Board of Trustees Study Session and Meeting

Monday, December 13, 2021
12:00 pm to 1:30 pm
West Building, W305 Board Room
Also available on Zoom
Meeting ID: 863 7398 2962
Passcode: 409040
Phone: 253-215-8782

Study Session

Bright Futures Benefit Week Update
  Elisabeth Sorensen
Accreditation Update
  Dr. Suzanne Ames
Mission Fulfillment Plan – Metrics for Assessment
  Cathy Copeland

Board of Trustees Meeting

Roll Call
  Bob Malte
Consent Calendar:
  • Approval of Agenda
  • Minutes, October 11, 2021
  Bob Malte

General Discussion

Public Comments: Individuals may sign in for public comment, limited to 3 minutes each¹
  Bob Malte

Introduction of New Employees
  Dr. Amy Morrison

¹Public comment is limited to matters which are not of a quasi-judicial nature. No more than six speakers may address the Board on any one subject. If there are both proponents and opponents of a matter who wish to speak, only the first three persons speaking in favor of the matter and the first three persons speaking in opposition of the matter may address the Board.
Reports to the Board

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<th>Associated Student Government</th>
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Communication Plan ’21–’22

Legislative Update

Board Chair Update

ACT Conference Debrief

Board Chair Update

ACT Conference Debrief

Trustees Activities Update

Trustees

Foundation Liaison Update

Laura Wildfong

Financial Summary

Bruce Riveland

Federation of Teachers

Greg Bem

Federation of Classified Staff

Heidi Davis

Administration

Executive Cabinet

Action Items

Executive Session

The Board of Trustees may convene to an Executive Session to discuss matters covered under RCW 42.30.110, which may include:

1. To evaluate the performance of a public employee(s)
2. To discuss with legal counsel representing the agency litigation matters
3. To discuss and consider real estate acquisition
4. To plan or adopt the strategy or position to be taken by the governing body during the course of any collective bargaining, professional negotiations, or grievance or mediation proceedings, or review the proposals made in the negotiations or proceedings while in progress.

Action from the Executive Session may be taken in Regular Session, if necessary, as a result of items discussed in the Executive Session.

Adjournment
November 15, 2021 Board of Trustees Meeting
4:30 p.m. to 6:30 p.m.
Hybrid W305/Zoom Meeting

The study session was called to order at 4:32 p.m.

Vice President Ruby Hayden presented regarding enrollment updates and impacts, as well as expected impacts due to ctcLink. Discussion ensued regarding enrollment and the expected ctcLink impacts.

Vice President Suzanne Ames presented regarding the upcoming Mid-Cycle (third year) Review, including discussing changes to the NWCCU accreditation process, as well as differences with a Mid-Cycle Evaluation versus a Year Seven Mission Fulfillment Evaluation and Review. Vice President Ames reviewed as well as the Recommendations from the college’s previous Mission Fulfillment visit in 2019.

Chief Information Officer Chris McLain presented regarding the current LionsLink go-live impacts, specifically related to User Acceptance Testing. Discussion ensued regarding the impact on employees who are integral to the transitional process.

Vice President Bruce Riveland reported on the updated Center for Design, and introduced Ross Whitehead, of Schreiber, Sterling and Whitehead Architects. Mr. Whitehead presented updated plans for the LWTech Center for Design building and surrounding landscape, including additional limited mobility parking.

Vice President Ruby Hayden introduced Demetra Biros, Amber Hisatake, and Mary Powers, who presented jointly on the LWTech Employment Resource Center. Amber Hisatake reported on various initiatives from the ERC, including LWTech’s Handshake account (Hire Lions), which is multi-institutional and mobile-friendly. Mary Powers gave an overview of the career services resources and partnerships that have been developed. Mary also walked through the Career Strategies course in Canvas that was created for students, as well as several virtual workshops that they have been holding throughout the pandemic. Mary also walked through the ERC connection with Guided Pathways, especially as it relates to Social Justice and Equity. Trustee Suk and the other trustees commended the ERC staff for their creativity and thoughtfulness. Discussion ensued regarding the metrics of job and transfer placement.
The meeting was called to order at 5:48 p.m.

Chair Malte read the LWTech Land Acknowledgment.

**Roll Call**

**Board of Trustees:**
Anne Hamilton  Laura Wildfong  
Bob Malte (Chair)  John Suk  Derek Edwards

**LWTech Faculty, Staff, Students, and Community Members:**
Dr. Amy Morrison  Aparna Sen  Matthew Spurgeon  
Dr. Suzanne Ames  Colby Meehan  Ross Whitehead  
Dr. Ruby Hayden  Deirdre Johnson  Tuan Dang  
Cathy Copeland  Demetra Biros  Vicki Chew  
Chris McLain  Dexter Smith  Amber Hisatake  
Bruce Riveland  Greg Bem  Ted Sabol-Williams  
Elisabeth Sorensen  Jayne Heyde  Lauren Kordas  
Meena Park  Jesse Bourgeois  Alex Sorrels  
Elsa Gossett  Katie Stewart  Sheila Walton  
Robert Britten  Mary Powers  Laura Drake

**New Employee Introductions**
New employees were introduced to the Board, including Kim Castillo, Matt Spurgeon, Laura Drake, Alex Sorrels, Dierdre Johnson, Jesse Bourgeois, Colby Meehan, and Dexter Smith.

**Associated Student Government (ASG) Student Report:**
ASG President Ted Sabol-Williams gave an oral report to the Board, which included a review of ASG activities: a Voter Registration table, an ASG meet-and-greet, working with Hopelink to fully stock the student food pantry, and a feminine hygiene drive. The Holiday Helpers program is up and running, and ASG has also been working with Juliette Blank to learn more about ways to support students in mental health crises. Additionally, two new clubs have been chartered on campus.

**President Morrison shared:**
- Proposed a recognition ceremony for the Trustee Emeriti membership in January.
- Legislators have visited campus: Rep. Springer and Speaker Jinkins, and Rep. Slatter with Arlen Harris from the SBCTC
- She is working with Kelly Whitcomb and Dr. Ames to collaborate with industry associations and the SBCTC to develop a proposal for the legislature with regard to dental industry demands
- Dr. Hayden is working on a grant through the Dept. of Commerce, which we hope will help replace the ELC.
- She met for the first time with Greg Bem, the Interim Faculty Union President.
- She has participated in various meetings in person both on campus and out in the community
- The Everett Community College president is leaving; Shoreline Community College president has already left; there are nine presidencies that are currently either in or entering the search process for a permanent president; President Morrison has worked with more than 90 acting, interim, or sitting presidents.
- Our MarComm department took home three medals from the NCMPR conference, and Leslie Shattuck won for Regional Communicator of the Year.

Board Chair: Chair Malte brought the idea forward that it might be a good idea to have Trustee walkthroughs from time to time of the campus, because it is such fun to see the work of the campus in person. Chair Malte suggested that the Trustees should also have a dashboard of their goals in their meeting packets.

President Morrison suggested that the Trustees might need an update on their Tableau dashboards.

Trustee Updates: ACT is on Friday.

Foundation Update: Trustee Wildfong let folks know that the Bright Futures Benefit Week has raised over $354,000.

Financial Summary: Vice President Riveland provided a report on the end of the first quarter and enrollment trends. Our revenue exceeded expenses by about $150,000. Currently we are stable financially. ctcLink will also disrupt our financial reports after the April meeting due to the switch in accounting systems.

Federation of Teachers:
Greg Bem reported the Executive Board is still in transition, but doing a lot of work, and they continue to work with the faculty Anti-Racism Committee, developing a workshop for the spring.

Executive Cabinet:
Reports from Executive Cabinet were included in the meeting packet. Trustees did not have any additional questions for Cabinet members.

Actions:
Item 1102: Medical Amnesty Policy
Trustee Hamilton moved to approve; Trustee Suk seconded. The motion was approved.

Item 1103: LWTech Master Plan Update
Vice President Riveland and Ross Whitehead presented on the budget request for improvements to the East Building. Additionally, the renovations would include a new space for the dental clinic.

Trustee Wildfong moved to approve; Trustee Suk seconded. The motion was approved.
Chair Malte adjourned the meeting at 6:44 p.m.

Respectfully submitted,

Elsa Gossett
Executive Assistant to the President
2021-2022 President’s Communications Plan

Prepared for Dr. Amy Morrison
By Leslie Shattuck, Executive Director | Executive Communications Officer
December 2021
Background

The President currently communicates through a variety of communications channels, focusing on different topics and situations, related to the college and the CTC system. Communications vehicles include emails, print publications, presentations, roundtable discussions, and forums.

Objective

With several communications vehicles for internal and external constituents, the communications plan will streamline themes and topics into designated channels, while tying the President’s goals to the Mission Fulfillment Plan. The main objective of the communications plan is to streamline and focus messaging, by themes, identifying gaps while leveraging current and newly identified opportunities.

Mission Fulfillment Plan

Grounded in equity and the need for resilience, the mission guides our overall direction as a college: To prepare students for today’s careers and tomorrow’s opportunities.

Mission Fulfillment Goals:

- **MFG 1**: Address and Dismantle Structural Racism
- **MFG 2**: Continue Implementation of Guided Pathways
- **MFG 3**: Position the College as a Leader in Workforce Training for the State’s Short-Term and Long-Term Economic Recovery

The Communications Plan will identify:

- Strategic Communications Themes
- Current Vehicles
- Targeted Messaging
- Targeted Tactics
Target Audiences

External
- Community Members
- Legislators and Public Officials
- Potential Students and their Families
- Industry Representatives
- SBCTC
- Media
- NWCCU
- Retirees and Former Staff
- Alumni
- Redmond and Kirkland Leaders
- President’s Advisory Council
- Advisory Committees
- Media

Internal
- Faculty
- Staff
- Students
- Board of Trustees
- Foundation Board
- Union Partners

Strategic Communications

Overview
Strategic communications will stem from the President’s Goals and the Mission Fulfillment Plan. The following strategic communications areas of focus are aligned with the President’s annual goals for 2021-2022:

- **Goal 1:** Implement and Ensure Alignment of our Mission Fulfillment Plan
- **Goal 2:** Ensure a Successful Fall Start and a Return to our New Normal
- **Goal 3:** Building for our Future
- **Goal 4:** Continue Personal and Professional Development
President’s Goal 1 -- Implement and Ensure Alignment of our Mission Fulfillment Plan: *Key messages will be communicated internally and externally*

The Mission Fulfillment Plan is focused on moving the college through the remainder of the COVID pandemic and onward to collective recovery with a clear focus on anti-racism efforts as well as the implementation of the Guided Pathways plan. This Plan is also in clear alignment with the State Board’s Strategic Vision for our system to lead with racial equity.

**Messaging Overview:** Messaging will support the work of the Mission Fulfillment Plan in the following ways:

- **Address and Dismantle Structural Racism:** Messaging will support LWTech’s work to address and dismantle structural racism through professional development of faculty and staff, the growth of the Office of Equity, Diversity, and Equity, and the work of the team led by Executive Director Robert Britten. EDI work continues across the college through the work of the Equity, Diversity, and Inclusion Council, the Bias Response Team and subsequent sub-committees.

- **Continue Implementation of Guided Pathways:** Messaging will showcase how LWTech has provided multiple entrance points and educational pathways for students, by creating seamless transfer options, creating options to end terminal degrees for many programs at the college, and by creating programs that directly respond to industry and workforce needs. The college has continued to create innovative programs for students during the pandemic, just as it had done before the pandemic. Programs like the Applied Research Symposium provide students with an opportunity to showcase their work alongside students from other two-year colleges and universities.

- **Position the College as a Leader in Workforce Training for the State’s Short-Term and Long-Term Economic Recovery:** Messaging will focus on ways the college is working to support students through the relationship between the college and industry. The Economic Recovery Community Consortium is a great example of how the college is creating pathways into the college for students where they can clearly see their program path and end result of a direct and aligned career path. The President’s Advisory Council and Advisory Committees may also be highlighted.

President’s Goal 2 -- Ensure a Successful Fall Start and a Return to our New Normal: *Key messages will be communicated internally and externally (where applicable)*

The 2021-2022 academic year began ensuring the health and safety of students, faculty and staff. Information from the Employee Satisfaction Survey and EDI campus climate survey will help inform decisions, direction and areas of focus. Executive leadership will keep the college community up to date via multiple communications channels throughout the year. While we have returned to campus, we continue to remain flexible and empathetic with the goal of retaining our dedicated employees while also holding true to our commitment to hands-on learning.
Messaging Overview: Messaging will support the college’s “Return to New Normal” in the following ways:

- **LWTech as a Vaccinated Campus**: Communicate, as necessary, that LWTech is a vaccinated campus, and is following the Governor’s mandate for operations.
- **Continue to Provide Flexible Learning Options for Students**: Messaging to highlight that since the beginning of the pandemic LWTech has created a variety of flexible learning options for students. This has provided students with the ability to engage in their programs, specifically our ProfTech programs, in a way they haven’t been able to since before the beginning of the pandemic. Classes are being offered online, in-person, hybrid and hy-flex classes. For our ProfTech classes some are holding lectures online and labs in person so students can get the hands-on experience they come to a technical college to receive.
- **Continue to Provide Flexible Teleworking Options for Employees**: Message as needed that throughout the pandemic LWTech has, where possible, been flexible in providing telework options or alternative schedule options for faculty and staff.

