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**Meeting ID: 881 2077 1072**

**Passcode: 868874**

Learning Commons, #160  
237 W. Kellogg Road, Bellingham, WA 98226

**MEMBERS:**

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

*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 arrangements.*

**NEXT MEETING  
REMINDER**

**November 10, 2021**

- I. Call to Order & Approval of Agenda, and Notice of Public Comment Time
- II. Consent Agenda Tab 1
  - a. Minutes of August 19-20, 2021 Board of Trustees Retreat (Attachment A)
- III. Public Comment
  - [Protocols for Public Comment](#)
- IV. Action Item Tab 2
  - Proposed revision to Policy 500 – Degree/Diploma/Certificate Programs (First reading, possible action)
- V. Report from the President
- VI. Reports Tab 3
  - ASWCC – Carlyn Fintery, President
  - WCCFT – Anna Wolff, President
  - WFSE – Dan Andreason, President
  - Administrative Services –Vice President Nate Langstraat
  - Student Services –Vice President Luca Lewis
  - Instruction – Vice President Ed Harri
  - Equity Initiatives - Interim CDEIO Terri Thayer
- VII. Discussion/Items of the Board
- VIII. Executive Session
  - to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee...;
  - 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
  - to consider the selection of a site or the acquisition of real estate by lease or purchase...;
- IX. 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 litigation...



## CONSENT AGENDA

- a. Minutes of August 19-20, 2021 Board of Trustees Retreat (Attachment A)

### 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."*

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## COMMUNITY COLLEGE

### MINUTES

#### BOARD OF TRUSTEES RETREAT

August 19-20, 2021

Willows Lodge, 14580 NE 145<sup>th</sup> St., Woodinville, WA

Thursday: 8:00 a.m. – 4:00 p.m.; 6:00 pm – 8:00 p.m.

Friday: 8:00 a.m. – 12:00 p.m.

#### Thursday, August 19, 2021

- ➔ **CALL TO ORDER** Chair Rebecca Johnson officially called the Board of Trustees meeting to order at 8:45 a.m. Present in addition to the chair were trustees Steve Adelstein, Wendy Bohlke, John Pedlow and Teresa Taylor, constituting a quorum. Others present included President Kathi Hiyane-Brown; Ed Harri, Vice President for Instruction; Nate Langstraat, Vice President for Administrative Services; Luca Lewis, Vice President for Student Services; Terri Thayer, Interim College Diversity Equity Inclusion Officer; Eva Schulte, Executive Director for Institutional Advancement; and Rafeeka Kloke, Special Assistant to the President.

#### INTRODUCTION OF GUEST

- ➔ Dr. Jack Oharah, former President of Edmonds Community College, was introduced as the facilitator for the two-day planning retreat of the Board.

#### ACTION TO ACCEPT AGENDA

- ➔ Trustee Adelstein moved to approve the meeting agenda as proposed. It was seconded by Trustee Pedlow and the **motion was approved unanimously**.
- ➔ Chair Johnson announced that there is a designated time for public comment on the agenda.

#### CONSENT AGENDA

- ➔ **Consent Agenda**
  - a. Minutes of June 10, 2021 Board of Trustees Meeting and June 23, 2021 Board of Trustees Special Meeting (Attachment A)
  - b. Academic calendars: 2021-22, 2022-23, 2023-24 – updated to include June 19th (Juneteenth Holiday) (Attachment B)

Chair Johnson stated: “If there are no objections, these items will be adopted.” As there were no objections, **these items were adopted.**

## **PUBLIC COMMENT**

- ➔ Chair Johnson called for public comment. There was none.

## **STRATEGIC CONVERSATIONS**

### ➔ **Review 2020-2021 accomplishments and priorities for 2021-2022 workplan**

Cabinet members shared a PowerPoint presentation which provided an overview of accomplishments for 2020-2021 and 2021-2022 priorities.

