



CASCADIA COLLEGE BOARD OF TRUSTEES

Wednesday, September 18, 2024



September 11, 2024

Dear Trustees and Community Members:

The September Board meeting begins the annual schedule of regular, public meetings for the college's governing board. Thanks to the Trustees for a successful summer retreat in August where routine administrative tasks were completed and data on the Strategic Plan were reviewed. That data presentation is included in this packet and will be briefly summarized at the meeting.

Enrollment has been sky-rocketing over the summer and official enrollment numbers will be available in October. However, the College is working diligently to meet the demands of our new and returning students. This year, the September Board meeting falls in the middle of "Pre-Fall Week" as the faculty prepare for classes to begin on September 25.

We look forward to seeing you on the 18th. Summary reports of activities by the four Vice Presidents and the Executive Director of the Foundation are attached for you to review. This helps keep the Trustees informed of operational activities and successes.

Eric Murray
College President

From the Vice President for Administrative Services, Sean Poellnitz:

FACILITIES

- **Summer Camps Success:** Over 180+ young students participated in two summer camps, utilizing Cascadia's classrooms and learning halls.
- **Classroom Reconfigurations:** Facilities worked with IS and Student Learning to reconfigure classrooms and convert a conference room into a bookable space.
- **CC5 Project:** Contractor Cornerstone held a 2-day meeting on campus to review design documents with the project team and subcontractors. Utility potholing completed in August will inform the building's final location.

FINANCE

- **Year-End Complete:** A huge thank you to the finance team for their hard work completing the year-end process.

HUMAN RESOURCES

- **55 Positions Filled:** Since last September, HR has filled 55 roles, including leadership positions like VP of Admin Services and HR Analyst.
- **Summer Hiring:** 10 hires were made over the summer quarter (7/1 - 9/2), strengthening key areas.
- **Professional Development:** Streamlined processes will lead to the rollout of an updated program in the first week of the academic year.

INFORMATION SERVICES

- **Classroom Tech Upgrades:** Five classrooms are getting new audio-visual systems to improve flexibility and accommodate student needs.
- **Laptop Focus:** Student desktop computers were reduced to fund 90 new laptops, which students can borrow throughout their studies.
- **Security Enhancements:** New security appliance and monitoring solution implemented to detect malicious activity.

PAYROLL

- **New Hire:** Chika Risteen joined as the new Payroll Coordinator in July and is proving to be a great addition.
- **Recruiting:** Preparation for recruiting a Payroll & Benefits Coordinator begins in September.
- **COLA Adjustments:** Classified, exempt, hourly, and faculty COLA adjustments were implemented as of July 1st, with full-time faculty promotions starting on September 1st.

From the Vice President for Equity & Inclusion, Chari Davenport:

At our summer retreat the Office of E&I team worked diligently to prep for this upcoming academic year. It has been quite comforting to have our fall plans in place and we will use this same strategy at our fall retreat to plan for the winter term. The E&I end of year review will be presented at today's board meeting – to that end, the following highlights our plans for the fall term.

Diversity & Equity Center - A lot is happening at the Diversity & Equity Center this fall. We are building bridges and expanding outside of our walls:

- We are also excited to partner with the City of Bothell's Welcoming Week, an event that brings the community together underlining the importance of inclusion and belonging.
- Our "Meet us Outside: Tabling with E&I" provides a chance to meet the staff and learn about programs and resources on campus.
- Our workshops have increased with our partnerships
- Join us every first Tuesday and Wednesday of the month to "Eat Dessert First!" and take a break from the day
- Finally, we have extended our hours and the Diversity & Equity Center will be open until 6:30pm on Wednesdays

There is so much more! Please make sure to review the monthly newsletter as we continue our celebrations of cultures and traditions, movie screenings, and our wonderful workshops.

Cascadia Scholars - The Cascadia Scholars Program has been busy preparing for the term over the past few months. We are thrilled to share that the program has experienced significant growth and development.

- We received 43 new Scholar applications over the summer – this is the first time we have had so much engagement in the summer. We expect over 100 Scholars this academic year.
- Mentoring remains the most valuable aspect of our program and to manage the growth, we have added thirteen new mentors.
- We continue to use workshops and events to best prepare our Scholars for their academic and career journeys.
- We are introducing peer-to-peer workshops. The goal is to encourage students to practice their presentation skills and connect with their Scholars community
- Two of our Scholars will participate in a STEM grant program that partners with UWB. Scholars will earn a stipend for their work.
- We are launching a new Speaker Series. The speakers are role models from historically marginalized communities who will share their stories and experiences to help guide our Scholars.

Foundations of E&I - We had an increase in requests from our community partners to take this course and we opened the door for some folks outside of Cascadia. These requests have increased to the point where we now plan to run a separate course for our community partners.

- We will run five courses in the fall – a first for us.
 - We will have two internal (Cascadia employees) and three external and all income from the external courses will go directly to E&I to continue to support our efforts.

As a result of these new endeavors, we will be using this year to train new facilitators, so we are prepared as the course continues to grow.

From the Vice President for Student Learning, Dr. Kerry Levett:

Faculty Highlights

Dr. Brian Bansenauer was recently awarded a MentorLink grant through the Association of American Community College's (AACC) program for Advancing Technical Education (ATE). The grant will pair Dr. Bansenauer with a mentor college program and provide 30K in funding over two years to support activities as Brian updates the previously named Web degree program in its transition to an application development focus.

Professor **Garth Neufeld's** national work and scholarship in the teaching of psychology has led to his selection as conference director for the Society for the Teaching of Psychology. This is a multi-year appointment.

For the coming fall, English faculty member **Dr. Jessica Ketcham** was specially selected after a competitive application and interview process for WCCCSA's study abroad program. She will be teaching in Lyon France this fall. Six of the attending students attend Cascadia including Lola McPherrren, who received \$1000 from WCCCSA. On 9/7 Cascadia hosted an all-day pre-departure orientation for students and families with collaboration from Yukari Zednick and Kareen Kinjo of International Programs managing the day, food, and parking.

With the enrollment uptick, most academic divisions have added new associate faculty. Thanks to the yearlong design work of **Kelly Leahy**, our instructional designer, with the collaboration of cross campus subject experts, new and other returning faculty have a greatly enhanced orientation site.