**Goal 3 -- Building for our Future: Key messages will be communicated internally and externally**

Now is the time for LWTech to begin to grow again. We will do so physically with additional infrastructure, with the hire of new and diverse talent, as well as with the recruitment and retention of new and returning students, and finally the closure of our student equity gaps.

*Enrollment Stabilization and Growth through Innovation*: We continue to build upon the lessons of the pandemic by remaining flexible when meeting the instructional needs of our students. We have learned that some programs thrive in online and/or hybrid models. We continue to grow our applied bachelor’s programs to strengthen pathways for our students and close programs that are no longer in alignment with the COVID and post-COVID economy. We will also support faculty and staff to establish comprehensive structures and systems that fully integrate Basic Education for Adults students into instructional programs. This year, we will continue to closely examine student needs, programmatic changes, and industry demands and make decisions accordingly that will stabilize enrollment and support the college’s fiscal sustainability.

*Physical Infrastructure*: The pandemic taught us that quality childcare is essential to our employees and students. We are so fortunate to have dedicated childcare center staff and now is the time to update 20+ year old portables for the health and safety of our children. We have requested a federal earmark to replace most of these portables. While the community and technical college system received nearly $500M in capital funding, the Legislature did not fund our Center for Design. We will lead the system’s supplemental legislative ask to fund the construction of our Center for Design. We will also explore requesting a new capital project to be considered in the 2023-2025 biennium.

*Human-Centered Infrastructure*: LWTech is successful today because of our employees and students. We will maximize new equity and guided pathways supports approved in the 2021 legislative session to support students and close student equity gaps. We will focus on strengthening our Community of Belonging culture to improve employee retention. With the possibility of free community college, we will leverage this national spotlight to position LWTech to be ready for this transformational shift. All this, while leading the state’s retraining and reskilling efforts as we transition into a post-COVID economy.
LionsLink Go Live Spring 2022: LWTech’s Executive Cabinet will also be working in partnership with our employees to make the final conversion to ctcLink after years of fits and starts. I recognize that this conversion will not successfully happen without a tremendous amount of work completed by many of our team members. We have always been a very lean organization which is compounded by demanding projects such as ctcLink. All of Executive Cabinet is working diligently to ensure that we keep on track for Go-Live Spring 2022 and that our employees are supported throughout this transition.

The 30th Anniversary of Washington State’s Technical Colleges: This year marks the 30th anniversary of Washington state’s technical colleges. The State Board for Community and Technical Colleges (SBCTC) says, “The structure of the community college system remained largely intact until 1991 when, as part of the Work Force Training and Education Act, the Legislature amended the Community College Act of 1967 and redesignated it as the Community and Technical College Act of 1991. The state’s five remaining public vocational technical institutes were designated as “technical colleges,” removed from the jurisdiction of their local school districts and merged with the community college system. The Community and Technical College Act of 1991 brought the Seattle Vocational Institute (SVI) into the Seattle College District. Each technical college was provided with its own college district and a board of trustees. Each technical college district overlaps the districts of neighboring community colleges. The State Board for Community College Education was renamed the State Board for Community and Technical Colleges by the 1991 act.”

Messaging Overview: Messaging will support the college’s Building for Our Future in the following ways:

- Enrollment Stabilization and Growth through Innovation: Over the course of LWTech’s history, the college has continued to grow programs, working with Industry to respond to workforce needs. Messaging will highlight how the college has continued to grow out of adverse times – growing the number of Applied Bachelor’s degrees during and after the great recession, launching the 11th in the fall of 2022 in Physical Therapy Assistant. Additionally, communications will begin to ramp up in the spring around the Fall Mid-Cycle Accreditation visit scheduled for October 2022.

- Physical Infrastructure: Messaging will promote how the college will continue its efforts to remodel the Early Learning Center, and how the pandemic has shown us all the need for reliable and safe childcare. A spotlight has shown us that more women than men have left the workforce to care for their children during the pandemic. LWTech has a fantastic Early Learning Center that benefits not only students and employees, but the whole community. Messaging will also highlight the college’s need for funding for the Center for Design.

- Human-Centered Infrastructure: Aligning with Mission Fulfillment Goals 2 and 3, messaging will focus on how LWTech supports students and diligently works to close student equity gaps. It will also focus on the college’s Community of Belonging culture to improve employee retention.

- LionsLink Go Live Spring 2022: As the college nears its conversion to ctcLink (known as LionsLink on campus), messaging will focus on gratitude for the teams working so hard on the project, and where necessary will focus on specific project information when the project management team needs an additional messaging boost.

- 30th Anniversary of Washington State Technical Colleges: 2021-2022 is the 30th anniversary of Washington state’s technical colleges. The State Board for Community and Technical Colleges (SBCTC). Communications will be focused on special events (Governor’s Proclamation TBD) that commemorate this anniversary. Communications may be in partnership with the four other technical colleges.
Goal 4 -- Continue Personal and Professional Development: *Key messages will be communicated internally and externally*

It continues to be very important Executive Cabinet and I continue to grow, develop, and lead with equity, diversity, and inclusion work at our college, as well as engage with our external community. We will continue to strive to position LWTech as an inclusive, collaborative, and respectful organization that works diligently to create a community of belonging both within and outside of our college community.

My professional development this year ahead will continue to include engaging daily with robust listening and reading materials as well as webinars and community virtual gatherings focused on EDI and economic recovery. I will continue to be transparent with the college community about my learnings. As the pandemic subsides and it is safe to travel once again, I look forward to the opportunity to participate again in national community college conferences as part of my professional development.

**Messaging Overview:** Messaging will support President Morrison’s Personal and Professional Development in the following ways:

*Equity, Diversity and Inclusion Professional Development:* Messaging will focus on equity, diversity, and inclusion professional development – through college activities and through other organizations and associations.
## Internal Communications Channels and Delivery Mechanisms

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<th>Type of Communication</th>
<th>Frequency</th>
<th>Theme</th>
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<td>New Employees</td>
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<tr>
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<tr>
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<tr>
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<td>Email</td>
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# External Communications Channels and Delivery Mechanisms

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<td>OpEds</td>
<td>Local and</td>
<td>Written Articles</td>
<td>As Needed</td>
<td>Varies</td>
</tr>
<tr>
<td></td>
<td>National Print</td>
<td></td>
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<tr>
<td>Social Media (LinkedIn,</td>
<td>All</td>
<td>Tweets</td>
<td>Often</td>
<td>Varies</td>
</tr>
<tr>
<td>Twitter)</td>
<td></td>
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<tr>
<td>Website</td>
<td>All</td>
<td>Letter</td>
<td>As Needed</td>
<td>Varies</td>
</tr>
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<tr>
<td>Meetings</td>
<td>One Redmond</td>
<td>In-Person, Email,</td>
<td>Monthly</td>
<td>Varies</td>
</tr>
<tr>
<td></td>
<td>Board Members</td>
<td>Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Business</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leaders</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Meetings</td>
<td>Seattle Goodwill</td>
<td>In-Person, Email,</td>
<td>Monthly</td>
<td>Varies</td>
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<td></td>
<td>Board Members</td>
<td>Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Business</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leaders</td>
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<tr>
<td>Meetings</td>
<td>NWCCU Member</td>
<td>Varies</td>
<td>Twice a Year</td>
<td>Varies</td>
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<tr>
<td>Varies</td>
<td>CTC System</td>
<td>Varies</td>
<td>Monthly or More Frequently</td>
<td>Varies</td>
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Final Thoughts

The 2021-2022 Communications Plan, supporting activities and outreach are strategically aligned with the President’s goals for the year and roll up to the Mission Fulfillment Plan. Messaging should be used as a guide and not a directive. As with any communications plan, we will remain nimble and ready to pivot as needed; therefore, this plan should be viewed as a fluid, working document.
Attached are the following financial reports:

1. Statement of Revenue and Expenditures by Fund Source
2. Statement of Revenue and Expenditures and Fund Balance
3. Budget Status – Operating Budget by Fund Source

Summary Report:

- The College is four months into the fiscal year (33%). At this early point, we are cautiously optimistic regarding the financial outlook for the year. Enrollments are down 4.2% compared to last year. Tuition revenues are down approximately 17%. At this time, given the enrollment trends, the budget outlook remains cautious moving forward as we now will monitor enrollments for Winter Quarter.

- For year to date, revenues total approximately $13.8 million, down nearly 6% from the prior year. This is primarily due to a decline in grants and contracts revenue. Expenditures total approximately $14.1 million and are down 16.4% from the prior year. This reflects lower spending in grants and contracts and local funds.

- For all funds, expenditures exceed revenues by approximately $325,000. For the general and self-supporting funds, expenditures exceed revenues by approximately $133,000.

- As of October 31, the College has a total fund balance for all funds of approximately $8.7 million. As of October 31, the general operating reserve totals approximately $8.4 million.

- For the general fund budget, expenditures total approximately $9.3 million and are down 2.2% from the prior year. Revenue is down 9% from the prior year. This is primarily due to decreased Tuition revenue of 17% compared to the prior year.