#### Major Accomplishments

- Respond to the impacts of pandemic on the college and students
- Creation of College Diversity Inclusion and Equity Officer
- Successful fundraising campaign and grant solicitations

#### Continued Priorities – 2021-2022

- Organizational stability – staffing, enrollment, budget, ctclink implementation
- Board policy review
- Equity planning
- Strategic planning

#### New and expanded programs for 2021-22

- BAS in applied business management (second year)
- Software development (first year)
- Engineering – materials science and manufacturing track (first year)
- Nursing expansion from 30 first-year to 40 first-year students
- Career connected learning opportunities

### ➔ **Strategic Plan Process**

After going through an extensive strategic planning process in 2016 and 2017, the college's current strategic plan is due to expire in 2022 and ready for review and revisions. As part of the HB 5194 legislation, the College will be establishing an institutional equity plan this year. The strategic planning process and the institutional equity planning process will be integrated to ensure alignment of both plans. The work will begin this year with extensive community input to inform how the college is being viewed, and it is, or not adequately serving our various communities.

### ➔ **Growth Opportunities for the College**

Board members and staff discussed emerging needs and areas for possible program exploration. Highlights included:

- Health programs
  - Behavioral health – BAS in Social Work
- Business and Technology
  - BS in Computer Science
  - Agriculture/Food systems
  - Data Analytics

Opportunities to engage/serve different populations groups:

- Running start
- Adult
- Part-time students
- Online

## **EXECUTIVE SESSION**

- ➔ At 3:00 p.m., the meeting was adjourned for a closed Executive Session of the Board for approximately sixty minutes to consider the selection of a site or the acquisition of real estate by lease or purchase...and to discuss with legal counsel representing the agency matters relating to agency enforcement actions... or... litigation or potential litigation...

Chair Johnson announced that no action was anticipated. Guests included President Kathi Hiyane-Brown, Nate Langstraat, Vice President for Administrative Services; and Rafeeka Kloke, Special Assistant to the President.

- ➔ The Executive Session adjourned at 4:00 p.m. and the Board reconvened into open session at 4:00 p.m.

## **BREAK**

- At 4:00 p.m., the meeting was recessed for approximately two hours for a break.

## **STRATEGIC CONVERSATION (continued)**

- The Board meeting was reconvened by Chair Johnson at 6:00 p.m. Present in addition to the chair were trustees Wendy Bohlke, Steve Adelstein, John Pedlow, and Teresa Taylor constituting a quorum. Other present included President Kathi Hiyane-Brown, Special Assistant to the President, Rafeeka Kloke, and Facilitator Jack Oharah. Discussions of the Board continued including community engagement, legislative advocacy, challenges presented by COVID-19 pandemic; and opportunities to rethink instruction and services delivery models.

## **PUBLIC COMMENT**

- Chair Johnson called for public comment. There was none.

## **ADJOURNMENT**

- There being no further business, the meeting was adjourned at 8:00 pm

### **Friday, August 20, 2021**

- **CALL TO ORDER** Chair Johnson officially called the Board of Trustees meeting to order at 8:00 a.m. Present in addition to the chair were trustees Steve Adelstein, Wendy Bohlke, John Pedlow, Rebecca Johnson, and Teresa Taylor; constituting a quorum. Others present included President Kathi Hiyane-Brown, Interim College Diversity Equity Inclusion Officer, Terri Thayer, Special Assistant to the President, Rafeeka Kloke, and Facilitator Jack Oharah.  
Chair Johnson announced that there is a designated time for public comment on the agenda.

➔ **Equity Moment**

Thayer facilitated equity conversations with the board.

➔ **Development of 2021-2022 Board of Trustees work plan**

The following key priorities were discussed:

- Advocate for system priorities and advocate for increase funding for the system and the college.
- Increase community engagement
- Support the College president in meeting institutional goals and priorities

➔ **Identify a list of study topics for future board sessions**

Topic suggestions for future board sessions included: data dashboard, strategic planning update, accreditation preparation, equity report.