Faculty Awarded Sabbatical for 2024-2025

Dr. Azizeh Farajallah (Chemistry) – Fall, Winter, Spring

Erin Richards (Political Science) – Fall, Winter, Spring

Kathleen Brown (Art) – 1/3 Fall, Winter, Spring

Dr. Jessica Ketcham (English/Humanities)– Winter

Erica Almeda (CCF) – Spring

Debra Waddell (Speech/Communication Studies) – Spring

Tasha Walston (English) – Spring

Student Learning Office

The Student Learning Office thanks Erin Richards (Social Science/Professor of Political Science) and David Bucci (English/Professor of English) for their service as division chairs and welcomes incoming chairs Garth Neufeld (Social Science/Professor of Psychology) and interim Natural Science division chairs Sadie Rosenthal (Professor of Biology), Chris Byrne (Professor of Engineering and Physics), and Peg Harbol (Professor of Chemistry) who will split duties while Professor Azizeh Farajallah is on sabbatical this year.

From the Vice President for Student Success Services, Erin Blakeney:

Enrollment Management

- Admissions applications for fall 2024 are up 24% over this time last year. There is a 66% increase in the number of students attending the Cascadia Orientation & Registration Experience (CORE) sessions for fall. 531 students attended CORE of this time last summer and 881 students have already attended, with 3 more weeks until fall.
- Streamlining processes for Admissions and Enrollment. We will be utilizing ctcLink to batch process admissions applications and enrollment transactions to automate work processes to expand capacity for staff.
- The Outreach and Admissions team is currently working to re-establish partnerships with local high schools and build relationships with community organizations and prospective students.

International Programs

- Held a summer retreat to review reflections from the past academic year and to discuss goals and strategies for the upcoming year.
- The Marketing team focused on updating both print and digital marketing materials and finalizing recruitment activities for the 2024-2025 academic year. This year has seen an increase in international applications, and we anticipate a higher number of fall arrivals compared to the previous year.
- The Advising team organized a kayaking event for students at Bothell Landing, facilitated the study abroad pre-departure orientation, and held the end quarter celebration for CCF graduates.

Student Accessibility Services & CARE Team

- Student Accessibility Services (SAS) had 24 new student accommodation meetings thus far for fall. This is a 50% increase compared to this time last year! Over the last two academic years, SAS has averaged 213 students requesting accommodations.
- The CARE Team has started receiving requests from students for emergency grant funding for Fall 2024. In 2023-24, students were awarded \$155,000 in emergency grant funding. We'll have a similar amount of funding for this upcoming year to help students dealing with financial insecurity stay enrolled in their classes.
- In collaboration with the Washington Student Achievement Council (WSAC), Cascadia is participating in the Postsecondary Benefits Promotion Pilot program focused on targeting outreach to students who are income-eligible for public benefits, but not currently receiving them. WSAC will send colleges data regarding their currently enrolled students who are eligible for benefits.

Student Financial Services (SFS)

- Student Financial Services were able to get the new policies and awarding processes updated and implemented after the FAFSA Simplification Act was and the ctcLink system updates were delayed just prior to summer quarter beginning and saw a 20% increase in the number of students awarded for summer quarter over last year.

Student Life

- This year Student Life is focusing on creating a sense of belonging for students on campus. The goal is for all students to feel welcome, included and represented on campus in some way.
- Student leader training started August 27 and they are excited to connect with students in the fall.
- Jumpstart orientation will be hosted September 19 & 20 and we are preparing to host up to 480 new students

International Programs

- Held a summer retreat to review reflections from 23-24 and discuss goals and strategies for 24-25.
- In August, the Marketing team focused on updating both print and digital marketing materials and finalizing recruitment activities for the 2024-2025 academic year. This year has seen an increase in international applications, and we anticipate a higher number of fall arrivals compared to the previous year.
- The Advising team organized a kayaking event for students at Bothell Landing, facilitated the study abroad pre-departure orientation, and held quarterly celebration for CCF (College and Career Foundations) graduates.

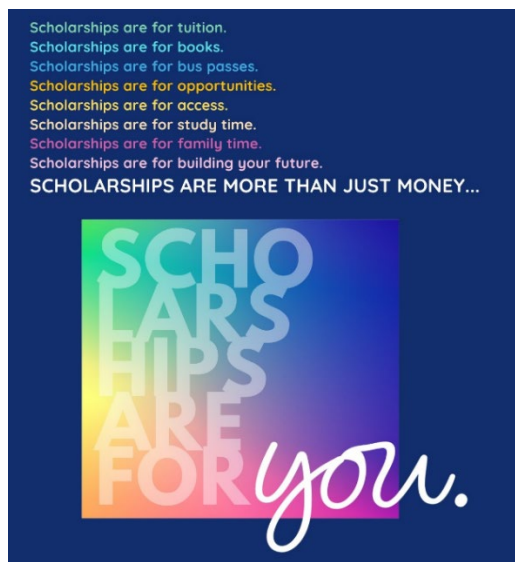
From the Executive Director of the Foundation: Brittany Caldwell

WELCOME NEW FOUNDATION BOARD MEMBER:

- Jennifer Tennyson - President, Tennyson Paint & Vice President, Tennyson Homes
Incoming President, Master Builders Assoc. of King & Snohomish Counties

We are always looking for individuals passionate about education, supporting students, connecting with the community, and being an Ambassador for Cascadia. To provide referrals, please contact [Brittany](#). A full list of current Foundation Board members can be found on our [website](#).

SCHOLARSHIPS:



Our [Fall Scholarship Cycle](#) is currently accepting applications through Friday, October 18, 2024.

We look forward to awarding 20+ scholarships worth more than \$30,000 this cycle – which will bring our general scholarships total for the 2024-25 academic year to more than \$100,000.

As you work with students and prospective students over the coming weeks, please encourage everyone to [apply](#)!

We have seen great success with our newer online application platform – AwardSpring – and believe it is really increasing access and improving the experience for students. It allows current and prospective students to access and complete their application and check its status from a computer, tablet, or mobile device. As always, we also offer alternate ways of accessing the application.

Application Window: Monday, July 1, 2024 to Friday - October 18, 2024

Award Disbursements: Winter and Spring Quarters – 2025

NEW EVENT! PLEASE JOIN US FOR OUR SCHOLARSHIP RECEPTION ON OCT 30!

Scholarship Reception



Join us for a special event dedicated to celebrating the achievements of our outstanding students and honoring the generous community who invests in their success. This gathering offers an opportunity to recognize scholarship recipients for their hard work and dedication while expressing our sincerest gratitude to those who make these opportunities possible.

Register now to enjoy an evening of inspiring stories, networking, and community as we come together to celebrate the power of education and the impact it has on our students' futures.