- For self-supporting fund activities, expenditures total approximately $965,000 while revenues total approximately $1.25 million. As of October 31, revenues exceed expenditures by approximately $286,000. There are no areas of concern at this time.
<table>
<thead>
<tr>
<th>Fund</th>
<th>Description</th>
<th>Budget</th>
<th>Revenue to Date Balance</th>
<th>% Received</th>
<th>10/31/2020</th>
<th>Difference</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>State Allocations</td>
<td>22,039,616</td>
<td>6,352,881</td>
<td>15,686,736</td>
<td>28.82%</td>
<td>6,714,421</td>
<td>(361,540)</td>
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<tr>
<td>149</td>
<td>Tuition</td>
<td>7,753,499</td>
<td>2,493,694</td>
<td>5,262,805</td>
<td>32.15%</td>
<td>3,015,883</td>
<td>(522,329)</td>
</tr>
<tr>
<td>149</td>
<td>Other/Investment</td>
<td>310,882</td>
<td>36,401</td>
<td>274,481</td>
<td>11.71%</td>
<td>0</td>
<td>36,401</td>
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<tr>
<td>148</td>
<td>Local Dedicated Funds</td>
<td>4,319,686</td>
<td>1,265,537</td>
<td>3,054,149</td>
<td>29.30%</td>
<td>1,549,113</td>
<td>(283,576)</td>
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<tr>
<td>145/146</td>
<td>Grants &amp; Contracts</td>
<td>3,908,420</td>
<td>921,305</td>
<td>2,987,115</td>
<td>23.57%</td>
<td>2,116,465</td>
<td>(1,156,160)</td>
</tr>
<tr>
<td>522</td>
<td>Student Activities</td>
<td>1,121,170</td>
<td>403,237</td>
<td>717,934</td>
<td>35.97%</td>
<td>484,224</td>
<td>(80,988)</td>
</tr>
<tr>
<td>524</td>
<td>Bookstore</td>
<td>50,000</td>
<td>69,385</td>
<td>(19,385)</td>
<td>(22.76%)</td>
<td>15,869</td>
<td>85,254</td>
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<tr>
<td>528</td>
<td>Facilities/Safety</td>
<td>5,000</td>
<td>268,443</td>
<td>(263,443)</td>
<td>8</td>
<td>268,435</td>
<td></td>
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<tr>
<td>569</td>
<td>Food Service</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>570</td>
<td>Enterprise Activities</td>
<td>849,917</td>
<td>155,398</td>
<td>694,519</td>
<td>18.28%</td>
<td>177,737</td>
<td>(22,339)</td>
</tr>
<tr>
<td>8xx</td>
<td>Financial Aid</td>
<td>8,809,000</td>
<td>1,721,669</td>
<td>7,087,341</td>
<td>580,229</td>
<td>1,141,429</td>
<td>196.72%</td>
</tr>
<tr>
<td>Subtotal</td>
<td>49,170,170</td>
<td>13,687,900</td>
<td>35,482,270</td>
<td>27.84%</td>
<td>14,622,312</td>
<td>(934,412)</td>
<td>-6.39%</td>
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<tr>
<td>440</td>
<td>Central Stores</td>
<td>40,000</td>
<td>0</td>
<td>40,000</td>
<td>0.00%</td>
<td>1,015</td>
<td>(1,015)</td>
</tr>
<tr>
<td>448</td>
<td>Printing/Copying</td>
<td>250,000</td>
<td>10,789</td>
<td>239,211</td>
<td>4.32%</td>
<td>8,092</td>
<td>2,697</td>
</tr>
<tr>
<td>840</td>
<td>Agency</td>
<td>0</td>
<td>135,609</td>
<td>(135,609)</td>
<td>80,279</td>
<td>55,330</td>
<td>68.92%</td>
</tr>
<tr>
<td>Subtotal</td>
<td>290,000</td>
<td>146,398</td>
<td>143,602</td>
<td>50.48%</td>
<td>89,386</td>
<td>57,012</td>
<td>63.78%</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>49,460,170</td>
<td>13,834,298</td>
<td>35,625,872</td>
<td>27.97%</td>
<td>14,711,697</td>
<td>(877,399)</td>
<td>-5.96%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fund</th>
<th>Description</th>
<th>Budget</th>
<th>Expended to Date Balance</th>
<th>% Expended</th>
<th>YTD 10/31/2020</th>
<th>Difference</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>000</td>
<td>General Operating</td>
<td>31,131,538</td>
<td>9,302,572</td>
<td>21,828,966</td>
<td>29.88%</td>
<td>9,501,604</td>
<td>(199,032)</td>
</tr>
<tr>
<td>148</td>
<td>Local Dedicated</td>
<td>3,530,351</td>
<td>965,348</td>
<td>2,565,003</td>
<td>27.34%</td>
<td>1,416,057</td>
<td>(450,709)</td>
</tr>
<tr>
<td>145/146</td>
<td>Grants &amp; Contracts</td>
<td>3,818,605</td>
<td>1,411,665</td>
<td>2,406,940</td>
<td>36.97%</td>
<td>2,217,697</td>
<td>(806,032)</td>
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<tr>
<td>522</td>
<td>Student Activities</td>
<td>1,341,000</td>
<td>206,496</td>
<td>1,134,514</td>
<td>15.40%</td>
<td>272,186</td>
<td>(65,700)</td>
</tr>
<tr>
<td>524</td>
<td>Bookstore</td>
<td>35,000</td>
<td>(1,375)</td>
<td>36,375</td>
<td>-3.93%</td>
<td>520</td>
<td>(856)</td>
</tr>
<tr>
<td>528*</td>
<td>Facilities/Safety</td>
<td>(248)</td>
<td>(248)</td>
<td>(248)</td>
<td>(248)</td>
<td>(248)</td>
<td>(248)</td>
</tr>
<tr>
<td>569</td>
<td>Food Service</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>570</td>
<td>Enterprise Activities</td>
<td>745,506</td>
<td>184,957</td>
<td>560,549</td>
<td>24.81%</td>
<td>300,528</td>
<td>(115,571)</td>
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<td>8xx</td>
<td>Financial Aid</td>
<td>8,809,000</td>
<td>2,052,206</td>
<td>6,756,794</td>
<td>3,132,272</td>
<td>(1,080,066)</td>
<td>-34.48%</td>
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<tr>
<td>Subtotal</td>
<td>49,411,000</td>
<td>14,121,610</td>
<td>35,289,390</td>
<td>28.58%</td>
<td>16,839,726</td>
<td>(2,718,116)</td>
<td>-16.14%</td>
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<td>440</td>
<td>Central Stores</td>
<td>40,000</td>
<td>5,111</td>
<td>34,889</td>
<td>12.78%</td>
<td>1,011</td>
<td>4,100</td>
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<td>448</td>
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<td>12.69%</td>
<td>85,843</td>
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<td>Agency</td>
<td>0</td>
<td>927</td>
<td>(927)</td>
<td>0</td>
<td>927</td>
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</tr>
<tr>
<td>Subtotal</td>
<td>290,000</td>
<td>37,775</td>
<td>252,225</td>
<td>13.03%</td>
<td>86,954</td>
<td>(49,180)</td>
<td>-56.56%</td>
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<td>Total Expenditures</td>
<td>49,701,000</td>
<td>14,159,385</td>
<td>35,541,615</td>
<td>28.49%</td>
<td>16,926,680</td>
<td>(2,767,295)</td>
<td>-16.35%</td>
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<td>Total Revenue Over(under) Expended</td>
<td>80,000</td>
<td>8,800</td>
<td>71,200</td>
<td>8,800</td>
<td>8,800</td>
<td>8,800</td>
<td>8,800</td>
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<td>Fund Balance</td>
<td>07/01/21</td>
<td>Year-to-Date Revenue</td>
<td>Year-to-Date Expenditure</td>
<td>10/31/2021</td>
<td>10/31/2020</td>
<td>Balance</td>
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<tr>
<td>--------------</td>
<td>---------</td>
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<tr>
<td>Operating Funds</td>
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<tr>
<td>149 Tuition</td>
<td>173,237</td>
<td>2,493,654</td>
<td>2,913,599</td>
<td>(246,708)</td>
<td>(2,157,135)</td>
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<tr>
<td>Other/Investment</td>
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<td>36,092</td>
<td>309</td>
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<tr>
<td>149 Subtotal</td>
<td>173,237</td>
<td>2,530,055</td>
<td>2,949,691</td>
<td>(246,399)</td>
<td>(2,157,135)</td>
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<tr>
<td>148 Local Dedicated Fund</td>
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<td>965,348</td>
<td>3,342,448</td>
<td>2,447,397</td>
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<td>145 Grants &amp; Contracts</td>
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<td>997,941</td>
<td>4,237,813</td>
<td>4,704,896</td>
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<tr>
<td>146 Grants &amp; Contracts</td>
<td>776,693</td>
<td>249,611</td>
<td>413,724</td>
<td>612,580</td>
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<tr>
<td>522 Student Activities</td>
<td>1,579,160</td>
<td>403,237</td>
<td>1,775,911</td>
<td>1,354,300</td>
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<tr>
<td>524 Bookstore</td>
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<td>69,385</td>
<td>(1,375)</td>
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<tr>
<td>528 Facilities/Safety</td>
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<td>(248)</td>
<td>1,011</td>
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<td>338</td>
<td>0</td>
<td>0</td>
<td>338</td>
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<tr>
<td>570 Enterprise Activities</td>
<td>(458,957)</td>
<td>155,398</td>
<td>184,957</td>
<td>(488,516)</td>
<td>(393,836)</td>
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</tr>
<tr>
<td>846,49,50,60 Financial Aid</td>
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<td>552,752</td>
<td>(1,957,246)</td>
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<tr>
<td>Total Operating</td>
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<td>7,335,019</td>
<td>7,788,729</td>
<td>10,503,026</td>
<td>4,296,396</td>
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<tr>
<td>440 Central Stores</td>
<td>7,710</td>
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<td>5,111</td>
<td>2,598</td>
<td>13,380</td>
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<tr>
<td>448 Printing/Copying</td>
<td>312,862</td>
<td>10,789</td>
<td>31,736</td>
<td>291,915</td>
<td>416,099</td>
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</tr>
<tr>
<td>840 Agency</td>
<td>34,154</td>
<td>135,609</td>
<td>927</td>
<td>168,835</td>
<td>149,965</td>
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<tr>
<td>Subtotal</td>
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<td>146,398</td>
<td>37,775</td>
<td>463,348</td>
<td>579,444</td>
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<tr>
<td>Total All Operating Funds</td>
<td>11,291,462</td>
<td>13,834,298</td>
<td>14,159,385</td>
<td>10,966,375</td>
<td>4,875,840</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total All Operating Funds</td>
<td>11,291,462</td>
<td>13,834,298</td>
<td>14,159,385</td>
<td>10,966,375</td>
<td>4,875,840</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total All Funds</td>
<td>11,291,462</td>
<td>13,834,298</td>
<td>14,159,385</td>
<td>10,966,375</td>
<td>4,875,840</td>
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<td></td>
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<tr>
<td>General Operating Reserve</td>
<td>8,794,849</td>
<td>8,468,877</td>
<td>4,549,821</td>
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</tr>
</tbody>
</table>
% of Operating Budget as of 10/31/2021 | 23.70% | 14.04% |
| General Operating Reserve | 5,359,859 | | |
| Target | 15% | | |

Source: BA1203/1204; GA 1332;
<table>
<thead>
<tr>
<th>Expenditure Category</th>
<th>Approved Budget</th>
<th>Adjusted Budget</th>
<th>Actual to Date</th>
<th>Projected</th>
<th>Budget</th>
<th>Balance</th>
<th>Expended Incumbere</th>
<th>Prior Year</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$20,055,528</td>
<td>$20,662,506</td>
<td>$5,423,824</td>
<td>$14,380,000</td>
<td>$858,682</td>
<td>95.84%</td>
<td>$6,033,856</td>
<td>-10.11%</td>
<td></td>
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<tr>
<td>Benefits</td>
<td>7,457,179</td>
<td>7,594,356</td>
<td>1,890,790</td>
<td>5,320,600</td>
<td>382,966</td>
<td>94.96%</td>
<td>2,093,883</td>
<td>-9.70%</td>
<td></td>
</tr>
<tr>
<td>Goods &amp; Services*</td>
<td>3,576,337</td>
<td>3,576,428</td>
<td>1,290,971</td>
<td>923,393</td>
<td>1,362,064</td>
<td>61.92%</td>
<td>1,126,250</td>
<td>14.63%</td>
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</tr>
<tr>
<td>Equipment</td>
<td>350,510</td>
<td>350,510</td>
<td>401,686</td>
<td>483,087</td>
<td>(534,263)</td>
<td>252.42%</td>
<td>158,120</td>
<td>154.04%</td>
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<tr>
<td>Travel</td>
<td>71,050</td>
<td>71,050</td>
<td>3,316</td>
<td>12,143</td>
<td>55,592</td>
<td>21.76%</td>
<td>3,313</td>
<td>0.08%</td>
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</tr>
<tr>
<td>Grants, Client Services</td>
<td>801,080</td>
<td>940,779</td>
<td>301,482</td>
<td>-</td>
<td>639,297</td>
<td>32.05%</td>
<td>117,431</td>
<td>156.73%</td>
<td></td>
</tr>
<tr>
<td>HS Academy Transfer</td>
<td>(1,758,432)</td>
<td>(1,758,432)</td>
<td>0</td>
<td>-</td>
<td>(1,758,432)</td>
<td>0.00%</td>
<td>(9,406)</td>
<td>-100.00%</td>
<td></td>
</tr>
<tr>
<td>International Prog. Transfer</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Transfer of Charges</td>
<td>(305,659)</td>
<td>(305,659)</td>
<td>(9,496)</td>
<td>-</td>
<td>(296,163)</td>
<td>3.11%</td>
<td>(15,843)</td>
<td>-40.06%</td>
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<tr>
<td>Total Expenditures</td>
<td>$30,247,893</td>
<td>$31,131,538</td>
<td>$9,302,572</td>
<td>$21,119,223</td>
<td>$709,743</td>
<td>97.72%</td>
<td>$9,507,604</td>
<td>-2.16%</td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>Revenue Category</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>State Allocations</td>
<td>$21,658,724</td>
<td>$22,039,616</td>
<td>$6,352,881</td>
<td>-</td>
<td>$15,686,735</td>
<td>28.82%</td>
<td>$6,714,421</td>
<td>-5.38%</td>
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<tr>
<td>Tuition</td>
<td>7,756,479</td>
<td>7,756,479</td>
<td>2,493,654</td>
<td>-</td>
<td>5,262,825</td>
<td>32.15%</td>
<td>3,015,983</td>
<td>-17.32%</td>
<td></td>
</tr>
<tr>
<td>Investment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>310,882</td>
<td>310,882</td>
<td>36,401</td>
<td>-</td>
<td>274,481</td>
<td>11.71%</td>
<td>39,764</td>
<td>-8.46%</td>
<td></td>
</tr>
<tr>
<td>Total Revenue</td>
<td>$29,726,085</td>
<td>$30,106,977</td>
<td>$8,882,936</td>
<td>-</td>
<td>$21,224,041</td>
<td>29.50%</td>
<td>$9,770,168</td>
<td>-9.08%</td>
<td></td>
</tr>
<tr>
<td>Revenue Over (Under) Expendi</td>
<td>(521,808)</td>
<td>(1,024,561)</td>
<td>(419,636)</td>
<td>-</td>
<td>$262,564</td>
<td>$262,564</td>
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</tr>
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</table>
## Self Supporting Fund 148

<table>
<thead>
<tr>
<th>Expenditure Category</th>
<th>Approved Budget</th>
<th>Adjusted Budget</th>
<th>Actual to Date</th>
<th>Projected</th>
<th>Balance</th>
<th>Expended to Incumbere</th>
<th>Prior Year to Date</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$1,325,664</td>
<td>$1,350,545</td>
<td>$459,844</td>
<td>$880,000</td>
<td>$10,701</td>
<td>99.21%</td>
<td>$552,826</td>
<td>-16.82%</td>
</tr>
<tr>
<td>Benefits</td>
<td>516,370</td>
<td>511,718</td>
<td>172,157</td>
<td>343,200</td>
<td>(3,639)</td>
<td>100.71%</td>
<td>169,227</td>
<td>1.73%</td>
</tr>
<tr>
<td>Goods &amp; Services</td>
<td>1,666,524</td>
<td>1,665,268</td>
<td>279,208</td>
<td>827,508</td>
<td>558,551</td>
<td>66.46%</td>
<td>467,380</td>
<td>-40.26%</td>
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<tr>
<td>Equipment</td>
<td>19,500</td>
<td>19,500</td>
<td>53,264</td>
<td>40,243</td>
<td>(74,007)</td>
<td>479.52%</td>
<td>31,992</td>
<td>66.49%</td>
</tr>
<tr>
<td>Travel</td>
<td>4,300</td>
<td>4,300</td>
<td>684</td>
<td>-</td>
<td>3,616</td>
<td>15.91%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grant/Client Services</td>
<td>0</td>
<td>-</td>
<td>190</td>
<td>-</td>
<td>(190)</td>
<td>-</td>
<td>1,653</td>
<td>-88.51%</td>
</tr>
<tr>
<td>Transfer of Charges</td>
<td>(20,980)</td>
<td>(20,980)</td>
<td>-</td>
<td>-</td>
<td>(20,980)</td>
<td>0.00%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>$3,511,378</td>
<td>$3,530,351</td>
<td>$965,348</td>
<td>$2,090,951</td>
<td>$474,052</td>
<td>86.57%</td>
<td>$1,223,078</td>
<td>-21.07%</td>
</tr>
</tbody>
</table>