**ACTION ITEM**

➔ **Election of Officers 2021-2022**

Trustee Taylor moved to nominate Rebecca Johnson to serve as board chair and Wendy Bohlke to serve as vice-chair for 2021-2022. It was seconded by Trustee Adelstein and the motion was approved unanimously.

**EXECUTIVE SESSION**

- ➔ At 11:00 a.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...”

Chair Johnson announced that no action was anticipated. Guests included President Kathi Hiyane-Brown.

- ➔ The Executive Session adjourned at 11:30 a.m. and the Board reconvened into open session at 11:30 a.m.

**PUBLIC COMMENT**

- ➔ Chair Johnson called for public comment. There was none.

## **ADJOURNMENT**

➤ There being no further business, the meeting was adjourned at 11:35 p.m.





## Memorandum

Instruction Office

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**To:** WCC Board of Trustees

**From:** Ed Harri, Vice President for Instruction

**Date:** October 6, 2021

**RE:** Revisions to Board Policy 500 – Degree/Diploma/Certificate Programs

In summer 2021, the Washington State Board for Community and Technical Colleges (SBCTC) informed WCC that all workforce and professional-technical degrees should include an indicator of degree type in the degree title; this is typically met by including “applied” or “technical” in the title. This change was requested to be completed by mid-September in order to facilitate smooth data transfer in the upcoming ctclink conversion. After consultation with all WCC workforce program coordinators or directors, the titles of WCC workforce degrees were changed to either “Associate of Applied Science” or “Associate of Technical Arts,” whereas previously they had been titled “Associate of Science” or “Associate of Arts.” No other changes were made to the degrees as a result of this naming convention.

As a result, WCC Board Policy 500 should be adjusted to reflect an accurate current listing of degree types. This revised policy reorganizes WCC degrees by degree type (e.g., baccalaureate, transfer, workforce), with sub-items reflecting current degree titles. Future changes to this policy can occur as the policy is reviewed on a regular cycle or in the event the College wants to pursue an entirely new type of credential; however, the policy will remain current in the event titles are slightly modified based on needed clarity for students or external requirements.

Therefore, the Instruction Office provides the suggested motion below:

Move to amend Policy 500 – Degrees/Diploma/Certificate Programs.
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TITLE:	Degrees/Diploma/Certificate Programs
NUMBER:	500 (formerly 7020)
APPROVED BY BOARD OF TRUSTEES:	6/11/81
AMENDED BY BOARD OF TRUSTEES:	9/11/2013; 6/11/85; 11/16/16

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The Board of Trustees approves the College's degree awards and requirements. Changes in degree awards and requirements must be approved by the Board before implementation.

Following are the current degrees [types](#) and awards offered by Whatcom Community College. [Degree titles are listed below each degree type and may change slightly to provide clarity for students or adhere to external requirements or practices.](#) Descriptions of the purposes for the degrees as well as current requirements for the individual degrees are delineated in the College catalog:

- [Baccalaureate Degrees](#)
  - ~~BACHELOR OF APPLIED SCIENCE (BAS)~~ [Bachelor of Applied Science \(BAS\)](#)
  
- [Transfer Degrees](#)
  - ~~ASSOCIATE IN ARTS AND SCIENCES (AAS TRANSFER)~~ [Associate in Arts and Sciences \(AAS Transfer\)](#)
  - ~~ASSOCIATE IN SCIENCE (AS-T TRANSFER OPTION)~~ [Associate in Science – Transfer \(AS-T\)](#)
  - [Major related programs \(MRP Transfer\)](#)
  
- [Workforce / Professional-Technical Degrees](#)
  - [Associate of Applied Science](#)
  - [Associate of Technical Arts](#)
  - ~~ASSOCIATE IN APPLIED SCIENCE TRANSFER (AAS-T)~~ [Associate in applied science transfer \(AAS-T\)](#)
  
- [Liberal Studies Degrees](#)
  - [Associate in liberal studies \(ALS\)](#) ~~ASSOCIATE IN LIBERAL STUDIES (ALS)~~
  