Scholarship Reception Event
Wednesday, October 30, 2024
4:00 - 5:30pm
[Event Details / Registration](#)

WE LOOK FORWARD TO PRESENTING OUR FULL 2023-24 PROGRAM REPORT AND OUR PLANS AND GOALS FOR THIS UPCOMING YEAR AT THE OCTOBER 16TH BOARD OF TRUSTEES MEETING.



Board of Trustees Meeting Agenda

Ms. Angie Hinojos, Chair
Dr. Colleen Ponto, Vice Chair
Dr. Meghan Quint
Mr. Alex Lee

Regular Meeting
Wednesday, September 18, 2024
4:00 p.m.

Cascadia College
18345 Campus Way N.E.
Bothell, WA 98011
CC2-260
or via [Zoom](#)

**Cascadia College Board of Trustees
Cascadia College
18345 Campus Way N.E.
Bothell, WA 98011**

**Wednesday, September 18, 2024
4:00 p.m.**

AGENDA

1. PUBLIC MEETING CALL TO ORDER

2. CONSENT AGENDA

- A) Meeting Agenda
- B) Minutes from last meeting – July 24, 2024

3. PUBLIC COMMENTS

Cascadia College reserves up to 30 minutes for members of the public to comment on topics related to the meeting's agenda. Each speaker is allotted up to three minutes to provide their comments.

At the discretion of the Board Chair, comments about topics not on the agenda may be heard. Those who wish to provide comment to the board outside of the agenda's allotted time or its designated topics may submit their remarks in writing up to seven calendar days after the conclusion of the meeting. Written comments will be distributed to all board members.

4. NEW EMPLOYEES/PROMOTIONS

Introduction of New Employees/Promotions

5. INFORMATION ITEMS

- A) Risk Register Review (SP)
- B) Policy Homework Overview (EM)
- C) Accountability Audit Results (EM)
- D) Artificial Intelligence Workshop Summaries (EM)

- E) Civil Rights Audit Results (CD)

6. DISCUSSION & PRESENTATION ITEMS

- A) Faculty Focus: Dr. Soraya Cardenas (KL)
- B) Mission Fulfillment Update (KL)
- C) Mental Health and Basic Needs (EB)
- D) Year-in-Review, E&I (CD)
- E) Year-in-Review, MarComm (MW)

7. ACTION ITEMS

- A) Board Chair & Vice Chair appointments (AJ)
- B) Sub-committee Membership AND School Board Liaison determination (AJ)

8. OTHER REPORTS

- A) Cascadia Events & Advocacy Board (EAB)
- B) Cascadia Community College Federation of Teachers (CCCFT)
- C) Cascadia Classified Union Washington Public Employees Association (WPEA)
- D) Board Chair and Individual Board Members
- E) President

9. OTHER BUSINESS OR ANNOUNCEMENTS

10. NEXT MEETING

The next regularly scheduled Board meeting is Wednesday, October 16, 2024.

ACCESSIBILITY & NON-DISCRIMINATION

The facilities for this meeting are free of mobility barriers. Interpreters for hearing-impaired individuals and taped information for visually impaired individuals will be provided upon request when adequate notice is given.

Cascadia College is committed to creating a supportive environment for a diverse student, faculty, and staff population. Individual differences are celebrated in a pluralistic community of learners.

Cascadia does not discriminate on based on, but not limited to race, color, national origin, citizenship, ethnicity, language, culture, age, sex, gender identity or expression, sexual orientation, pregnancy or parental status, marital status, actual or perceived disability, use of service animal, economic status, military or veteran status, spirituality or religion, or genetic information in its programs, activities, or employment, and is prohibited from discrimination by college policy and state and federal law.

**Minutes Regular Meeting
Cascadia College Board of Trustees
July 24, 2024**

**Cascadia College
19345 Campus Way NE
Bothell, WA 98011**

BOARD OF TRUSTEES

Present: Angie Hinojos, Chair; Dr. Colleen Ponto, Vice Chair; Meghan Quint; Alex Lee; Norman Seabrooks (excused)

EXECUTIVE STAFF

Dr. Eric Murray, Ellen Evans, AAG.

Susan Thomas (recorder)

AUDIENCE

Audience members via Zoom included: See Addendum A

1. CALL TO ORDER – PUBLIC SESSION (4:00 PM)

Chair Angie Hinojos called the meeting to order at 4:06pm

2. CONSENT AGENDA

Chair Hinojos asked for approval of the consent agenda.

Comments: Vice Chair Ponto noted two revisions needed. 1) Change date minutes approved to today's date. 2) Change spelling of Excellent to Excellence in Teaching Award Congratulations.

MOTION: Trustee Quint made a motion to approve. Vice Chair Ponto seconded the motion.

APPROVED. Unanimously. No Abstentions.

3. PUBLIC COMMENTS

There were no public comments

4. RECOMMENDED ACTION ITEMS

- Trustees Meeting Calendar
The Meeting calendar was approved in June. However, there was a conflict after adoption, and it is suggested that the December 11 date be moved to December 4. It is the recommendation of the College President that this calendar be adopted.

Motion to approve: Vice Chair Ponto
Seconded: Trustee Lee
APPROVED: Unanimous, No abstentions
- WAC Rule Adoption for Title IX and Student Code of Conduct
The Trustees must adopt and approve regulations governing the administration and

practice of federal policies.

Gordon Dutrisac presented a slide deck summarizing the needed amendments to WACs. See Addendum B for details.

WAC 132Z-115 – Update Anti-Hazing language

WAC 132Z-119 – Sex Discrimination – new section

Motion to approve the updated WACs as presented in the packet:

Motion to approve: Trustee Lee

Seconded: Trustee Quint

APPROVED: Unanimous, No abstentions

5. OTHER REPORTS

- **Board Chair and Individual Board Members**
 - Vice Chair Ponto attended the NSD Board Meeting in June after commencement. A Bothell graduate and NBA player donated a jersey to Bothell High School, which was great. She shared that she always appreciates going. The Board Meeting prep process is working well; just grab the notes, and go. This process has helped our relationships with school boards.
 - Trustee Lee attended the LWSD Board's June meeting. Their Board is always appreciative of our attendance.
- **President**
 - Dr. Murray inquired if the Board has any dietary restrictions in preparation for the retreat in August.

6. OTHER BUSINESS/ANNOUNCEMENTS

No other announcements.

7. MEETING ADJOURNMENT

Chair Hinojos adjourned the meeting at 4:20pm.