## Revenue Category

<table>
<thead>
<tr>
<th>Revenue Category</th>
<th>Inst. Program Fees</th>
<th>Inst. Ancillary Rev.</th>
<th>Testing</th>
<th>Other Fees &amp; Income</th>
<th>Excess Enrollment Tuition &amp; Fee</th>
<th><strong>Total Revenue</strong></th>
<th><strong>Total Revenue over Expend.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$1,437,876</td>
<td>537,322</td>
<td>25,700</td>
<td>2,313,788</td>
<td>0</td>
<td>$4,314,686</td>
<td>$803,308</td>
</tr>
<tr>
<td>%</td>
<td>$1,437,876</td>
<td>537,322</td>
<td>25,700</td>
<td>2,313,788</td>
<td>0</td>
<td>$4,314,686</td>
<td>$789,335</td>
</tr>
<tr>
<td>% Expended to Incumbere</td>
<td>$520,893</td>
<td>87,367</td>
<td>6,730</td>
<td>636,548</td>
<td>-</td>
<td>$1,251,537</td>
<td>$286,189</td>
</tr>
<tr>
<td>% Prior Year to Date</td>
<td>$916,983</td>
<td>449,955</td>
<td>18,970</td>
<td>1,682,240</td>
<td>-</td>
<td>$3,068,149</td>
<td>$209,915</td>
</tr>
<tr>
<td>% Difference</td>
<td>36.23%</td>
<td>16.26%</td>
<td>26.19%</td>
<td>27.45%</td>
<td>-</td>
<td>28.97%</td>
<td>-12.66%</td>
</tr>
</tbody>
</table>
Executive Cabinet Report to Board of Trustees

Board Meeting Date: December 13, 2021
Submitted by: Robert Britten
Department: Equity, Diversity, and Inclusion

Below is a summary of ongoing projects as they align with trustee goals and strategies for the 2021-22 academic year (through September 2022). Focus will vary from month to month over the course of the year. “Other Departmental Activities/Highlights” at the end of the report includes additional project information.

Board Goal 1: Provide strong leadership and direction for the College.

☒ Evaluate implementation of the College’s Mission Fulfillment Plan
Executive Director Robert Britten, along with the EDI Coordinator Dr. Rita Magalhaes are conducting EDI Focus Groups with staff, students and faculty to get input for the drafting our EDI Strategic Plan to be presented to Cabinet and Trustees in coming months.

Executive Director Robert Britten, along with the EDI Coordinator Dr. Rita Magalhaes met with Tina Chapman to bring her innovative Equity training and film Brick by Brick to LWTech.

EDI department members have worked with faculty to deliver DSJ trainings on CRT.

☒ Use data to assess the effectiveness of policies
The EDI department met with IR to discuss institutional data and College Spark grant opportunities.

Board Goal 3: Build community connections for the College.

☒ College Outreach Activities
Executive Director Britten continues to meet with Diversity and Equity Officers to discuss recent passage of SB 5227 and SB 5194 related to EDI mandates and reporting outcomes.

Executive Director Britten met with City of Redmond EDI Director Cecilia to discuss avenues of support between her office and the college.

☒ Key conferences and events
Executive Director Britten attended WTIA Diversity, Equity and Inclusion Summit. Executive Director Britten along with members of our Institutional Research team attended the 2 day Guided Pathways Retreat.
Actively participate and engage in community activities
Executive Director Britten continues to serve on the Equity and Diversity Officers Commission (DEO), the Diversity & Equity in Hiring & Professional Development (DEHPD), as well as task force activities with Formerly Justice Involved Students and Higher Ed in Prisons.
Executive Cabinet Report to Board of Trustees

Board Meeting Date: December 13, 2021
Submitted by: Elisabeth Sorensen
Department: Foundation

Below is a summary of ongoing projects as they align with trustee goals and strategies for the 2021-22 academic year (through September 2022). Focus will vary from month to month over the course of the year. “Other Departmental Activities/Highlights” at the end of the report includes additional project information.

Board Goal 1: Provide strong leadership and direction for the College.

☒ Evaluate and approve policies that encourage workforce development, and provides pathways, from basic skills to baccalaureate programs, for students to achieve their goals

Spring 2022 Scholarship Applications will open on Wednesday, December 1. The Foundation is pleased to offer over $200,000 in scholarship support to hardworking, highly motivated students during this cycle.

☒ Support the college in the implementation of LionsLink

The Foundation is supporting employees participating in LionsLink User Acceptance Testing by funding lunches and refreshments during the week of December 13 through December 22.

Board Goal 2: Evaluate and support resource development initiatives.

☒ Support LWTech Foundation efforts to increase revenues available for scholarships, programs, faculty and staff professional development, and college support

Thank you for your generous support of the 2021 LWTech Foundation’s Bright Futures Benefit WEEK! Together, we raised a record-breaking $360,000 for student scholarships, instructional program support and a newly created Childcare Assistance Fund. This is an increase of over $30,000 in 2020.

☒ Support opportunities for public-private partnerships that contribute to scholarships, programs, and faculty and staff professional development
Support college efforts to participate in grant programs that benefit scholarships, programs, and faculty and staff professional development

The Foundation funded professional development for 11 members of the LWTech Nursing Faculty. The training is designed to prepare our faculty to teach in a BSN Program.

Board Goal 3: Build community connections for the College.

College Outreach Activities

Elisabeth Sorensen continues to represent Lake Washington Institute of Technology on the Greater Kirkland Chamber of Commerce Board of Directors.
Executive Cabinet Report to Board of Trustees

Board Meeting Date: December 13, 2021
Submitted by: Meena Park
Department: Human Resources/Payroll

Below is a summary of ongoing projects as they align with trustee goals and strategies for the 2021-22 academic year (through September 2022). Focus will vary from month to month over the course of the year. “Other Departmental Activities/Highlights” at the end of the report includes additional project information.

Board Goal 1: Provide strong leadership and direction for the College.

☒ Evaluate implementation of the College’s Mission Fulfillment Plan

☒ Evaluate and approve policies that support diverse faculty and staff recruitment, development and retention

Policy Review Committee
On November 17th, the Policy Review Committee members met to discuss updating the Policies and Procedures webpage, specifically incorporating ‘additional college policies’ into their respective chapters. Bruce Riveland, Vice President of Administrative Services, will be presenting updates to Chapters 8 and 9 for review on December 15th.

Title IX Committee
On November 8th, the Title IX Committee reconvened for its first meeting of the 2021-22 academic year. After introducing new members, the committee reviewed the charter and by-laws and reviewed the annual work plan which includes training, sexual assault awareness and prevention, as well as risk reduction programs.

☒ Support the college in the implementation of LionsLink
As Pillar Leads, Cabinet Representative, and Subject Matter Experts, the HR and Payroll departments continue to be heavily involved in LionsLink. We have shifted our focus to customized employee training and change management as well as preparing for User Acceptance Testing. We continue to hold monthly LionsLink meetings with both the Leadership and Classified teams, with the intention of providing timely business impact information, training, and an opportunity to address questions and concerns.
Board Goal 3: Build community connections for the College.

Key conferences and events

In collaboration with Bird’s Eye Medical, LWTech held a free, on-site COVID-19 Vaccine/Booster clinic on November 30th. Due to the overwhelming response, we extended Bird’s Eye Medical allotted time to service all of the nearly 200 vaccine recipients.

Meena Park continues to participate in weekly HRMC and OFM HR Directors Zoom meetings to keep abreast of ever evolving HR rules and regulations.

Other Departmental Activities/Highlights

Nursing and High Demand Bargaining
Management and faculty representatives continue to make progress in collaborative, interest-based discussions on the use of nursing and high demand funds provided by HB2158.
Executive Cabinet Report to Board of Trustees

Board Meeting Date: 12/13/21
Submitted by: Suzy Ames
Department: Instruction Support

Below is a summary of ongoing projects as they align with trustee goals and strategies for the 2021-22 academic year. Focus will vary from month to month over the course of the year. “Other Departmental Activities/Highlights” at the end of the report includes additional project information.

Board Goal 1: Provide strong leadership and direction for the College.

☒ Evaluate and approve policies that promote anti-racism, equity, diversity, and inclusion, as well as student enrollment, achievement, and completion

- Three English faculty members were selected by the SBCTC to participate in a six-quarter Antiracist Curriculum Initiative with 80 of their peers across 31 community and technical colleges. This effort, funded by the Legislature, will help the SBCTC further its System Vision: “Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.” This curriculum initiative is part of the greater Guided Pathways effort, specifically: “Increase the number of students who successfully complete ENGL&101 within the first year of enrollment.” Currently, less than half of all CTC students across our system attain English 101 in their first year of college.
  - Wes Mantooth
  - Paul Redman
  - Stephanie Walsh

☒ Evaluate and approve policies that encourage workforce development, and provides pathways, from basic skills to baccalaureate programs, for students to achieve their goals

- The Diversity and Social Justice Requirement that was launched in Fall of 2021 is gaining a momentum, with fully trained and certified 34 faculty members from across programs offering more than 30 DSJ classes to our students. This coming January, a new application cycle opens for faculty who are interested in teaching DSJ versions of their courses.
• Anita Hedlund, full-time Nursing Faculty, has been selected for the Open ProfTech Project Allied Health Cohort. Anita will be participating in the textbook writing project for Allied Health.

• Dr. Hany Roufael and Photonics program received a generous gift of $25,000 from Meta Platforms, Inc. Foundation created a new fund titled Photonics Program Support Fund.

• Nine Faculty participated and completed WA Online Course Design training with Rhonda DeWitt, Manager of Engagement and Learning. The learning objectives included creating opportunity for students to share their personal learning needs privately, to give feedback on the course design, mixing varies learning modalities, and much more.

• LWTech Students Alex Gale and Brianna Bonds attended the UW Space symposium 2021 on November 5 and really enjoyed the experience. Narayani Choudhury is an outreach coordinator for this UW conference. [https://www.sparc.uw.edu/symposium2021/](https://www.sparc.uw.edu/symposium2021/)
Executive Cabinet Report to Board of Trustees

Board Meeting Date: December 13, 2021
Submitted by: Leslie Shattuck
Department: Marketing and Communications

Below is a summary of ongoing projects as they align with trustee goals and strategies for the 2021-22 academic year (through September 2022). Focus will vary from month to month over the course of the year. “Other Departmental Activities/Highlights” at the end of the report includes additional project information.

Board Goal 3: Build community connections for the College.

☒ College Outreach Activities

Public Relations:

The Marketing and Communications team spent November supporting several departments across the college. The following is an update of the top-level projects they worked on. At the time of this report, there are currently 87 active projects in the department.

The team continued their work to engage local, regional and national reporters/writers to elevate awareness of the college. The college received coverage in the following media outlets and/or is working on the following media pitches:

Media Coverage:

Inside Higher Ed – Back On Track: Helping Students Recover from COVID-19 Learning Disruption (See attached)

During the month of November, the team worked on pitches/stories or responded to media requests about:

1. Transportation, Logistics, and Supply Chain Management Program Ranking
2. John Suk Joins The Board
4. Inside Higher Ed – Story About LexisNexis Database and Universities
5. Mechanical Design Technology and UW-Bothell Collaboration

Social Media

The team conducted social media outreach which included posts on Instagram, Facebook, Twitter and LinkedIn. Social media engagement continues to perform well. Social media
outreach over the past month promoted Winter and Spring Quarter registration, Workforce Development Initiatives, Employment Resource Center Programs, LionsLink powered by ctcLink, and the following programs: Electronics Technology, Mechanical Design Technology, Business Technology DTA/MRP and Laser & Optical Technology. The team also coordinated crisis communications during campus closures/delays.

**Key conferences and events**

Leslie Shattuck, Kim Goddard and Alex Sorrels attended the two-day the National Council for Marketing and Public Relations (NCMPR) District 7 conference. The conference also included the Medallion Awards which recognizes the best marketing/communications work from two-year colleges in Alaska, Idaho, Montana, Oregon, Washington, and the Canadian provinces of Alberta, British Columbia, Saskatchewan and Yukon Territory. The team was recognized with the following awards:

- **Gold:** Website
- **Silver:** Communications Plan
- **Bronze:** Annual Report

**Other Departmental Activities/Highlights**

*Equity, Diversity, and Inclusion Work*

The team continued its work to promote equity, diversity and inclusion at the college, and the work to dismantle systemic racism at the college.

*Website*

The team worked on several updates and large projects to the freshen the website, including refreshing the homepage, and updating several program and department pages.

*LionsLink Powered by ctcLink*

The team continued its work to support the LionsLink project management team. The team created and worked on communications plans, timelines, visual and website branding, and supporting the work of students and other departments as the college prepares for its deployment of ctcLink in February.

*Transformations Magazine*

The team began work on the 2022 edition of Transformations magazine.

*Spring Advertising Campaign*

The team began working on creative elements for the Spring 2022 advertising campaign.