- ~~ASSOCIATE IN SCIENCE (AS)~~
  
- ~~ASSOCIATE IN ARTS (AA)~~
  
- [CERTIFICATE PROGRAMS](#) [Certificate Programs](#)
  
- ~~HIGH SCHOOL DIPLOMA~~ [High School Diploma](#)

237 W Kellogg Road ♦ Bellingham, WA 98226 ♦ 360.383.3000 ♦ [www.whatcom.ctc.edu](http://www.whatcom.ctc.edu)

**Whatcom**  
COMMUNITY COLLEGE

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## COMMUNITY COLLEGE

### Reports to the Board of Trustees October 13, 2021 Meeting

#### ➤ **ASWCC – , Carlyn Finerty President**

Student Engagement (*Goals 1.3 and 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*)

- The ASWCC kicked off fall quarter with a virtual game night in partnership with Bellingham Technical College, Clover Park Technical College, Bellevue College, Skagit Valley College, and the Spokane Community College. The virtual game night provided an environment for students to safely interact while playing multiple rounds of games in various styles such as party, conversation, tabletop, quick thinking, game shows, and more. 18 participants attended the event.
- The ASWCC hosted the annual Fall Welcome Back BBQ and this year also hosted an Outdoor Movie Night featuring Disney's Cruella. Students were able to learn about resources to help them succeed during a campus resource fair during the BBQ. The event provided food, music, prizes, and connection with fellow students. 7 campus resources were present at the event. 142 participants registered for the event.
- The ASWCC Celebrated National Voter Registration Day by registering people to vote at a table located in front of Laidlaw Center, and posting informative material about voter registration on social media.

#### ➤ **Advancing Equity – Terri Thayer, Interim College Equity Officer**

**Weekly Equity coaching, training and discussions** (*Goal 1.1 Improve student success in retention, completion, transfer, and employment, 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 students have access to campus resources that support educational success, 3.2 Apply culturally responsive pedagogy in all teaching and learning environments*)

- Provide equity training and facilitate equity discussions weekly with the President's Cabinet to increase knowledge, understanding and application of equity within our day to day practices.
- Provided equity training to Student Services Leadership Team Retreat
- One on one coaching meetings with staff and faculty.
- Working collaboratively with Departments to provide support for Equity work and conversation facilitation.
- Respond to Bias Incident Reports

**Equity Support, Building Connections, Cultural Recognition** (*Goal 1.1 Improve student success in retention, completion, transfer, and employment, 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 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)*

- Governance – Orientation development for new members, Committee Chair Training, Policy Review
- Dismantling Racism and Advocating for Justice – Chair Endowment Lecture Series focused on bridging differences.
- Instructional Anti-Racist work with Tresha Dutton, faculty, addressing issues of conduct, reporting and classroom management.
- Search Advocate group – Diversity Statement review and revisions
- Attending a number of college committees and sub committees to address equity and interweaving equity into the work –COVID Planning and Response Team, Behavioral Intervention Team

**Intercultural Services:** *Goal 3.3 Increase services focused on supporting marginalized student populations to close the equity gap in student outcomes, 4.3 Provide ongoing opportunities for faculty and staff professional growth*

- Hosted Talks for Change on Bisexual Visibility Day on September 23 to help WCC community to learn about history and importance of Bisexual Visibility Day. Alan Alatorre-Barrajas, TRIO Financial Aid Coach, facilitated the conversation. Talks for Change is designed to address and involve the campus community, faculty and students in topics of Social Change, Social Justice and Equity.

