Year](#), Whatcom Talk, 9/2/2020
  - [WCC to offer software development degree](#), KGMI, 8/28/2020
  - [The Keys to Finding Time for Industry Education](#), Fender Bender, 8/25/2020
  - [WCC’s Phyllis & Charles Self Learning Commons Achieves LEED Gold Recognition](#), The Chamber, 8/20/2020
  - [Postpone college? Study at home? BHS 2020 Grads make tough college decisions](#), The Northern Light, 8/18/2020
  - [Here’s how CARES funds are helping Bellingham and Whatcom Housing Authorities](#), Bellingham Herald, 8/14/2020
  - [Cadets graduate inaugural Air Force Junior ROTC Cyber Academy](#), Maxwell Air Force Base, 8/10/2020

- [SJICF Awards Nearly \\$150k in Scholarships](#), Academic Awards, San Juan Journal, 8/1/2020
- [Whatcom Community College Student Receives Top National Award for Adult Learning](#), The Chamber, 7/31/2020
- [Two join BTC trustees board](#), Lynden Tribune, 7/30/2020
- [Whatcom Community College Student Receives Top National Award for Adult Learning](#), Whatcom Talk, 7/29/2020
- [WCC Pathways](#), KGMI Radio, 7/27/2020
- [Five Years Later, MTV Documentary "White People" Still Relevant](#), Public News Service, 7/22/2020
- [Edmonds College receives \\$3 million grant for health care training program](#), My Edmonds News, 7/22/2020
- [Meet the Red Wheelbarrow Writers: A Writing Association Where So Much Depends on Community](#), Whatcom Talk, 7/20/2020
- [Summer camps and virtual activities offered to kids this summer](#), The Northern Light, 7/16/2020
- [FHS 2020 Graduate's Scholarships and Future Plans](#), Forks Forum, 7/10/2020
- [As college presidents, we praise diversity. Now, we must act to end injustice](#), Bellingham Herald, 7/12/2020
- [NBT Foundation awards \\$55,500 in manufacturing scholarships](#), The Fabricator, 7/6/2020
- [More Students will Qualify for a Tuition-free Education at WCC Beginning Fall 2020](#), The Chamber, 6/25/2020
- [Congratulations to the Class of 2020!](#), All Point Bulletin, 6/28/2020
- [Watch live: Gov. Inslee to speak at 3 p.m. Wednesday about Washington's COVID-19 response](#), Tri-City Herald, 6/24/2020
- [Washington colleges will open with strict COVID-19 safeguards](#), The Spokesman Review, 6/24/2020
- [Inslee: What Washington universities, colleges must do to open in person for fall quarter](#), Seattle Times, 6/24/2020
- [Higher education institutions permitted to open Aug. 1](#), 6/25/2020
- [WCC students may qualify for tuition-free education next quarter](#), KGMI, 6/25/2020
- [Inslee Unveils Guidance and Requirements For The Restart of Higher Education in the Fall](#), Big Country News, 6/24/2020
- [Inslee and higher education leaders issue guidelines for returning to campuses](#), KING5, 6/24/2020
- Read more at [whatcom.edu/news](http://whatcom.edu/news)

You are cordially invited to join The Equity Project's Year 4 program, *Antiracism: Our Call to Action* with Canvas Readings, Equity Pods, and TEP Podcasts

## What is The Equity Project?

The Equity Project is an annual OneBook program, which includes readings and events. The program is designed as a campus wide exploration of topics related to equity and inclusion.

## Antiracism: Our Call to Action

This year's equity project will be mostly facilitated through a canvas course. Our team has chosen a series of videos, podcasts, articles and books to support our learning this year. We hope that these multimodal texts will help those who want to learn the foundations of antiracism as well as those who would like to start applying these concepts to their work and life. Our texts are organized into themes by quarter (as seen below) but we recognize that many of you have been reading and engaging in these materials already, so feel free to work ahead!

- Fall Quarter (foundations and historical context)
- Winter Quarter (tools and action)
- Spring Quarter (“the truth as a pathway to freedom”)

## The Equity Project Canvas Page

Below you will find the Canvas link to enter our Canvas page. The Canvas page has an overview page, readings, and resources. To join, click on the self-enroll link:

<https://wcc.instructure.com/enroll/6X7RCT> then follow the sign in instructions. For Canvas support and troubleshooting please contact Tye Durbin at [tdurbin@whatcom.edu](mailto:tdurbin@whatcom.edu).

## Equity Pods

- Small learning communities of approx. 6-8 people that will engage with Equity Project programming (readings, videos, podcasts) and meet to discuss and reflect.
- These are similar to the “reading groups” from prior years.
- Just fill out this short survey: <https://forms.gle/MuUgyUwxZvaepUj47>
- We will form the Equity Pods based on your responses.
- Or you can create your own or maintain a pre-existing group.

## TEP Podcast

The Equity Project (TEP) will be producing a quarterly podcast! The podcast will center on the theme of antiracism and feature Whatcom employees and students. Be on the watch out for an announcement for each new episode.

We look forward to joining you in this important and timely work,  
The Equity Project Planning Team

*Kunbi Ajiboye, Alan Alatorre-Barajas, Amy Anderson, Jason Babcock, Katherine Burns, Justin Ericksen, Janis Velasquez Farmer, Cori Anne Garcia-Hansen, Carmen Green, Ed Harri, Nadine Alvarado Hensley, Tara Blanton Hughes, Guava Jordan, Jessica Larson, Yusuke Okazaki, Inés Poblet, Sara Purington, Becky Rawlings, Benjamin Reed, Sherri Winans, Anna Wolff, Tanya Zaragoza-Rosas, and with generous support from the WCC Foundation and the WCC Library.*