*Digisign Updates*

The team continued to update on-campus digisign monitors, including making sure they are viewable on the website.
**Programs and Department Support**  
The team worked on several marketing projects for various departments throughout the college.

**Student and Staff Stories**  
The team continued to identify and interview students, faculty, and alumni for a variety of outreach purposes, including PR outreach, printed and online materials.

**Student Services Support**  
The team worked on several projects to support various departments within Student Services.

**Instruction Support**  
The team worked on several projects to support the Office of Instruction.

**President’s Office Support**  
The team provided communications support to the President’s office.

**Foundation Support**  
The team continued to support the work of the Foundation, including working on the Annual Report and Bright Futures Benefit Week.
Back on Track: Helping Students Recover From COVID-19 Learning Disruption

By Lindsay McKenzie
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Explore the latest in learning science.

START EXPLORING

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Face-to-face instruction largely resumed on college campuses in fall 2021, but the ongoing COVID-19 pandemic is still affecting higher education in ways we may not fully grasp for years to come.

Campus closures and the rapid shift to remote instruction in early 2020, followed by two more semesters that were anything but normal, caused months of disruption for college students. But whether (and how much) that disturbance seriously impeded students’ academic progress or cognitive growth, and how it may be affecting students and colleges now, remains unclear.

Attempts to quantify learning disruption in terms of “learning loss” or “COVID slide” have proven divisive among educators, with critics describing these terms as negative, unhelpful and vague.
In addition, colleges and universities as a general rule do not systematically “measure” learning in the way educators in elementary and secondary education routinely do. Still, there’s a widespread desire in higher education to better understand how to support students through this challenging time, improve instruction using insights gleaned from new remote teaching experience and technology, and reflect on longstanding college assessment and placement practices.

The stakes are high, amid concerns that students -- especially students of color and those from lower-income families -- may be deterred on their path to graduation, exacerbating existing inequities and achievement gaps.

This report, based on interviews with roughly 20 experts on learning, assessment and student success, examines how instructors and colleges are striving to understand and respond to the learning disruption that different groups of students faced over the past two years in both K-12 and higher education settings.

Based on case studies from a range of colleges and universities, this report discusses efforts to expand student support services to incoming and returning students through initiatives such as peer-to-peer mentoring and summer bridge programs. It will also explore how some instructors have altered their instruction and assessment practices in response to the pandemic with promising results.

This is a challenging time in higher education, as college instructors and staff members have been in a near-constant professional sprint since March 2020 at the same time they personally endured pandemic-driven strains and worries. So expecting dramatic transformation in student support delivery or instructional or assessment strategies may be unfair.

Rather than a blueprint for what institutions should be doing in response to COVID-19, we hope this report provides a snapshot of this moment -- with early reflections on what seems to be working, what isn’t, and discussion of practices that would be helpful to retain going forward.

We hope the ideas and views shared in this report help you in your work on these crucial issues during this unprecedented time, for institutional leaders, instructors and student support employees -- and anyone who cares about students.

--Lindsay McKenzie

Thoughts, comments, suggestions?

Contact us as editor@insidehighered.com
Digital Adaption Should Be Easy.
COVID’s Impact

The impact of the ongoing COVID-19 pandemic on higher education is yet to be fully understood, but already it is clear that many students, particularly students of color and those from lower-income backgrounds, have been hit hard.

Some effects of the near-term pandemic are clear and acute. Whether students have actually become physically sick with COVID-19 or not, many have suffered health issues because of it. Student health centers report that demand for both physical and mental health care has increased significantly since fall 2019, with large numbers of students seeking support for stress, anxiety and depression.

Survey after survey reveals significant expression of mental health worries and woes among continuing and new college students. Those needs leave short-staffed college counseling offices, faculty members and others -- themselves often struggling with the same burnout and personal pressures -- straining to monitor and respond to those demands.

Financial stress – a known predictor of poor mental health – has also increased among students over the past two years. National unemployment levels reached a record high of 14.7 percent in April 2020, according to the U.S. Bureau of Labor Statistics. Experimental data collected by the U.S. Census Bureau at the start of the pandemic found that people with some college but no degree were more likely to experience a loss of income because of COVID-19 than those with at least a bachelor’s degree.

Between March and May 2020, two-thirds of students reported that their financial situation had worsened, according to a survey on the impact of COVID-19 on college student well-being, conducted by the American College Health Association and the Healthy Minds Network. The same survey indicated increased prevalence of depression and higher numbers of students reporting that their mental health had negatively impacted their academic performance.

The pandemic and the economic recession it produced also deterred many students from continuing their educations. Enrollments at many colleges and universities took a significant hit in fall 2020, and a hoped-for rebound in fall 2021 did not materialize, leaving postsecondary enrollment over all about 6.5 percent lower than it was in fall 2019, according to October 2021 data from the National Student Clearinghouse Research Center.

The most vulnerable students -- and institutions -- have struggled the most. Community college enrollments fell by a net 14.1 percent from fall 2019 through fall 2021, and black and white students, male students, and older students were all proportionally more likely than their peers not to enroll in college in fall 2021.

Those data make clear that the pandemic has taken a significant psychological and economic toll on students and impeded their ability to continue their educations.
Far less obvious is the impact of the pandemic on student learning.

Discussions about disruption to classroom learning in K-12 education are often framed in terms of "learning loss" in the news media, but some educators in both K-12 and higher education object to the deficit-driven terminology.

Learning loss is defined as any "specific or general loss of knowledge and skills or reversals in academic progress, most commonly due to extended gaps or discontinuities in a students’ education," according to the Glossary of Education Reform, an online resource created by the Great Schools Partnership in collaboration with the Education Writers Association and the Nellie Mae Education Foundation.

"It’s a loaded term," says Laura Gogia, research director for learning technologies and student success at the Tambellini Group, an independent technology research and advisory firm focused on higher education. To define what learning loss is, you have to first define what students should be learning, and that remains an area of much contentious debate.


Many education technology vendors have latched on to the idea of learning loss so that they may present their products as a possible solution, but the term is problematic, says Gogia. "Learning loss is based on the assumption that there were metrics by which institutions were evaluating progress against specific milestones. In a traditional four-year degree," she says, "that is rarely the case."

In K-12 education, standardized testing is widely used to determine, for example, the grade level at which students can read. At the college level, what we want students to gain from their college degree is much more open-ended, Gogia says.

A key objective in attending college for many students is to help them secure a high-paying job afterwards. But it’s tricky to measure how well colleges are preparing students with the necessary skills and knowledge to succeed in the workforce.

As the term “learning loss” has become increasingly continued
politically charged, alternatives such as “unfinished learning” have crept up in reports about the pandemic. On the flip side, there is also increasing focus on learning gained during the pandemic.

There is no doubt that learning experiences were impacted by the shift to remote learning in 2020. Both instructors and students struggled to quickly adapt to a new environment, and issues such as lack of access to high-speed internet and devices did negatively impact some students. But there were also a lot of positives to come out of the experience of learning differently from before, says Gogia.

Students and instructors both learned a lot about teaching and learning with technology, and skills such as online conferencing and self-driven study have given students a lot of valuable real work experience that will serve them well when they get a job, says Gogia. Remote learning has offered many students flexibility and access they didn’t have when learning face-to-face, and it is clear there is demand for a blended approach to learning moving forward, she says.

By focusing on what learning has supposedly been lost during the pandemic we ignore how much students and teachers have learned from the “covid curriculum,” writes Rachael Gabriel, associate professor of literacy education at the University of Connecticut, in an article published by The Washington Post.

“Learning is never lost, though it may not always be “found” on pre-written tests of pre-specified knowledge or preexisting measures of pre-coronavirus notions of achievement,” said Gabriel. “The legacy of the standards movement of the 1990s, and the high-stakes testing it inspired in the early 2000s, is a version of education that is assumed not to exist or matter unless or until it is predicted and measured. The pandemic has illustrated with searing definition how wrong that assumption is. We have all learned, every day, unconditionally.” If more students are experiencing stress and anxiety because of COVID-19, and higher stress is linked to poorer academic performance, it seems plausible if not likely that many students have struggled more than they might otherwise and potentially lost ground academically.

“So we know that learning loss happened,” Natasha Jankowski, former executive director of the National Institute for Learning Outcomes Assessment and now a lecturer at New England College, said on a recent Inside Higher Ed podcast. “That’s learning in the sense of, if we had certain things we want you to take away, the likelihood of you as a student getting that, and me as a faculty member teaching it to you really well, was unlikely. More often than not, you probably got something, but not all of it. If I as an institution have designed some programmatic path of learning that grows for my students, then I need to figure out where you are on that path, and how to reinforce what I need you to engage with and where you are as a learner.”

Measuring that learning is another story. Efforts to measure that lost ground are plentiful in elementary and secondary education, where strategies for monitoring continued
student progress from one year to the next are much more standardized and established than in higher education.

Emerging research focused on K-12 education suggests that COVID-19 learning loss is significant, worldwide, and could have lasting negative impacts on a generation of students.

Systemic testing in states such as Colorado, where children’s performance across grade levels fell in every standardized test subject due to COVID-19, demonstrates that students need additional learning support to get back on their educational paths.

Research from the nonprofit Urban Institute, published in February 2021, suggests that learning losses equivalent to spending three months out of school could lead to decreased lifetime earnings as well as modest declines in associate and bachelor’s degree attainment rates.

Similar predictions on the long-term impact of COVID-19 on educational attainment and earning potential were made in a June 2020 report by McKinsey & Company. This research estimated that an additional 232,000 to 1.1 million ninth-to-11th graders would drop out of high school as a result of COVID-19.

School closures left K-12 students approximately five months behind in mathematics and four months behind in reading, according to subsequent research published by McKinsey in July 2021. Students of color and students from low-income households were most likely to be behind in their studies, indicating that the pandemic exacerbated existing inequities — a consequence many educators were quick to predict in the early stages of the pandemic.

“The pandemic widened preexisting opportunity and achievement gaps, hitting historically disadvantaged students hardest,” McKinsey said in its report. “High schoolers have become more likely to drop out of school, and high school seniors, especially those from low-income families, are less likely to go on to postsecondary education.”

The statewide standardized testing regimens that make it possible to gauge (however imperfectly) learning disruption in elementary and secondary education do not have equivalents in postsecondary education.

Colleges and universities, by contrast, have historically used grades as a proxy for learning, and while many institutions now utilize some student learning outcome measures, there remains “little to no effort to measure learning, and growth in cognitive ability, systematically in higher ed,” says Richard Arum, author of the 2011 book Academically Adrift and an education professor at the University of California, Irvine.

Arum’s institution is among those that are taking steps to expressly quantify cognitive development or other measures of actual student learning (see related article on Page 24). But those colleges remain outliers, and
as a result, calculating the number of students who’ve experienced disruption in their learning, the severity of any dips in performance, and whether this will negatively affect students in the long term, is challenging.

What is more measurable is academic progress — “did I pass the class and am I making forward motion through a curriculum?” as Mitchell L. Stevens, professor of education at Stanford University, defines it. “Academic progress is very easy to measure; learning is very difficult to measure.”

Higher education’s disinclination to measure learning is viewed in some quarters as “a significant problem of the sector,” Stevens says — an effort to avoid accountability. More specifically, Stevens argues, the inability to measure learning allows every college or university to work “from the presumption of excellence,” as long as its graduates get an earnings return.

The pressure on higher education to measure learning is likely to grow as more instruction gets delivered digitally, because technology-enabled instruction makes it “possible to observe and measure ... learning at a much finer grain of detail.” But meaningful measure of cognitive or other learning gains remain a largely unachieved holy grail.

Which leaves us largely having to focus on whether students have had setbacks in their academic progress — not a measure of learning per se, but as close as higher education often comes.

In addition to the aforementioned enrollment declines, first-year persistence rates also fell in fall 2020, according to data published by the National Student Clearinghouse Research Center in July 2021. Of 2.6 million first-time freshmen who enrolled in college in fall 2019, only 74 percent returned in fall 2020 for their second year — an one-year drop of two percentage points in what the Clearinghouse described as an “important early student success indicator.”

“We can now add increased attrition of 2019 freshmen to the severe impacts of the pandemic,” said Doug Shapiro, executive director of the National Student Clearinghouse Research Center, in an online statement. “These losses erase recent improvements that colleges have made in keeping learners on track early. They will ripple through higher education for years,” said Shapiro.

Our collective inability to gauge whether, and how much, COVID has set students back on their learning journeys is, one might say, academic. Whether students have lost ground or not, colleges, learning professionals, and policy makers need to intensify their existing efforts to support students on their educational paths. Additional student support services and changes in instruction and assessment designed to benefit students who are struggling will likely prove universally beneficial.

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The remainder of the report focuses on individual and institutional efforts to try to respond to the learning disruption -- and the non-cognitive struggles -- that logic tells us students have suffered, even if we aren’t particularly capable of measuring it.

**Reimagining Placement**

Higher education’s disinclination to use standardized measures to gauge cognitive growth or other forms of academic development is not across the board. Standardized tests have been a central element of judging students in college admissions for decades -- a tradition that eroded slowly in recent years and then dramatically due to the barriers the pandemic imposed on students’ ability to sit for the SAT and ACT.