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

- **ctcLink** *(4.1 Offer programs, services, and facilities that support college needs and market)*
  - WCC's ctcLink Go-Live weekend is Oct 23-24. The Legacy system will shut down on Thursday, Oct 21 at noon. WCC will be live on ctcLink first thing on Monday morning, October 25 at 8:00 a.m.
  - 
  - Employees continue to complete ctcLink training over the summer and into early fall quarter.
    - 62% of 489 full-time staff and faculty have completed the Employee Self-Service Canvas course, which prepares employees to submit time and leave in ctcLink, and other employee self-service tasks.
    - 30% of 71 supervisors have completed the Manager Self-Service Canvas course, which prepares managers to approve their employees time and leave.
    - 142 employees have completed 529 courses specific to running ctcLink business processes.
  - The ctcLink Implementation Team drafted an internal support plan, completed security role assignments, and finalized the College's transition plan for transitioning from Legacy system to ctcLink.

- Business processes, financial transactions, student financials, some student services, and other employee services are on hold from October 8 thru Nov 11 during the transition time.
- Whatcom's "college readiness checklist" was completed with signed off by President Kathi Hiyane-Brown, Executive Sponsor Nathan Langstraat, and ctcLink Project Manager Matt Connelly. This is presented to the ctcLink Steering Committee for a "Go" or "No-Go" decision.
- **Finance** (4.1 Offer programs, services, and facilities that support college needs and market demands)
  - Business office staff have completed a majority of the User Acceptance Testing and have identified next steps as the preparations for the implementation of ctcLink.
  - .
- **Facilities and Operations** (4.1 Offer programs, services, and facilities that support college needs and market demands)
  - Installation of HVAC enhancements, GPS, Needlepoint Bipolar Ionization systems are complete in all buildings. The equipment was purchased, and work was performed by WCC maintenance staff and contractors utilizing HEERF funding. The enhancements not only help address COVID-19 concerns, but provide continued improvements in indoor air quality and energy reduction opportunities for years to come.
  - WCC maintenance staff worked in collaboration with Student Services to complete the repurposing of the former Library space in Heiner Center to create Orca Central (one stop student services). The project involved new paint, carpet, lighting, millwork enhancements, technology installations, and office moves.
- **Emergency Preparedness, Safety & Security** (5.3 Promote a safe environment for teaching, learning, and working)
  - The Clery Report for reporting year 2020 was completed and posted to the WCC website on October 1, 2021 per federal requirements.
  - Fall quarter 2021 started with increased on-campus services and in-person instruction. COVID-19 safety protocols, including face coverings and distancing continue to be supported.
- **Conference & Event Services (CES)** (4.1 Offer programs, services, and facilities that support college needs and market demands)
  - Agreements have been confirmed for facility use with the SEIU (medical training sessions), WCASA (adult soccer), WFC Rangers (youth soccer), DiscNW (disc golf) and Bellingham Warriors (lacrosse).
  - Internally, CES is supporting Catch the Next Wave, National Coming Out Day and the ASWCC Club Fair.
- **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)
  - Forty percent of WCC fall quarter course sections using required course materials had a rental book option available in the Bookstore. This was up from thirty percent for fall 2020. Rental books offer students a significant discount

(generally 30-50% off) over traditional purchases. Rental books are also more sustainable as they be re-rented or sold the following quarter.

- For the fall back-to-school rush, over 65% of total sales were conducted in-person. The remaining 35% were online sales. The added in-store traffic has contributed significantly to substantial sales increases (vs F20) in school supplies, food and drink items, study aids, and college logo merchandise.
- The Bookstore participated in Cedar Hall's (CDR) fall quarter move-in activities with tabled events in CDR to support student residents' bookstore needs.
- **Information Technology** (*4.1 Offer programs, services and facilities that support college needs and market demands*)
  - IT has been working on the implementing a number of high-priority projects, including: migration to Microsoft 365, opening of in-person services in the Learning Commons, prioritization of ctclink implementation needs, reintroduction of employee and student ID card production, implementation of Orca Central, and more.
  - IT has also been working on getting remote learning technology installed in classrooms. Supply chain issues presented challenges as some items are backordered for months. Most classrooms being used or in-person hybrid instruction have the needed technology installed. Additional installations will continue over the coming weeks.
  - IT has made progress on planning for ctclink integrations of supplemental applications (i.e., third party software), prioritizing those needed at or shortly after Go-Live.
  - Student checkout of laptops and Wi-Fi hotspots continues to be popular and in-demand. Device shortages due to unreturned technology created some challenges at the start of fall quarter.