8. Minutes Approved and Adopted on, September 18, 2024.

Angie Hinojos, Board Chair

Attest:

Dr. Eric Murray, President
Bdminutes07/24/2024

Addendum A

Board of Trustees Meeting Attendance	Present
Eric Murray, President	X
Angie Hinojos, Chair	X
Colleen Ponto, Vice Chair	X
Meghan Quint, Trustee	X
Alex Lee, Trustee	X
Ellen Evans, AAG	X
Meagan Walker	X
Gordon Dturisac	X
Bryan Fauth	X
Ana Nina	X
Susan Thomas	X

Addendum A

Amendment to WACs Slide Deck to follow

DRAFT

Amendments to WACs

- New Title IX requirements from the Department of Ed required to be adopted by colleges by August 1, 2024
- Sam's Law requires Washington colleges to update the definition and sanctions for hazing
- Changes based on AG's recommendations
- Emergency approval to be followed by formal rule making process
 - Public forums
 - Shared Governance
 - Student Input

WAC 132Z-115 – Anti-Hazing

132Z-115-006 – Authority Jurisdiction (pages 11-14)

- For clarity and consistency with the AG’s Model Code

132Z-115-015 (13) – Definitions (page 18)

- Add definition “Student Groups”

132Z-115-025 (9) – Prohibited Student Conduct (pages 24-25)

- Replaced existing definition with recommended definition from AG’s office

132Z-115-028 Hazing Prohibited, Sanctions (pages 29-31)

- New section outlining sanctions for hazing violations.

WAC 132Z-119 –Sex Discrimination

Federal Title IX regulations require allegations of sex discrimination involving students to follow a process separate from the Student Code of Conduct.

132Z-119 specifies:

- jurisdiction
- administrative roles
- rights and responsibilities of complainants and respondents
- outlines procedures for hearings, presentation of evidence and appeals

Cascadia College Board of Trustees
NEW EMPLOYEES and/or PROMOTIONS

Subject: New Employees and/or Promotions

Background:

The Board has requested to meet all new employees and become aware of those who have received promotions.

Details:

The following employees have joined Cascadia since the last Board meeting:

Jozlyn Pelk, IT Support Technician 1

Please join me in welcoming Jozlyn Pelk (Joz or JP) as our newest IT Support Technician 1!

A little about Joz:

“Hello, everyone. I'm Jozlyn (Jaws, like the shark), and I am thrilled to join the IT team as an IT Support Technician 1. As a UWB Alumni and previous part-time student of Cascadia, I am very excited to return to campus. I have always found myself providing some type of IT support in whatever profession I've had, and I am excited to leap to making IT my permanent career. My passion for ever-lasting learning is my main drive, and arguably why I have too many hobbies. I have lived in the Greater Bothell area all my life, and honestly don't ever want to leave my evergreen state. Dexter and Remi are my furry children that I shamelessly spoil. My home is a jungle thanks to Trader Joe's putting plants at the entry. I have so many books that I DIY'd a couple of bookshelves with unused wine boxes from Costco. I look forward to collaborating with each of you to achieve our shared goals and contribute to the continued success of this campus.”

Joz holds two bachelor's degrees. A B.S. in law, economic, and public policy, and a B.S. in global studies minoring in human rights. Both from University of Washington Bothell! She has held positions at UWB and most recently was a Front-End Supervisor at Costco Wholesale.

Doug Blevins, Part-Time Academic Advisor

Hello, I am very excited to be a part of Cascadia College's advising team. I was enlisted in the U.S. Navy submarine service for 8 years and after being discharged, attended Peninsula College to get my Associate Degree and then transferred to Washington State University, where I received my B.A. in Anthropology. I have worked previously at Pierce College as an offsite ESL/GED TA and more recently for the Cape Flattery School District as a substitute teacher and paraeducator. Currently, I also volunteer as a tutor at the Bock Learning Center for Math, Chemistry, and English. My hobbies include: hiking, traveling, reading, and playing video games.

Erin Hitzemann, Part-Time Academic Advisor

Hello! I am looking forward to meeting you all and getting back to serving students after a few years away. I've worked with college students for the past 20 years, most recently at UWB but the majority of my time in the community college system.

I am a Seattle-area native along with my husband. In fact all our extended family are still in the area. I have two daughters (Reese- 17 doing running start at Bellevue College and Sada-20 at Cal Poly in California). We have two dogs who are cute but crazy. In my free time I enjoy baking, gardening, reading and walking on the lake trail near our house when we have beautiful weather. I also enjoy traveling, most recently to Spain (to visit my daughter doing study abroad) and stopping over in Iceland. I am looking forward to getting to know all of you better.

Chika Risteen, Payroll Coordinator

I'm excited to welcome the newest addition to our Payroll team, Chika Risteen. Chika joined our team yesterday as our new Payroll Coordinator. This is a Permanent Classified position. She previously worked in Payroll at Bellevue College and has chosen to bring her payroll and ctcLink knowledge to our team.

Outside of work, Chika enjoys traveling and the outdoors.

We are lucky to have her and look forward to working with her and getting to know her better.

Veronica Corral, Director of Enrollment Management

I am very pleased to announce that we have hired a new Director of Enrollment Management! Veronica Corral will be joining us in this role on Monday, August 19th.

Veronica is currently the Associate Director of Outreach & Admissions at Whatcom Community College and was previously the Associate Director of Admissions & Enrollment Operations. In these roles, she oversaw the operations for both Enrollment Services and Outreach/Admissions. She has been involved in building relationships and planning events with community partners and high schools to increase enrollment, was responsible for training staff and served as a resource to support the use of ctcLink, and provided leadership for developing student centered, equity-focused initiatives and policies to support student success.

The Director of Enrollment Management oversees all aspects of the colleges' outreach/recruitment, admissions, assessment, registration, credential evaluation, student records, enrollment management, as well as oversees the Kodiak Corner "One-Stop" student services front counter staff. This position also serves as the College Registrar.

Steve Kroeger, Program Manager – Audit & Compliance

Steve Kroeger officially joined us as a permanent exempt employee as the Manager—Audit and Compliance on July 1st. Steve started with Cascadia as a contract project manager for Administrative Services in December 2022.

Before Cascadia, Steve spent 28 years with Comcast in director-level positions, first in marketing, then finance, and finally running call centers in Lynnwood, WA, and Fort Collins, CO. During his tenure running call centers, his sites consistently delivered best-in-class results for performance, customer satisfaction, and employee satisfaction.

Steve has a bachelor's degree in finance and an MBA from the University of Washington.

Steve and his wife, Adele, reside in Bothell with their yellow lab, Gracie. They also have three grown children, of which they are incredibly proud! They enjoy cooking, entertaining, golfing, and skiing in their spare time.