Standardized exams have also been widely used in college placement, with colleges adopting national tests such as ACCUPLACER and ALEKS and many state and institutional exams to determine whether students are ready for college-level courses, particularly in English, math and languages.

Well before the pandemic, many researchers and policy makers had embraced the view that it’s preferable not to use any single tool for determining placement -- but especially one tools, like certain high-stakes standardized exams, don’t successfully predict performance in gateway courses and tend to “underplace” students into remedial courses. Many community colleges and open-access four-year institutions began experimenting with using “multiple measures” to assess college readiness instead of depending on a single indicator.

“I worried that we’d see a lot of the institutions that were experimenting roll back because of the pandemic, but if anything, we’d seen some of them use the pandemic to push through some reforms they had intended to implement,” says Bruce Vandal, a consultant who worked on college remediation and completion issues for Complete College America and the Education Commission of the States.

COVID-19 made it difficult if not impossible for many colleges to conduct in-person placement exams or to reliably proctor remote tests, Vandal says. “The pandemic further revealed something that was already true: the placement systems [colleges] had set up were cumbersome,” as well as not very predictive.

Sam Houston State University was among the institutions that accelerated a move away from sole reliance on standardized exams because of the pandemic.

Mary Catherine Breen, executive director of the Academic Success Center at the Texas public university, says her institution had already begun discussing whether the Texas Success Initiative Assessment, the

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statewide exam used to gauge college readiness, accurately predicted student performance in college-level English and math.

Sam Houston State’s review found little correlation between performance on the TSI exam and in gateway courses, especially in English, prompting Breen and her colleagues to examine student data to identify what high-school GPA best predicted a C or higher in entry-level math and English at Sam Houston State.

Once the pandemic hit, the lack of available testing forced the university to embrace high school GPA as its core measure sooner than it had planned to do so. Students who achieve a sufficient score on the statewide test move directly into college-level work, but for those who don’t (or who don’t have a score), Sam Houston State uses high-school GPA to decide on placement.

Sam Houston State made another significant change as well, to inject more nuance into the process of deciding which students should be placed directly into college-level courses and which should be taking developmental and college-level courses concurrently (an approach known as co-requisite enrollment). The university created what it calls “zero-credit-hour courses,” which are non-credit courses that provide tutoring, study skills training and other assistance to students alongside their college-level courses.

Instructors in math and English courses send out progress reports at the four- and eight-week mark of a term to help the Academic Success Center “know if we need to turn up the heat” and provide more help to those students, Breen says.

“Imagine it as a scaffold,” she says. “If they don’t need it, we’ll tear it down. If they need it, we’ll build it up higher.”

Rethinking Grading and Assessment

The idea of scrapping letter grades in higher education has been around for years, but during COVID-19, many institutions put it into practice – switching multiple courses to pass/fail grades. These flexible assessment policies were meant to lessen the pressure on students amid new and changing COVID-19 measures, but many institutions have now reinstated their previous grading policies, despite pleas from students to extend them – either keeping a blanket pass/fail grading policy, or enabling individual students to opt in for pass/fail grades following receipt of a letter grade.

Jesse Stommel, an academic and advocate of the “ungrading” movement, wrote in June 2021 that institutions that continued grading during the pandemic weren’t measuring student learning or content
knowledge. Instead, he argued, they were measuring how well students and instructors pivoted to online, students’ ability to perform in a crisis, and whether students had the necessary access and support at home to succeed.

Stommel, like other educators who have spoken out against assigning summary grades to student work, suggests that instructors ask students to reflect on their own work and offer feedback, guiding the grading of their own work. For this approach to work, instructors must have trust in their students, said Stommel, a faculty member in the writing program at University of Denver.

“Ungrading starts with teachers just talking to students about grades,” Stommel wrote. “Demystifying grades (and the culture around them) gives students a sense of ownership over their own education.”

Amid reports from proctoring companies such as ProctorU that cheating on tests and exams has increased during the pandemic, trust in students’ academic honesty appears to be at a premium. Rather than encouraging suspicion, this could be a moment to encourage discussion about how to change institutional policies and teaching practices to promote academic integrity.

“As another academic year gets underway amid continuing uncertainty from COVID-19, it’s clear that the lessons about academic integrity we’ve learned from emergency teaching remain top of mind,” David Rettinger and Kate McConnell wrote in an essay for Inside Higher Ed in September. “One of them – the perception that cheating is more common in online learning that in the traditional classroom – is of particular importance to us,” they continued. (Rettinger is professor of psychological science and director of academic integrity programs at the University of Mary Washington and president emeritus of the International Center for Academic Integrity. McConnell is vice president for curricular and pedagogical innovation and executive director for VALUE at the Association of American Colleges and Universities.)

In response to the perception that cheating has increased, McConnell and Rettinger suggest that instructors try designing assessments that “promote academic integrity rather than pay top dollar to police your students.” Those changes would entail focusing less on high-stakes summative exams and more on frequent low-stakes quizzes, limiting standardized assessments, and making assignments relevant to students’ lives.

McConnell and Rettinger wrote that they are not dismissive of concerns about academic integrity – they believe that academic misconduct is an existential threat to higher education. They suggest that institutions work
to develop a culture of integrity – one where faculty and students talk about the importance of authentic scholarship. They also encourage institutions to offer faculty development that will equip instructors with teaching techniques “that motivate robust student learning while preventing cheating,” among other solutions.

“None of the solutions we propose can be implemented overnight, but none are prohibitively expensive or "time consuming either," wrote Rettinger and McConnell. “When we return to a new normal after COVID, our commitment to authentic learning requires us to evaluate and change our institutional processes and individual pedagogy to best serve our students.”

There can be multiple reasons why a student is doing poorly in class, says Laurie Fladd, director of Holistic Student Supports at Achieving the Dream, a nonprofit that works with community colleges to support student success. She notes that before students can be expected to do well academically, it’s important for institutions and instructors to understand who their students are and consider the circumstances they may be facing.

“There’s this dorky saying in higher ed that you ‘can’t bloom until you Maslow,’ which means you have to address students’ basic needs before you can expect them to succeed academically,” says Fladd. “For example, if your students live in a community with no broadband, institutions can give out all the devices they want, but students are still not going to be able to connect and complete their work.”

Student success is multidimensional, and though grades can be a useful indication of how students are doing, they are not the only metric institutions should be considering. The number of students being connected to student support services such as tutoring, mental health counseling, and food pantries could paint a fuller picture. Other metrics to consider could include whether the number of part-time students is increasing because students have to juggle other priorities, whether students are registering for the next semester, and are students able to meet the academic requirements to retain scholarships and grants.

It is too early to know whether more students have lost federal Pell Grants during the pandemic than was previously the case, says Debbie Raucher, director of education at John Burton Advocates for Youth, a nonprofit group that is working to support youth in California who have been in foster care or experienced homelessness.

Raucher recently wrote a report arguing that satisfactory academic progress (SAP) policies – the standards that students must meet to retain their federal Pell Grants – impede student success and equity.

Raucher wrote that many institutions in California have institutional policies that go beyond the federal minimums, and that these policies can be the difference
between a student staying in college or not. The SAP includes a two-part assessment -- grade-point average minimum and course completion requirements. Students must also complete their program within 150 percent of the published time frame.

“While much attention has been paid to the need to expand financial aid access at the beginning of a student’s academic career, virtually no attention is given to whether students are subsequently able to maintain financial aid once enrolled,” the report said.

Of 78,125 Pell Grant recipients in the California Community Colleges system who were attending college for the first time in fall 2017, the report estimated a quarter were at risk of losing their grants without successful appeal. Black students and students with experience in the foster case system were more likely than other students to fall into this category, the report found. Students who lose access to financial aid after one year of college are unlikely to return, says Raucher. The report recommends that institutions evaluate their SAP policies and ensure they are not imposing deadlines or requirements beyond those required by federal law. Many institutions have not reviewed their policies for some time, and staff may not be aware that their requirements exceed those mandated by law, says Raucher. Though there is little movement in relaxing satisfactory progress policies at the federal level, Raucher says that she is encouraged to see that many community colleges in California are planning to review their policies.

Reviewing these policies and giving students as much notice and guidance as possible if they are at risk of losing essential financial support, is important at any time – not just during the pandemic, says Raucher.

COVID-19 has had an enormous negative impact on students, but many of the problems students face existed before the pandemic and will continue after, says Raucher. “Our systems are set up such that when a crisis hits – whether that’s a worldwide pandemic crisis or an individual student-level crisis – students are not in a situation to easily continue their academic journey once that crisis has passed.”

Changing Instructional Practices

The rapid shift from face-to-face to emergency remote instruction during the pandemic was rocky, to say the least.

Faculty had to adapt quickly to new technologies with limited institutional support, and some students who were sent home from campus felt that the quality of

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their educational experience had declined.

In the long term, however, exposing instructors and students to new technologies and pedagogical approaches could be a good thing, says Russ Poulin, executive director of the WICHE Cooperative for Educational Technologies.

“The COVID shake-up was very healthy because it made a lot of faculty members think about what they are doing in their courses. Faculty are taking what works for them and their students and leaving the rest,” he says.

“Whether you call it learning science or something else, faculty are learning from others — they’re pulling in good practices from their colleagues and surveys and research, that’s a real positive in the long run.”

The shift to digital course materials accelerated during the pandemic, and many faculty members, particularly younger ones, are realizing this can work to their benefit, says Poulin.

“Increased use of instructional technology has some good and some bad.”

“If we become reliant on technology, what does that mean for equity and the digital divide?” It’s possible that any negative impact on students won’t be obvious right away and may only become evident in four-year or six-year graduation rates. Poulin adds that training for instructors, particularly adjuncts, is highly variable.

“At some institutions faculty have everything they need, and in others, they’re getting almost nothing in terms of support,” says Poulin. College leaders can’t expect instructional quality to improve if they’re not adequately supporting those doing the teaching.

At some institutions, faculty have embraced elements of remote instruction — including the freedom it gives them to live wherever they want. In the past, some faculty unions have fought the introduction of online pedagogy and technology; Poulin says he is now aware of at least one faculty union at a large community college that is fighting not to force instructors who moved out of state to return to teaching in person. “It’s an interesting flip,” Poulin says.

“I think this generation of educators will never be going back to the ‘before times’ — they have seen first hand the ways that technologies can better support their teaching and their students,” says Norman Bier, director of the Open Learning Initiative at Carnegie Mellon University. That said, Bier suggests that faculty members have also seen first hand the ways in which these technologies can fall short.

“This will lead to more faculty demanding better tools, better interfaces and better approaches,” Bier says. This will be transformational, he adds.

“Too often we’ve seen ed-tech prioritize the perspective of technologists over educators,” says Bier. “Coming out of COVID, we already see our faculty demanding tools that better prioritize student and educator needs.”

A 2020 report on the impact of the pandemic on instructors teaching introductory courses, published by Every Learner Everywhere and Tyton Partners, suggests that the pandemic increased interest in digital learning techniques and tools, but also “heightened awareness of the racial and socioeconomic inequities that need to be addressed in classrooms,” the report said.

For the past few years, instructors teaching large introductory-level courses have increasingly adopted digital courseware — online curricular materials that often include in-built assessments and self-guided learning exercises.

Adoption of digital courseware among faculty teaching introductory courses at two-year institutions rose from 29 percent in 2019 to 45 percent in 2021, according to a 2021 report on the state of digital learning and courseware adoption by Every Learner Everywhere, Tyton Partners and Bay View Analytics.

Adoption of courseware in introductory courses also increased at four-year colleges, from 22 percent in 2019 to 35 percent in 2021, according to the survey.

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About three-quarters (74 percent) of instructors using courseware believe it has a positive impact on learning outcomes.

Digital courseware can assist student learning in several ways, says Benny Johnson, director of research and development at Acrobatiq by VitalSource, a maker of interactive courseware. Not only are faculty members able to track student data and progress, students have the opportunity to practice applying what they have learned in class or in remote self-study with low-stakes exercises, such as questions where students are asked to fill in the blanks.

Carnegie Mellon’s Open Learning Initiative has conducted research on the “doer effect” – the principle that students who do online practice activities while reading new content have better learning gains than those who just read.

OLI research found that practicing knowledge has a learning benefit approximately six times that of reading text and three times that of watching video.

The pandemic also forced faculty members at many institutions to experiment with a brand of instruction new to many of them – hyflex learning. They did so with mixed success.

Hybrid or blended courses, in which an instructor incorporates a mix of in-person and virtual elements to deliver the course in the most effective way, had gained ground in recent years. A few instructors also experimented with hyflex courses, in which students toggle between in-person, synchronous and asynchronous instruction as they wish.

Numerous colleges turned to hyflex approaches during the pandemic. An instructional model that allows students to alternate between educationally comparable in-person and virtual formats depending on the circumstances at the moment resonated in an era in which students might be on campus but forced to quarantine, for instance. And as campuses tried to limit the size of gatherings to avoid the spread of COVID, many divided courses up into two sections, having half the students attend in person and half remotely one day, and then switching the groups the next day.

Hyflex is difficult. It requires institutions to outfit classes with technology to connect instructors with learners who are right in front of them and remote. It requires instructors to create a curriculum that can be delivered in two modes at once, with comparable learning outcomes whether it is encountered in person or virtually, and to teach in two modes simultaneously.