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

- **Entry and Enrollment Services** (*Goals 3.1 Ensure all students have access to campus resources that support educational success, 2.1 Increase collaboration and communication to serve collective needs across the College*).
  - Collaborated with key Student Services Departments and campus stakeholders including Marketing and Communications, Facilities, and Information Technology to open the College's first student welcome center and one-stop entitled, "Orca Central" in Heiner
- **Financial Aid** (*Goals 1.3 Promote student access through quality services and resources, 3.1 Ensure all students have access to campus resources that support educational success*)
  - Currently 1708 students have been awarded funds for fall quarter
  - Currently 861 students have applied for and received \$983,000 emergency funding for fall quarter. These funds have helped meet a variety of student emergency needs, including housing, food, utilizes, medical and tuition.
- **Academic Advising and Career Services** (*Goals 3.1 Ensure all students have access to campus resources that support educational success, 2.1 Increase collaboration and communication to serve collective needs across the College*).

- Fully launched Whatcom Career Connect, and now being used to streamline the student and alumni employment search and internship process with 251 registered employer contacts and nearly 20,000 registered students and alumni.
- The Engineering Peer Mentor program continues, with collaboration between Engineering faculty and the Engineering Advisor to implement another year of Engineering Peer Mentors. In September, mentors were on boarded and trained (training will be ongoing).
- Collaborated and partnered with the AIM program and Athletics Department in providing orientation and onboarding sessions for all student athletes.
- **Athletics** (*Goal 1.3 Promote student access through quality services and resources*)
  - As Orca Athletics focuses on continued growth during a time of enrollment declines, 130+ student-athletes fill the WCC Varsity rosters in 2021-22, up from pre-pandemic numbers of just about 100 student-athletes during the 2019-20 season.
  - Finding additional ways to support student-athletes is always important, and thus far on the new academic year, Orca Athletics has raised more than \$61,000 across all of its programs to continue to help student-athletes thrive with access and opportunities to scholarships, tuition and fees, technology and books.
  - New partnerships have formed with the brand new Learning Center on campus, helping to support our student-athletes with tutors and academic support to help them achieve their academic goals.
- **Veteran Services** (*1.1 Increase student achievement in transfer and career preparation, 1.2 Increase academic support for students, 1.3 Increase access for diverse and nontraditional student populations, 4.3 Increase access for underrepresented populations*)
  - Veteran Services moved to Laidlaw, 133. The new space offers a centralized location on campus for students, with private, professional meetings spaces for VA benefit and academic advising. The new space offers a robust opportunity to increase student veterans' participation in the campus leadership activities.
    - Fall 2021 103 military connected students enrolled, 6% increase compared to fall 2020, and 8% increase compared to fall 2019, 33 new to Whatcom military connected students, and 5 former or prospective students enrollment from outreach and re-engagement campaign.
    - Collaborated with the WCC Foundation and community donors who generously provided financial support for student veterans. The Foundation will be developing a new application process for VA students to easily apply for donated funds.
    - Veteran Services supported several students in applying for the CARES act emergency/ supplemental funding, and financial aid. Student veterans asked us to share their gratitude with those who are responsible for securing and distributing this funding at Whatcom.
    - Reviewed and updated the website to provide students with clear and concise directions to satisfy VA documentation requirements. Processes were developed to support students providing and completing documentation in-person, and digitally.
    - Developed a benefit request process for VA students to digitally request the use of VA education benefits. Student feedback suggests this new process is



an improvement to past efforts and provides VA students with an additional method to communicate with Veteran Services.