“Bong” Luzviminda Mangaser, Design Manager

Bong started working for Cascadia as a graphic designer in 2014 when she was still a student, taking courses in Information Services. She has been with us ever since as a part-time hourly...until recently when we hired her as a permanent employee. She has produced a decade worth of memorable designs including view books, posters, art shows, brochures, flyers, and banners. She also works on our website and is Cascadia’s in-house photographer.

Bong earned her BA in Fine Arts & Advertising from College of the Holy Spirit in the Philippines 1987 and an Associate Degree in Graphic Design from Everett Community College 2015. She is a parent, a food sharer, and loves to travel. Her last big adventure was a trip to Antarctica.

Cascadia College Board of Trustees
Information Item 5.a

Subject: Risk Register

Justification:

The Trustees are required to be informed annually of the college's assessment of high priority risks.

Background:

Per the Cascadia College ERM Policy (attached), the Executive Team reviewed the list of risks identified for the College. Those risks were discussed and re-evaluated based on the current status of the College and environment.

The updated list of risks was submitted by September 1, 2024 to the Department of Enterprise Services (DES) within the Origami system.

In this year's assessment, there were no escalated issues of immediate concern. The top risks identified for "watch and monitor" for 24-25 are as follows:

- ctcLink challenges
- Civil Disturbance events
- Information Technology Security
- Hazmat/Lab accident

Mitigation plans are in process for the above identified risks.

Cascadia College

Enterprise Risk Management Policy

Subject:	Enterprise Risk Management
Information contact:	Meagan Walker, Risk Manager mwalker@cascadia.edu 425.352.8491
Authorizing sources:	Executive Order 16-06 RCW 43.19.760 RCW 43.19.763 RCW 43.19.781 SAAM 20.20
Resources:	ISO 31000:2018 - Risk Management Department of Enterprise Services Loss Prevention Program Risk Management Essentials Manual Origami ERM Module Training Guide
Effective date:	10/01/2022
Revised:	10/01/2024
Approved by:	Cascadia College Board of Trustees (10/19/22)
Sunset review date:	

PURPOSE

Cascadia College has established an Enterprise Risk Management (ERM) program that provides a framework to proactively identify, assess, and manage risks that may affect the agency's ability to achieve its mission, goals, and strategic objectives per the Governor's Executive Order 16-06.

Cascadia College will provide management support and commitment to safety and loss control, and develop awareness of ERM through education, training, and information sharing per RCW 43.19.760, the Governor's Executive Order 16-06 and ISO 31000.

SCOPE

This policy applies to all *Cascadia College* employees and organizational units.

POLICY

Cascadia College proactively identifies, assesses, and responds to risks that may affect our ability to provide our core mission services and the achievement of our strategic and performance-based objectives and their intended outcomes. **Cascadia College** uses Origami Enterprise Risk Management software to provide a consistent, integrated, and transparent enterprise risk management (ERM) approach to support informed decision-making and resource allocation at both the strategic and operational levels.

Cascadia College will provide training and apply ERM best practices to identify and manage internal and external risk to protect resources, employees, contract staff, and the public. ERM best practices will be used as an integral part of considering risk in the decision-making process through identifying risks and opportunities across all *Cascadia College* divisions, facilities, programs, and areas of operation. Once a risk has been identified and prioritized, the agency will develop, implement, and monitor risk treatment strategies.

ROLES AND RESPONSIBILITIES

1. Vice President for Administrative Services

- Leads, supports, and ensures commitment to implementing the ERM ISO 31000 Purpose, Principles, Framework and Risk Management Process.
- Establishes and communicates the organization's risk tolerance to all employees to support efficient and effective risk mitigation.
- Makes a commitment to adopting and integrating ERM into the organizational culture.
- Ensures appropriate allocation of resources to support risk management activities.

2. Leadership Team

- The leadership team provides management support and commitment to ERM.
- The leadership team will:
 - Support an enterprise-wide commitment to risk management across the entire organization, from front line employees to management and from management to employees.
 - Participate in risk identification and risk prioritization sessions semi-annually.
 - Risks will be prioritized at an enterprise-wide level by analyzing the likelihood and impact of each risk.
 - Identify emerging risks and any significant changes with risks.
 - Ensure the reallocation resources for managing risks
 - See page 4 of this policy for the method, timeline and scoring criteria used for identifying and prioritizing risks.
 - Create a communication channel for risk owners of the highest scored risks to report on their risks quarterly to the leadership team.
 - Include risk consideration as an integral part of the organization's decision-making process.
 - Support education, training and information sharing on ERM policies and procedures to promote enterprise-wide awareness.

3. Executive Risk Owners

- For risks that fall within their purview, the leadership team will work with risk owners to:
 - Review, approve and support the implementation of risk mitigation strategies.
 - Review mitigation strategy effectiveness for risks.
 - Ensure the reallocation resources for managing risks.
 - Create a communication channel for risk owners to report on their risks regularly.

4. Risk Manager

- The risk manager coordinates and facilitates the enterprise-wide effort necessary to identify, evaluate, mitigate, and monitor the agency's strategic/operational, legal/compliance, financial, reputational, health/safety and employment risks.
- The risk manager will:
 - Develop ERM tools, practices, and processes to identify, analyze and report enterprise-wide, strategic risks according to this policy and the ISO 31000 ERM framework.
 - The risk manager will, by using the Origami ERM module, monitor and facilitate the management of risks by:
 - Ensuring the completion of quarterly updates of the highest scored risks.
 - Ensuring the completion of the semi-annual updates of identified risks.
 - Ensuring the completion of the semi-annual prioritization of identified risks.
 - Attesting to compliance with the Governor's Executive Order 16-06 annually.
 - Managing the risk register in the Origami ERM Module.
 - Support employee awareness and understanding of ERM through education, training, and information sharing.
 - Coordinate reporting on risk treatment activities by risk owners to the leadership team as required.
 - Report quarterly to the Leadership Team on the management of risks, loss history, and emerging risks.
 - Annually review and recommend revisions to this policy.

5. Risk Owners

- Develop and implement mitigation plans and controls for assigned risks.
- Monitor assigned risks to ensure the mitigation strategies are controlling the risks.
- For risk owners with the highest scored risks:
 - Update risks quarterly using the Origami ERM module as assigned by the risk manager.
 - Report the status of assigned risks – controls, gap analysis, mitigation progress and risk metrics - to the leadership team quarterly.
- For all other risks owners:
 - Update risks semi-annually using the Origami ERM module as assigned by the risk manager.
 - Report the status of assigned risks – controls, gap analysis, mitigation progress and risk metrics - to the executive owner and/or leadership team as needed.