And as with so many instructional innovations, the ability to pull it off depends on how well colleges prepare their faculty members to succeed, through high-quality training and support. Many colleges ramped up their faculty instructional training on a range of fronts during the pandemic, and their leaders say they plan to sustain that support going forward.
Georgia State University is well known for boosting the graduation and retention rates of learners over the past 15 years with a data-driven approach to student success. But even at Georgia State, an institution where staff have years of experience identifying students who are most likely to struggle academically, the pandemic still had a significant negative impact.

Following the rapid shift to remote learning in the spring of 2020 due to COVID-19, Georgia State saw a 20 to 30 percent increase in the number of students failing or dropping out of core courses, says Timothy Renick, executive director of the National Institute for Student Success at the university. “We knew that hundreds of our first-year students failed or dropped significant courses,” says Renick. Drawing on years of data and predictive analytics, Renick and his colleagues realized the students who had a bad year might never catch up. “They would be constantly behind,” he says.

To support these first-year students, Georgia State introduced a new summer accelerator program in the summer of 2021. Invited students were encouraged to come back in the summer and retake one or two failed courses with the support of peer mentors and hand-picked instructors. The program was offered at no cost to students using Higher Education Emergency Relief Funds, which were allocated to colleges and universities by the U.S. Congress to assist students affected by the pandemic.

Convincing students to come back in the summer, particularly when many are already working to support themselves and their families, was “an uphill battle,” said Renick. Around 1,500 students were targeted to participate in the accelerator program. Of these, around 700 enrolled, and 500 passed their course with a C grade or higher.

The percentage of students who received a D or F grade or who withdrew from the accelerator program, also known as a DFW rate, was higher than Renick and his colleagues had hoped for. That said, they never offered a program like this to students who had already failed an essential course. “Getting 70 percent of these students through a second time is positive,” says Renick. “Rather than sit back and wait passively for them to fail, we have most back on pace to where they needed to be,” he says.

Summer programming is not a new concept at Georgia State. In 2012, the university began offering a Summer Success Academy for incoming first-year students. Instead of deferring their studies until the spring semester, incoming first-year students identified as academically at-risk are invited to complete seven weeks of non-remedial college-level classes before the fall semester begins.

During the summer academy, students are encouraged to take advantage of the university’s tutoring, advising, financial literacy and academic skills programs. Students learn in small groups so they can get to know their peers and can take up to seven credits’ worth of courses.

It was important that this model of teaching in small groups was replicated when the university introduced the free summer program for students retaking foundational courses, says Renick. By seeing familiar faces in each class students are more likely to form bonds and support each other, he says.

Now mid-way through the first semester of the new academic year, far fewer first-year students are on track to fail or drop out of their core courses. “The early..."
indicators are encouraging,” says Renick. Most courses have returned to in-person instruction, and students that are learning online are largely doing so by choice, he says. Given this positive trend, it isn't clear if Georgia State will need to offer the acceleration program again in the summer of 2022.

Students who are struggling during the pandemic are not experiencing the same challenges as students who fell behind in classes in the past, says Renick. “They aren’t saying they don’t want to go to college, but they don’t want to deal with the added stress or necessarily have a fully online experience,” he says. Without additional support, colleges run the risk of seeing students drop out and never come back, causing national retention rates to potentially plummet.

Services that address students’ mental health have become increasingly important at Georgia State, said Renick. Since the pandemic began, the counseling center has seen a significant uptick in attendance for group counseling sessions, he said.

By offering counseling online, it became much easier for students at Georgia State’s urban campus to attend group sessions on topics such as substance abuse and eating disorders. “There’s a stigma in taking yourself into a room,” said Renick. “In the online environment, the bar is lower. It’s less intimidating.”

Aside from support services for mental health, Renick recommends that all institutions hire more students to mentor their peers through federal work-study programs. “Undergraduates who are successful are a great resource. You can hire them for less money than a professional and they can often better support students who are struggling. It’s a win-win.”

Another key to keeping students on track is to check in with them early and often. Institutions often use online platforms and learning management systems that provide lots of data on student engagement. Students not logging on to access course materials is almost always a warning sign that they need help, said Renick. Additionally, he recommends that college staff members actually follow up with students who drop classes. “Students often have to go to a registrar to drop a class, but very few campuses actually have staff sit down with students to find out what’s going on and talk about whether it’s really necessary to drop the class.”

“Getting 70 percent of these students through a second time is positive. Rather than sit back and wait passively for them to fail, we have most back on pace to where they needed to be.”

Tim Renick
Executive director,
National Institute for Student Success
Georgia State University
Hybrid Instruction at Lake Washington Institute of Technology

On February 28, 2020, a group of nursing and physical therapy students at Lake Washington Institute of Technology in Kirkland, Wash., visited a nearby nursing home to practice their clinical skills.

The next day, local news media reported two confirmed cases of COVID-19 at the nursing home – marking the first known outbreak of the virus in a long-term care facility in the U.S.

Lake Washington Institute of Technology, a public technical college with around 6,000 students, found itself on the frontlines of the U.S. COVID-19 outbreak.

“Our college was the first to go fully remote,” says Suzanne Ames, vice president of instruction at Lake Washington. “Our signature is hands-on learning, so we had the added challenge of continuing programs such as welding, nursing and everything in-between.”

The college, along with other institutions in Washington State, finished the winter semester completely online, with any labs that couldn’t be held remotely scheduled for the summer. Two years later, many courses are planned to continue permanently in a hybrid format, with lectures held online and hands-on training held in person.

“I think we’ll see higher quality teaching and learning,” Ames says of the shift to hybrid. “Faculty and students are realizing there are benefits to online learning and building quality human connection in the classroom.”

Students also seem to appreciate having more freedom to choose their preferred teaching modality, says Ames. Demand for fully online general education courses has remained high among students now that they have the choice between on-campus, hybrid and fully online. “Students are taking advantage of picking and choosing how they want to study, and we’ll continue to track where there is student demand,” she says.

After Lake Washington switched to fully remote instruction, it lost 20 percent of its students. Ames and her colleagues feared they might not return. Fortunately, they did.

“The vast majority of those students said they would be back when they could learn again in-person and 19 percent have now come back,” Ames says. “Clearly those students were biding their time until they could have the learning experience that was best for them.”

There are two distinct types of students at Lake Washington – those who thrived on their own, and those who needed to be on a campus, says Ames. “Some of our students really appreciated learning in the comfort of their own home. We’re seeing higher attendance in our online classes than we did on campus.”

Completion rates for courses and certificates “have stayed strong because of the work of the faculty in engaging students,” says Ames. “Faculty have added more content, more interactive features in their classes. They’ve really bent over backwards.”

Several professors at Lake Washington have shared that students are performing better in hybrid classes than they did previously in-person.

Andrea Westman, a professor of physical therapy and president of the faculty union, told Inside Higher Ed in March 2021 that her students’ mastery of tough topics had significantly increased since she started requiring that students review class materials and listen to recorded lectures online before meeting with her in-person.

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Gregory Bem, library coordinator and a professor at the college, says he has heard similar positive reports from other faculty members, many of whom are looking to continue incorporating elements of online instruction in their classes moving forward.

The library at Lake Washington has always played a central role in connecting students and employees to technology, but faculty members have not always known about the instructional design support the library offers, says Bem. Now, demand for library services has increased, and with it, he says, a willingness among instructors to work with new course materials, experiment with new pedagogical approaches, and experiment with creative assessments.

“With all the time that we’ve had to experiment over the last two years during COVID, I think more folks have been able to find new options that work better than what they were doing before,” says Bem. Even as instruction on campus resumes, many instructors are looking to continue hybrid or fully online instruction.

“We have a lot of adult learners that have very busy lives outside of school,” says Bem. “I’m really excited to see that we’re able to do more asynchronously and ensure that synchronous sessions really add to the educational experience with support and engaging activities.”

Rex Jacobsen, accounting professor and department chair at Lake Washington, is one faculty member who has embraced this mostly asynchronous model and seen student performance increase as a result.

Just before the pandemic, Jacobsen began recording short instructional videos for his students. When his classes moved online, those videos became an important instructional tool.

When he taught on-campus, many students struggled to make it to class due to work and family commitments, Jacobsen says. When that happened, students had no way to review the content they missed. Now students are able to work through lectures in their own time at their own pace, supplemented by more than a thousand short videos which Jacobsen has created, many of which are available for anyone to view on YouTube.

In the 2019 academic year, over 90 percent of Jacobsen’s students successfully completed his Introduction to Accounting II. In fall 2020 and winter 2021 – after the course became asynchronous and fully online – course completion reached 100 percent.

“I surprised to find that students struggle much less in my online classes,” says Jacobsen. He believes that with the option to pause, rewind and rewatch content, students are able to take much better notes and internalize the material.
For Lake Washington students, the flexibility and convenience of asynchronous instruction seems to be working very well, says Jacobsen. Live Zoom lectures would be difficult for student parents to attend without interruption, and many of Jacobsen’s students have kids.

Though he is no longer teaching students live, Jacobsen says he makes responding quickly to students’ emailed questions a priority. “It helps that I’m attached at the hip to my phone,” he says.

Jacobsen also plans to incorporate scheduled one-on-one Zoom meetings into his teaching – an improvement over his previous strategy of sitting next to students after they completed assignments in class and asking them questions such as “Do we have a profit? How much was it? What are our best and worst selling items?”

“Accounting students tend to be reserved, so the prospect of being asked questions on the fly with other students within earshot was often terrifying,” says Jacobsen. With one-on-one Zoom meetings, students won’t need to feel that pressure. They also won’t have to wait while Jacobsen talks to their peers.

Working as an accountant involves more than inputting data correctly into a spreadsheet; it is also about interpreting the data – something that accounting textbooks often ignore, says Jacobsen. It doesn’t matter if students get the answers to his ad-hoc questions wrong – the focus is on doing it and learning, rather than being perfect.

“In the end, our goal is to continue tweaking things to better provide students with the knowledge needed to secure employment,” says Jacobsen.
Measuring Learning at UC-Irvine

Measuring learning isn’t a higher education core competency, so it’s not surprising that most colleges and universities can’t quantify whether and how much COVID-19 set their students back academically.

But if it any place could, you’d expect it to be an institution that employs someone like Richard Arum. Arum is best known as co-author of *Academically Adrift*, the 2011 book that asserted how little learning was happening on many college campuses. The analysis was controversial, largely because of its dependence on a standardized learning assessment that ran against the grain in higher education at the time.

A decade later, it still does. That’s one reason why gauging the level of learning disruption due to COVID (or anything else) remains a largely unfulfilled holy grail. But the University of California, Irvine, where Arum just completed a five-year run as education dean, has gone further in that direction than most, under-taking a project aimed at using a set of new and existing tools to understand what students get out of higher education — including in the all-important realm of learning.

Irvine began closely tracking students’ academic behavior and performance in a wide range of ways in 2019, when it also began testing students’ learning gains in areas such as critical thinking and collaborative problem-solving using a new set of assessments from the Educational Testing Service.

Because Irvine began gauging its students’ gains in learning only a semester before the pandemic began, it will be some time before the university will be able to draw conclusions about how environmental changes like a pandemic have disrupted their learning.

For now, instead, UC-Irvine is left to assess the impact on its students in the same way other colleges and universities might be — by looking at their levels of academic progress and engagement.

On those fronts, Arum says, the situation at Irvine looks fairly good.

Students who enrolled at the start of the 2019-20 academic year (and had their first year in college interrupted by COVID) had lower term-by-term attrition rates in their first two years than did their peers who started the year before.

Irvine students collectively accumulated more academic credits and had a higher overall grade-point average during the COVID-affected semesters than they did the two terms before the

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**Table: Completed credits and term GPA**

<table>
<thead>
<tr>
<th></th>
<th>Spring 2019</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Fall 2020</th>
<th>Spring 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term Completed Credits</td>
<td>13.96 (3.84)</td>
<td>13.85 (3.62)</td>
<td>14.08 (4.25)</td>
<td>13.76 (4.27)</td>
<td>13.86 (4.20)</td>
</tr>
<tr>
<td>Term GPA</td>
<td>3.13 (0.78)</td>
<td>3.11 (0.81)</td>
<td>3.44 (0.85)</td>
<td>3.28 (0.90)</td>
<td>3.32 (0.83)</td>
</tr>
<tr>
<td>Observations</td>
<td>27,661</td>
<td>30,365</td>
<td>28,390</td>
<td>30,348</td>
<td>26,869</td>
</tr>
</tbody>
</table>

*Note: Numbers in the parenthesis are standard deviation.*
pandemic landed, as seen on the previous page. Students' academic engagement also grew during COVID, as measured by their interactions with Irvine's learning management system. The average student spent more time online, posted more to online course discussions, and took various other academically desirable actions. “We can say very clearly, about students at UCI, that their academic progress on average was not negatively impaired by the pandemic,” Arum says. He attributes that result to several factors. First, Irvine – which Arum notes is a “relatively affluent” Research I university – “threw all sorts of resources” at helping its faculty deliver good remote instruction, and its faculty members “clearly adjusted their instructional techniques.”

As seen in the table above, UC-Irvine professors lectured less and more than doubled the amount of discussion and non-lecture class activities in their courses. It’s also true, though, that the comparatively affluent and academically well-prepared undergraduate students at a selective university like Irvine had less competition for their time, given the relative lack of socializing available to them.