- Participated in Academics for Black Survival and Success 2<sup>nd</sup> annual summer refresh training. This training provided specific details and resources to help white educators learn about the experiences of students and staff of color, recognize bias, and adopt anti-racist principles to support students and staff of color.
- Continued to participate in equity events hosted by the Intercultural Center, The Equity Project, Equity Pods, annual bias training, and weekly Advising Team equity meetings. We have discussions regarding bias and personal impact on students and staff, and we are consistently looking for opportunities to improve services and support to student veterans.
- Collaborated with Records department to develop a new Military Connected In-State Tuition application for veterans and their eligible dependents. Removed confusing and unclear directions while including clear and concise information listing 19 different categories military connected students can use to access in-state tuition and fees. Updated Veteran Services and Admissions websites with additional resources for students to learn about military connected in-state tuition, required documentation, connect with staff, and submit application materials.
- **Student Life and Development** (*Goals 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*)
  - The ASWCC Executive Board and Programming participated in 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 reviewed AWCC Bylaws, and ASWCC Financial Guidelines for spending S&A fees.
  - The ASWCC Executive Board attended the statewide CUSP Virtual Student Leadership Conference. Student Leaders connected with students from other WA CTC schools and explored topics including, but not limited to, equity and inclusion, civic engagement, and leadership.
- **Access and Disability Services** (*Goals 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*)
  - Partnering with WWU's disability access services to streamline and support the accommodation process for students transferring between institutions
  - Funded four students' learning disability assessments in the month of September compared with funding six students during the 2020-2021 fiscal year. By partnering with several local psychiatrists who have reduced their fee for students, we are reducing fiscal and disability barriers that contribute to student access.

- During the month of September, 38 ADS applications were submitted by students seeking accommodations and access services compared with 28 applications received September 2020.
- **Student Success and Retention** (*Goal 1.1 Improve student success in retention, completion, transfer, and employment, 1.3 Promote student access through quality services and resources*)
  - Coordinated with key departments to open Orca Central on September 27, providing a centralized location for students to access support in advising, registration, financial aid, and other services related to student success.
  - Completed a re-engagement calling campaign to invite students back to WCC who left during the pandemic. 865 students were identified and called from staff members across the campus.
  - Served more than 350 students in the Virtual Front Desk.
- **Residence Life and Community Standards** (*Goals 1.2 Foster student learning through student-centered teaching and learning practices, 1.3 Promote student access through quality services and resources, 2.5 Cultivate community awareness and support for the College, 3.3 Increase services focused on supporting marginalized student population to close the equity gap in student outcomes, 4.4 Enhance the safety of the college environment*)
  - Increased student housing occupancy to 112 and hired two new Resident Advisors (one for each floor) to ensure strong health, safety, and program coordination for students.
  - Facilitated residence life orientation with new and returning students; familiarized residents with Cedar Hall and campus resources; provided health, safety, and emergency procedures and guidance.
  - Partnered with Bellingham food co-op to provide all Cedar Hall residents a reusable shopping bag including a free latte, co-op sticker and coupons for savings at the co-op.
  - President Kathi purchased an assortment of WCC swag (T-shirts, water bottles, mugs and keychains) for Residence Life staff to distribute to student residents. These gifts have brought big smiles to the residents!
  - Delivered presentation to 25 faculty members on the Behavior Intervention Team (BIT) reporting process and referral services to the Arts and Humanities Division in an effort to enhance the visibility of the BIT team and promote a culture of reporting.
  - Collaborated with International Programs and the Learning Center to educate international students about tutoring services via a tailored educational video that will be integrated into the Academic Integrity tutorial Canvas site.

#### ➔ **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).
- **Learning Commons (1.3 Promote student access through quality services and resources; 3.1 Ensure all students have access to campus resources that support educational success).**
  - The new Charles & Phyllis Self Learning Commons has been visited by hundreds of students in the first two weeks of the quarter. All three floors are being utilized. The library is disbursing textbooks to Running Start and BFET students and providing student-friendly workspace that is being widely used. The Writing Center has worked with almost two hundred students and has partnered with English faculty to encourage the integration of academic supports into coursework. The third floor is similarly busy, with numerous students coming by for support in everything from basic math to advanced engineering coursework. Student labs and study spaces are being widely used, group study rooms are continuously occupied, and faculty are coming through on tours and to hold office hours. The outdoor terraces are a draw for students and staff alike, making the building a hub for activity on campus.
- **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.