6. Managers and Supervisors

- Managers and supervisors apply ERM in all aspects of operations and actions.
- Managers and supervisors will:
 - Set the standards and expectations of staff with respect to addressing risks.

- Ensure internal control processes are implemented, maintained, and monitored to manage risk.
- Support ERM training for all employees.

7. All Employees

- All employees are responsible for understanding and supporting the agency's efforts to identify, eliminate or manage risk.
- Employees will identify and communicate risks to their supervisor or the Risk Manager.

PROCEDURES

METHOD, TIMELINE AND SCORING CRITERIA FOR IDENTIFY AND PRIORITIZING RISKS

1. Risk identification will occur in a brainstorming session with the executive team/leadership team. After the initial session, new risks will be identified in a brainstorming session semi-annually, prior to the semi-annual risk prioritization session.
2. Risk Prioritization will occur after risks have been identified. The Origami ERM module ERM Plan will be used to prioritize (score) the identified risks.
 - Risks are scored by determining the likelihood of each risk occurring within the next two years, and by determining the impact of the risk if it did occur.
 - Likelihood and Impact are scored as shown below:

Likelihood Scoring

Value	Description
Very unlikely (1)	1 - Very unlikely in next 2 years
Unlikely (2)	2 - Unlikely in the next 2 years
Likely (3)	3 - Likely in next 2 years
Very likely (4)	4 - Very likely in next 2 years
Certain (5)	5 - Certain in next 2 years or happening now

Impact Scoring

Value	Description
Very Little (1)	1 - Very Little
Minor (2)	2 - Minor
Moderate (3)	3 - Moderate
Major (4)	4 - Major
Critical (5)	5 - Critical

- All leaders score ALL risks. The likelihood scores are averaged, and the impact scores are averaged; then the average likelihood score is multiplied by the average impact score, resulting in a final risk rating and risk score between 1-25.

For example: $3.2 \times 4.1 =$ **Score: 13.12**
Rating: Medium

- The rating scale for risk scores is shown in the table below:

1-5	Low	
6-10	Medium Low	
11-15	Medium	
16-20	Medium High	
21-25	High	

DEFINITIONS

Enterprise risk management is the process of planning, organizing, leading, and controlling the activities of an organization in order to minimize the effects of risk. ISO 31000 is the international standard for the practice of risk management. It is an enterprise-wide approach that proactively identifies, assesses, and prioritizes strategic risks, followed by the allocation of resources to minimize, monitor, and control the likelihood and impact of risks occurring, or to maximize opportunities.

Executive owner is the executive or leadership team member who has oversight of the risk. This means that the risk resides in a division/program, etc. that the executive owner is responsible for.

Origami ERM Module is a list of identified risks, the risk rating and score of each risk, the current controls, treatment plan, risk metrics and who is accountable for managing the risk. This module, owned and maintained by the Department of Enterprise Services, allows risk managers a software solution to streamlining all ERM processes.

Risk identification means the process of identifying risks that might enable or impede the agency's ability to provide its core mission services or meet its strategic objectives, i.e., brainstorming session.

Risk owner means the person with the authority and accountability for managing a particular risk.

Risk prioritization is the process of evaluating identified risks to determine the likelihood and impact of each risk, resulting in a risk score and rating.

Cascadia College Board of Trustees
Information Item 5.b

Subject: Policy Review

Justification:

NWCCU requires that the Trustees periodically review all Board policies.

Background:

The policy review process is broken up into three equal parts whereby the Board reviews and approves the viability of 1/3 of the Board Policies each year. The assignment is given every September with a due date of the November Board Meeting. This year, the Board is asked to review Articles 4-7. Instructions and a worksheet will be sent after the Board meeting.

Cascadia College Board of Trustees
Information Item 5.c

Subject: Accountability Audit

Justification:

The Trustees are required to be informed of official fiduciary actions and reports.

Background:

In Spring of 2024, the College underwent a routine audit of its financial practices, called an Accountability Audit. This audit does not look at numbers; it reviews how the College conducts its business and if it follows best practice. The State Auditor's Office conducted the review.

The SAO's report is attached for the Trustees' review. **There were no material findings nor recommended corrective action items.**



Office of the Washington State Auditor
Pat McCarthy

Accountability Audit Report

Cascadia College

For the period July 1, 2018 through June 30, 2022

Published July 1, 2024

Report No. 1035133



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**Office of the Washington State Auditor
Pat McCarthy**

July 1, 2024

Board of Trustees
Cascadia College
Bothell, Washington

Report on Accountability

Thank you for the opportunity to work with you to promote accountability, integrity and openness in government. The Office of the Washington State Auditor takes seriously our role of providing state and local governments with assurance and accountability as the independent auditor of public accounts. In this way, we strive to help government work better, cost less, deliver higher value and earn greater public trust.

Independent audits provide essential accountability and transparency for College operations. This information is valuable to management, the governing body and public stakeholders when assessing the government's stewardship of public resources.

Attached is our independent audit report on the College's compliance with applicable requirements and safeguarding of public resources for the areas we examined. We appreciate the opportunity to work with your staff and value your cooperation during the audit.

Sincerely,

Pat McCarthy, State Auditor
Olympia, WA

Americans with Disabilities

In accordance with the Americans with Disabilities Act, we will make this document available in alternative formats. For more information, please contact our Office at (564) 999-0950, TDD Relay at (800) 833-6388, or email our webmaster at webmaster@sao.wa.gov.

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AUDIT RESULTS

Results in brief

This report describes the overall results and conclusions for the areas we examined. In those selected areas, College operations complied, in all material respects, with applicable state laws, regulations, and its own policies, and provided adequate controls over the safeguarding of public resources.

In keeping with general auditing practices, we do not examine every transaction, activity, policy, internal control, or area. As a result, no information is provided on the areas that were not examined.

About the audit

This report contains the results of our independent accountability audit of the Cascadia College from July 1, 2018 through June 30, 2022.

Management is responsible for ensuring compliance and adequate safeguarding of public resources from fraud, loss or abuse. This includes the design, implementation and maintenance of internal controls relevant to these objectives.

This audit was conducted under the authority of RCW 43.09.310, which requires the Office of the Washington State Auditor to examine the financial affairs of all state agencies. Our audit involved obtaining evidence about the College's use of public resources, compliance with state laws and regulations and its own policies and procedures, and internal controls over such matters. The procedures performed were based on our assessment of risks in the areas we examined.