Arum’s relative optimism about COVID’s impact on students at places like his own university doesn’t mean he isn’t worried about how the pandemic affected students across the higher ed continuum.

Students whose colleges and universities didn’t promote major changes in course pedagogy might well have struggled to stay engaged with Zoom University, and as we well know, many students struggled with the illness or death of family members, suffered lost jobs or other financial setbacks, or both. Any assessment of whether and how much students were “set back” by the pandemic must take into account not just traditional conceptions of academic learning but “give a nod to the broad human development that we know higher education strives for, including social and civic development,” Arum says. “We know there was a lot lost there.”

—Doug Lederman
Expanding Access to Course Materials at the University of California, Davis

Affordable and accessible course materials have become an important factor in discussions around student success. Despite textbook prices coming down in recent years, some titles can still run hundreds of dollars. During the pandemic, 65 percent of students surveyed by the U.S. Public Interest Research Group reported that they had skipped buying a textbook because of cost. U.S. PIRG, a nonprofit that campaigns for more affordable higher education and free or low-cost course materials, found that 90 percent of students were concerned that not purchasing materials would negatively impact their grade.

Colleges have embraced various approaches to driving down student spending on curricular materials over the past few years, including adoption of freely accessible open educational resources and low-cost “inclusive access” programs that bill students for course materials as part of their student fees.

The inclusive access model ensures that students have all necessary course materials on their first day of class. It also allows institutions to negotiate bulk discounts if a high percentage of students participate. U.S. Department of Education regulations on inclusive access programs require that colleges must offer course materials below a competitive market rate and must also offer students a way to opt-out of the program.

The University of California, Davis, an early adopter of inclusive access, has taken the model further – introducing an “equitable access” program where all undergraduate students pay the same flat fee for textbooks, regardless of their major.

“Prior to Equitable Access, textbooks were an outlier compared to most other student costs on our campus,” says Jason Lorgan, executive director of the Council and Student Affairs and Fees at UC Davis Stores. “For nearly every other student expense, students were charged the same rate. However, when it came to textbooks, costs not only varied widely by major, but sometimes even within the same class.”

While some students in a class might have luck finding a low-cost used textbook, many paid several hundred dollars for new print copies, says Lorgan. Equitable access has changed textbook costs from an “unpredictable expense to a predictable low flat rate for everyone,” he says.

The equitable access program, delivered via VitalSource and Canvas, has been under development since 2018, but when COVID-19 hit, distributing digital textbooks to scattered students became a necessity and the pilot launched a quarter ahead of schedule.

“The equitable access program is digital by default because of the dramatic cost savings the campus can achieve compared to what we used to pay for new and used textbooks,” said Lorgan.

“During our first year, we focused on ensuring the technology functioned well as it relies on sharing data between numerous campus systems. Thankfully, the technology has exceeded our expectations and we can now focus on the analytics we might provide to our faculty in the future to assist in monitoring student success. We believe this is an area worth exploring and that process is under way.

“While there is still work ahead of us, the success of the initial launch has already enabled the program to lower the per term rate by 15 percent, from $199 per term to...
$169 per term,” Pablo Reguerin, vice chancellor for students affairs, said in the 2020-21 annual report on the program, which included student survey data.

Prior to the launch of the equitable access program, 78 percent of UC Davis students reported they did not have access to all of their required textbooks. After launching equitable access, only 27 percent of students reported not having access to all of their required content. Whether this improvement in access is also improving students’ grades is “currently under examination by our student affairs assessment team,” Lorgan says.

The two biggest benefits of the equitable access program reported by students were greater convenience and lower prices. But the program has not been welcomed by all. Some students taking programs with low-cost course materials have objected to subsidizing the course materials of other students.

A student advisory council, launched in mid-fall 2021, will provide advice on ways to improve the program, according to the first annual report on the project. Though there is still work to be done, Lorgan says he is encouraged by progress so far and noted that dozens of institutions have reached out for information about the program.

“Seven out of 10 UC Davis students are now participating in Equitable Access,” Lorgan says. “As participation rises, it will allow us to continue to lower the price and fund more textbook grants for our lowest-income students.”

“The equitable access program is digital by default because of the dramatic cost savings the campus can achieve compared to what we used to pay for new and used textbooks.”

Jason Lorgan
Executive director of the Council and Student Affairs and Fees UC Davis Stores
Key Takeaways

Advice from learning and student success experts on how colleges and instructors can respond to potential learning disruption:

- **Ask students how they are doing**
- **Act on early signs of waning student engagement**
- **Share stress management strategies**
- **Consider financial strain students are under**
- **Evaluate institutional student support services**
- **Define desired learning outcomes**
- **Introduce interactive classroom activities**
- **Explore more frequent, lower-stakes assessment**
References


References


References


About the Author

Lindsay McKenzie is a freelance writer in Washington, D.C. From 2017 to 2021, she was the technology reporter at Inside Higher Ed. In that capacity, she wrote extensively about a wide range of topics related to the role of technology in higher education, for students, employees and institutions. Lindsay is a national expert on academic publishing, the role of online higher education, and digital accessibility and data security. Originally from England, Lindsay moved to Washington, D.C., in December 2016. Before joining Inside Higher Ed, Lindsay reported on British and European science policy for Research Fortnight in London. Her work has also appeared in Science, Nature and The Chronicle of Higher Education.

Doug Lederman, editor and co-founder of Inside Higher Ed, contributed to this report.

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Executive Cabinet Report to Board of Trustees

Board Meeting Date: December 13, 2021
Submitted by: Cathy Copeland
Department: Research & Grants

Below is a summary of ongoing projects as they align with trustee goals and strategies for the 2021-22 academic year. Focus will vary from month to month over the course of the year. “Other Departmental Activities/Highlights” at the end of the report includes additional project information.

Board Goal 1: Provide strong leadership and direction for the College.

☒ Evaluate implementation of the College’s Mission Fulfillment Plan
The team continues to support new metrics related to mission fulfillment. This process will include work from the Institutional Planning & Effectiveness Committee (IPEC) and the team will also assist with the coordination of departmental-level planning through IPEC. The metrics associated with the Mission Fulfillment Plan will be presented at the December 2021 Board meeting.

☒ With the president, annually develop performance goals and evaluate the president’s progress towards the identified goals and the development and implementation of college initiatives
The team supports the president’s goals through survey and assessment work such as administering the annual Employee Satisfaction Survey.

☒ Evaluate and approve policies that support anti-racism, equity, diversity, and inclusion in both the learning and workplace environments
The team supported the launch of a Diversity, Equity, and Inclusion survey in May 2021 and is supporting Executive Cabinet and the Office of Equity, Diversity and Inclusion in using survey results and campus data to create programs and trainings on campus. Data from this survey and follow-up interviews will support the upcoming EDI Strategic Plan.

☒ Evaluate and approve policies that encourage workforce development, and provide pathways, from basic skills to baccalaureate programs, for students to achieve their goals
Support of student achievement and workforce development is summarized under Goal 2: Evaluate and support resource development initiatives.

☒ Ensure the College is prepared for retraining demands post-COVID
Support of retraining demands post-COVID is summarized under Goal 2: Evaluate and support resource development initiatives.

☒ Evaluate and approve policies that support diverse faculty and staff recruitment, development and retention
The team administered the 2021 Employee Satisfaction Survey and supported the Diversity, Equity, and Inclusion survey as well. The team also worked with Human Resources this
Use data to assess the effectiveness of policies
The Research & Grants team supports this work through dashboard development and assessment. The primary on-campus tool for college faculty and staff is Tableau Community Dashboards and the team launched, in collaboration with IT and Student Services, new dashboards to support monitoring of grant-funded counseling services.

Support the college in the implementation of LionsLink
The team will serve as reporting leads for the LionsLink (ctcLink) transition and is assisting with data validation and testing.

Board Goal 2: Evaluate and support resource development initiatives.

Support LWTech Foundation efforts to increase revenues available for scholarships, programs, faculty and staff professional development, and college support
The team created a data dashboard for Foundation use in tracking scholarship recipient data and provided data for the Bright Futures Benefit Week.

Support opportunities for public-private partnerships that contribute to scholarships, programs, and faculty and staff professional development
Grant work necessitates public-private partnerships and work related to this goal is summarized below. The team also serves as a liaison with Hanover Research to support their contract with LWTech.

Support college efforts to participate in grant programs that benefit scholarships, programs, and faculty and staff professional development
New programs for 2021-22 include the following:

National Science Foundation (NSF): LWTech launched a new grant to expand Open Educational Resources (OER) in Electronics Technology and Welding (ATE 2100136) with $365,000 in new funding from NSF. LWTech currently leads an Advanced Technical Education (ATE) Coordination Network called AppConnect NW that brings together applied baccalaureate faculty in computer science (DUE 1700629 funded at $866,882); the consortium is pursuing additional funding to continue this work for an additional four years.

Institutional Resilience and Expanded Postsecondary Opportunity Grants Program (IREPO): LWTech – in a collaboration with the four other technical colleges in WA – received $2.7M in August 2021 to support financial aid and remote education in technical education programs. Positions supported by this program include the following: an Instructional Designer; an eLearning Coordinator; and, support in Marketing and IT. Partner colleges include: Bates, Bellingham, Clover Park, and Renton.

Higher Education Emergency Relief Fund
The team supported applications for funding developed under the ‘Coronavirus Aid, Relief, and Economic Security Act (CARES); Coronavirus Response and Relief Supplemental Appropriations Act (CRRSSAA); and, the American Rescue Plan Act (ARP Act) passed by Congress. Total allocations in institutional funding to the college across all three funding acts exceeds $5M. The team will continue supporting reporting related to these funds including quarterly and annual reporting.
Mental Health Counseling and Services Pilot Program Grant
This grant will provide nearly $250,000 over the next two years and will primarily pay for the faculty counselor's salary, CARE team training, and another round of the Healthy Minds Survey. This will allow us to, at least for 2 years, use the funds allocated for counseling for other urgent needs like another navigator in the advising office. The department also worked with the MHCSPP grant leads to develop a data tracking and assessment system for both grant reporting and ongoing counseling program assessment.

Pending applications – Early Learning Center
The team is awaiting news on whether the college will receive $1,000,000 in Community Project Funding to support the improvements to the child care center. The team also supported an application for $1,000,000 to the Washington State Department of Commerce's Early Learning Facilities (ELF) grant program.

Overall Support & LionsLink Support
The team continues to support current grant programs such as developing flipped classrooms through College Spark funding. The team is working in supporting data conversions related to grants and implementation of new grant-related processes as part of the ctcLink/LionsLink conversion.

Board Goal 3: Build community connections for the College.

Key conferences and events
The team represented the college at the Guided Pathways retreat in November with members of the Office of Equity, Diversity and Inclusion.

Actively participate and engage in community activities
The team is preparing for in-service professional development training sessions and will continue to offer Tableau Community Dashboard trainings.

Other Departmental Activities/Highlights
The team looks forward to continuing work with the Applied Research Committee. Other research-related work includes: gathering Research Ethics learning materials for LWTech students (Public Health) and researching Institutional Review Board (IRB) training materials for RPC members (Research Ethics subcommittee).
Executive Cabinet Report to Board of Trustees

Board Meeting Date: December 13, 2021
Submitted by: Ruby Hayden
Department: Student Services

Below is a summary of ongoing projects as they align with trustee goals and strategies for the 2021-22 academic year (through September 2022). Focus will vary from month to month over the course of the year. “Other Departmental Activities/Highlights” at the end of the report includes additional project information.

Board Goal 1: Provide strong leadership and direction for the College.

☒ Evaluate and approve policies that promote anti-racism, equity, diversity, and inclusion, as well as student enrollment, achievement, and completion
On December 6, 2021, Vice President Hayden began a leadership training series as part of her role supporting the statewide Admissions and Registration Council. This training includes:
  - Inclusive Excellence
  - Intercultural Development Inventory
  - Intercultural Conflict Style

☒ Evaluate and approve policies that support diverse faculty and staff recruitment, development and retention
Vice President Hayden continues to meet quarterly with BIPOC identifying employees in student services to share updates, answer questions, and brainstorm ways to improve the college’s EDI work. This meeting occurred on November 9th.

☒ Support the college in the implementation of LionsLink
Student Services continues to reserve Fridays for implementation work for ctcLink (in addition to any other times scheduled by the state). We have also identified additional support in the Enrollment Services office in the form of a retired registrar who helped another local college through their implementation process. This individual will begin supporting the LWTech team on January 3rd.

Board Goal 2: Evaluate and support resource development initiatives.

☒ Support college efforts to participate in grant programs that benefit scholarships, programs, and faculty and staff professional development
On November 30th, Vice President Hayden submitted a grant to the Early Learning Facilities Program managed by the Washington Department of Commerce. If funding this will provide
$1,000,000 in support of replacing our aging Early Learning Center portables. The college should know the outcome of the request by early March 2022.

**Board Goal 3: Build community connections for the College.**

- **Key conferences and events**
  Vice President Hayden was delighted to provide a pre-recorded keynote address for the national EAB Connect conference on November 5th. The session, titled Building a Community of Care with Collaboration and Creativity, was focused on describing the importance of cross campus collaboration in college suicide prevention work.