➔ **Marketing and Communications – Rafeeka Kloke, Special Assistant to the President & Director for Government Affairs**

- **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)*
  - Publications (completed or in development)  
A number of publications were completed or in development for a variety of events and programs:
    - Orca Central
      - Assisted in the development of new Orca Central logo and materials including exterior and interior signage, way-finding banners, services banners, and sandwich boards.
      - Developed Orca Central website homepage banner and Orca Central webpage. Continuing to work with Student Services to refine webpage for students.
    - Web, Video, and Social Media:
      - Revised/updated COVID-19 webpage to ensure accurate language and direction for students.
      - Continued to promote student vaccination attestation via social media, campus email, webpage.
- **Press Releases/Media Relations – Summary/Highlights Of Media Coverage**
  - WCC in the News
    - [WCC gets national recognition for this program that could boost local economy – Bellingham Herald Flipboard](#)
    - [Whatcom Community College Snags \\$7.5M for Security Program \(govtech.com\)](#)

- [To Combat Cyber Crime, White House Initiative Promises Tools; Some Seek Funding, New Laws | Health Care Compliance Association \(HCCA\) - JDSupra](#)
- [Whatcom College president attends cybersecurity summit | News | lyndentribune.com](#)
- [Why the White House Is Emphasizing Cybersecurity Jobs Now \(dice.com\)](#)
- [Half a Million Cybersecurity Jobs Vacant in US: White House - Nearshore Americas](#)
- [WCC receives major cybersecurity grant | 790 KGMI](#)
- [Cybersecurity Talent Management System Rule Advances New DHS Cybersecurity Service - Hstoday](#)
- [Industry Leaders Attend White House Cybersecurity Meeting - GovCon Wire](#)
- [FACT SHEET: Biden Administration and Private Sector Leaders Announce Ambitious Initiatives to Bolster the Nation's Cybersecurity | The White House](#)
- Read more at [www.whatcom.edu/news](http://www.whatcom.edu/news)

➤ **Foundation– 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:**

- **Scholarships** in June, the Foundation awarded more than \$279,000 to 164 students for the 2021-22 academic year.
  - A first time fall cycle application was piloted. Promotions resulted in more than 200 new applications received. Awards will be made for winter and spring quarters.
- **Funds for Excellence grants** application opens Friday October 8 through Friday October 29 with up to \$70,000 grant funds to award for faculty and staff projects or innovations that contribute to boosting student enrollment, retention and/or student achievement.
- **Alumni** Commemorative orca framed art prints were sent to 11 new graduates who signed up to participate in the Orca Alumni Association.

**Fundraising:**

- **2020-2021 fiscal year** fundraising resulted in record contributions of \$528,505 compared to \$466,962 in 2019-2020.
- **Fiscal year-to-date** \$178,254 in contributions have been received.
  - 15 contributions totaling \$125,668 have been recorded for the month to date, September 29, 2021.
- **Mount Baker Foundation** established a \$100,000 endowment for historically underrepresented students in higher education to fund \$5,000 in scholarships annually.
- **Puget Sound Energy** funded a new \$5,000 scholarship for underrepresented students in Applied Business Management or IT/Cybersecurity BAS programs or Engineering transfer degree.
- **Heritage Bank** renewed their \$5,000 sponsorship.

- **Skipping Stone Foundation** established a \$40,000 Diversity, Equity, and Inclusion in Art scholarship endowment through a matching fund challenge.
  - To date, \$30,000 has been raised, \$10,000 remains to be raised.

**Board initiatives:**

- **Orca Pod Projects** five Foundation board director led projects focused on Arts & Humanities, Excellence in STEM, Athletics, Alumni, Business, Law & Sustainability, respectively, have raised \$108,600 and increased friend-raising with 3 new committee volunteers and 130 new donors.