Based on our risk assessment for the years ended June 30, 2022, 2021, 2020 and 2019, the areas examined were those representing the highest risk of fraud, loss, abuse, or noncompliance. We examined the following areas during this audit period:

- Tracking and monitoring of theft sensitive assets, such as computers, tools, equipment
- Accounts payable – general disbursements, credit cards, and vendor review
- CtcLink software conversion
- Payroll – leave cash outs and moonlight contract
- Accounts receivable – billing, adjustments, and collections
- Open public meetings – compliance with minutes, meetings and executive session requirements
- Financial condition – reviewing for indications of financial distress



SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

Cascadia College July 1, 2018 through June 30, 2022

This schedule presents the status of findings reported in prior audit periods.

Audit Period: July 1, 2014 through June 30, 2018	Report Ref. No.: 1025620	Finding Ref. No.: 2018-001
Finding Caption: The College did not have adequate internal controls to ensure it complied with state requirements and its own policies regarding small and attractive assets.		
Background: The State Administrative and Accounting Manual (SAAM) requires state agencies to define non-capitalized assets they consider particularly vulnerable to loss as “small and attractive” and implement policies to protect and control the use of such assets. The SAAM also requires agencies to designate an inventory officer, perform risk assessments periodically, control issuance of tag numbers, and conduct a complete physical inventory of assets at least every two years to reconcile the inventory records to what is physically on hand. The College has a decentralized inventory process in which multiple groups maintain inventory lists. Departments at the College work with facilities management to surplus and dispose of small and attractive assets. In fiscal year 2018, College records showed 460 small and attractive assets totaling about \$621,000.		
Status of Corrective Action: (check one) <div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> Fully Corrected </div> <div> <input type="checkbox"/> Partially Corrected </div> <div> <input type="checkbox"/> Not Corrected </div> <div> <input type="checkbox"/> Finding is considered no longer valid </div> </div>		

Corrective Action Taken:

The College has taken steps to address the deficiencies outlined in the prior audit findings.

The tracking of inventory is performed by the Information Services Department through an asset management tool. Changes made to the asset list are reviewed by the Director of IS and the Manager of IS. The College updated the purchasing process to occur through ctcLink. Requisitions and purchases are reviewed and approved by the Director of IS. Once assets are received, they are tagged and tracked through the asset management tool. Lost, stolen or obsolete assets are noted in the asset management tool. After the most recent risk assessment, no significant assets were identified as being at risk or vulnerable to loss. The Director of IS periodically reviews the inventory to check for any discrepancies. The College is continuing to resolve the deficiency regarding the policy by updating the procedures to include thresholds and daily operations currently upheld by the IS Department. The College is also continuing to improve the process of completing physical inventory counts.

RELATED REPORTS

Financial

We perform an annual audit of the statewide basic financial statements, as required by state law (RCW 43.09.310). Our opinion on these financial statements is included in the Annual Comprehensive Financial Report (ACFR). The ACFR reflects the financial activities of all funds, organizations, agencies, departments and offices that are part of the state's reporting entity. The results of that audit are published in a report issued by the Office of Financial Management in December of each year and can be found at www.ofm.wa.gov.

Our opinion on the Cascadia College's basic financial statements is included in the College's separate Annual Comprehensive Financial Report.

Federal grant programs

In accordance with the Single Audit Act, we annually audit major federal programs administered by the state of Washington. Rather than perform a single audit of each agency, we audit the state as a whole. The results of that audit are published in a report issued by the Office of Financial Management in March of each year.

INFORMATION ABOUT THE COLLEGE

Cascadia College is one of thirty-four public community and technical college districts in the state of Washington, providing comprehensive, open-door academic programs, workforce education, basic skills and community service educational programs to approximately 2,647 students. The College offers bachelor's degree in applied science, associates degrees and certificates and high school diplomas. The College was established in 1994 and its mission is to transform student lives through integrated education in a learning-centered environment. The College's main campus is located in Bothell, Washington, a community of about 34,000 residents. The College shares its campus with the University of Washington-Bothell.

The College is governed by a five-member Board of Trustees appointed by the governor of the state with the consent of the state Senate. By statute, the Board of Trustees has full control of the College, except as otherwise provided by law. For fiscal year 2021-2022, the College's operating budget was approximately \$25.1 million.

Contact information related to this report

Address:	Cascadia College 18345 Campus Way N.E. Bothell, WA 98011-9510
Contact:	Steve Kroeger, Administrative Services Program Manager
Telephone:	(425) 352-8107
Website:	www.cascadia.edu

Information current as of report publish date.

Audit history

You can find current and past audit reports for the Cascadia College at <http://portal.sao.wa.gov/ReportSearch>.

ABOUT THE STATE AUDITOR'S OFFICE

The State Auditor's Office is established in the Washington State Constitution and is part of the executive branch of state government. The State Auditor is elected by the people of Washington and serves four-year terms.

We work with state agencies, local governments and the public to achieve our vision of increasing trust in government by helping governments work better and deliver higher value.

In fulfilling our mission to provide citizens with independent and transparent examinations of how state and local governments use public funds, we hold ourselves to those same standards by continually improving our audit quality and operational efficiency, and by developing highly engaged and committed employees.

As an agency, the State Auditor's Office has the independence necessary to objectively perform audits, attestation engagements and investigations. Our work is designed to comply with professional standards as well as to satisfy the requirements of federal, state and local laws. The Office also has an extensive quality control program and undergoes regular external peer review to ensure our work meets the highest possible standards of accuracy, objectivity and clarity.

Our audits look at financial information and compliance with federal, state and local laws for all local governments, including schools, and all state agencies, including institutions of higher education. In addition, we conduct performance audits and cybersecurity audits of state agencies and local governments, as well as state whistleblower, fraud and citizen hotline investigations.

The results of our work are available to everyone through the more than 2,000 reports we publish each year on our website, www.sao.wa.gov. Additionally, we share regular news and other information via an email subscription service and social media channels.

We take our role as partners in accountability seriously. The Office provides training and technical assistance to governments both directly and through partnerships with other governmental support organizations.

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- Email:
webmaster@sao.wa.gov

Cascadia College Board of Trustees

Information Item 5.d

Subject: Artificial Intelligence

Justification:

The Trustees asked for a report on the impact of Artificial Intelligence

Background:

The attached summary offers an overview of workshops attended by the college President on the topic of Artificial Intelligence over the last 6 months.

Initially, it was thought that Cascadia could lead a symposium for the community on this topic. After initial review, it was determined that the topic is vast, rapidly developing, and that workshops were prevalent in various forms throughout the community. Cascadia could have been a facilitator of such a symposium, but workshop presenters were difficult to find, the college's technology partners (Amazon & Microsoft) were already committed, and such a symposium would have been a heavy lift.

Therefore, it was determined that fact-finding would be a better strategy and that attendance at such events (as opposed to organizing such events) was a better use of time.

In general, A.I. can be programmed to help the college, but programming takes an intense amount of resources. A.I. products on the shelf (e.g., ChatGPT) **can** be utilized at Cascadia, and individual departments and faculty are taking on the challenge of adapting to such tools. There are a number of tools available and each major technology company is developing their own.

This topic can be discussed more after review of the attached notes.

SBCTC Presentation on A.I. By Gartner, May 2024

This was a virtual seminar organized by the SBCTC staff using one of the state's technology partners.

Point One:

- A.I. can be used as a partner/assistant, or to help create content, or to be an independent actor.

Point Two:

- To get from "caution" to "adoption", one must have an intense amount of learning, policy development, and understanding of outcomes.

Point Three:

- Gartner emphasized how A.I. can probably help Back-of-House operations, like enrollment and finance.
- CTC responded, "we barely understand ctclink....how can we learn and understand outcomes if we don't even fully understand the current operating system."

Point Four:

- Private industry is already seeing gains in use of A.I.
- They are becoming more efficient, simplifying certain processes.
- Higher Ed could benefit from doing same.
- While Gartner was focus on systems/production, CTC questions about "how to teach this" and "impacts on student learning/achievement" were not answered.

Point Five:

- A.I. already exists in higher ed. We must devote resources on understanding it.
- A.I. growth is already happening faster than any other technological advancement in history.
- Gartner presented possible domains for adoption of A.I. in higher education as it affects academic learning (see Slide 13)
- Gartner presented possible domains for adoption of A.I. in higher education as it affects finance (see Slide 16)

Point Six:

- Gartner's final recommendations are on Slide 17.
- The consensus of CTC is that this must be an all-system effort as opposed to individual colleges. Because so many systems are all-college based...there is no way to introduce an A.I. component that will interface with ctclink unless all colleges are ready for the change.
- Despite systems, every curriculum should include how, when, why to use A.I. because it will affect daily life across all disciplines. This could be a place where Cascadia begins it work. Note: A.I. will develop fast than we can respond to how to teach it.
- Perhaps we "ride the wave" and let it see where it takes us, as opposed to trying to be in front of it.

WACTC Presentation on A.I.

By Microsoft, July 2024

This was an in-person seminar organized by the association of Presidents (WACTC) at Microsoft. Microsoft personnel led all the workshops.

Point One:

- A.I., in particular ChatGPT, has already made tremendous quality of life improvements.
 - It answered questions in a research study with more empathy than doctors.
 - A free “smoking cessation” program led by the ChatBot more effectively led to the cessation of smoking by 48%.
 - A.I. better and more accurately interprets breast cancer screening than oncologists looking at the data.
 - An app (called Seeing A.I.) allows your phone’s camera to look at the world around you (text, pictures, people, environment) and accurately describe them. This has been particularly important for people who are blind.
- These types of apps have to be developed using data input and taught what to look for.

Point Two:

- With regard to Education, “generative A.I.” can be taught to:
 - Automate admin tasks
 - Tutor students
 - Help automate recruitment processes
 - Advise students
 - Create chatbots for instant responsiveness
 - Help with disability services
 - Review resumes and qualifications during HR screening
- The barrier right now is having the resources to download the A.I. platform (Microsoft has 3 of them with ChatGPT being just one) and program it to read your data and provide output. As well, many applications of A.I. will need to interface with ctcLink...which also requires programming.
- University of Michigan is doing the above applications, but they have a dedicated team of I.T. specialist adapting A.I. to their needs.

Point Three:

- There are infinite possibilities for having these tools. And, while that might be great to have, the resources to get these applications developed is not within the reach of most campuses.
- The campuses may have to follow the tech leaders and apply the apps that others develop.

Point Four:

- One of the presenters talk about how it “saves so much time”. In fact, she had A.I. make her presentation. And you could tell. She delivered it by reading, it showed she hadn’t put much time into developing the details, and it lacked warmth.
- She also talked about how we all want to be more efficient because we all have so much to do. And, on the other side of that coin, the more efficient we are, the more tasks we put onto employees because we think that have gained capacity. That drain and pace is not sustainable.

NSD Interview on A.I.

With Shelby Reynolds, Director of Learning Technology, August 2024

Northshore School District has made some strides on policy and practice in the District.

Point One:

- They shared a policy document approved by the School Board that we'll review at Cascadia.
- This document came as the results of a year-long workgroup.

Point Two:

- The field is growing so fast, they are keeping a "Tool Tracker" to identify all A.I. technology affecting, used, influential to K-12 education.
- Magma Math is an example of one tool.

Point Three:

- Data privacy is a huge concern and effort for them
- They have a team of 5 for all district learning technology, but the A.I. wave is overwhelming them.

Generative AI

Exploring the Landscape: Higher Education & Finance Contexts

Joanna Young, Executive Partner
May 2024

Agenda: Generative AI Session

- Gartner Executive Partner Introduction
- Aligning on the Basics
- Higher Education & Finance Use Cases
- Wrap Up, Q&A

What is AI and what it is NOT?

AI is	AI is NOT
Intelligent machines capable of performing tasks that would typically require human intelligence	Omniscient
Simulation of intelligent behavior in computers	Infallible (it's not a calculator)
Ability to perceive and understand the environment reasoning and decision-making capabilities	A replacement for humans
Systems that can learn, adapt and solve problems like human intelligence or surpassing it in certain domains	A magical solution
	Inherently biased nor operates in isolation

The Impact of AI Is Growing and Evolving

AI has become a partner

AI has become a partner for people's jobs — for example:

- An assistant or advisor to workers and experts
- An art generator for artists
- Code generator for developer support

AI in 2023 provides an opportunity for each of us to become more productive and consistent. It expands the reach of our expertise, creativity and knowledge. It is a natural step, as was the step taken toward using stone tools, iron tools and then digital tools to boost the value and impact on work and outcomes.

AI is becoming a creator

Next, AI will bring creation of new insights, models and capabilities into sharp relief.

A generative AI solution's ability to simulate massive quantities of models to create new business, human and physical scenarios will enable AI to accelerate beyond human R&D.

For example, in new drug discovery, AI helps with everything from chemical interactions to drug interactions to patient reactions.

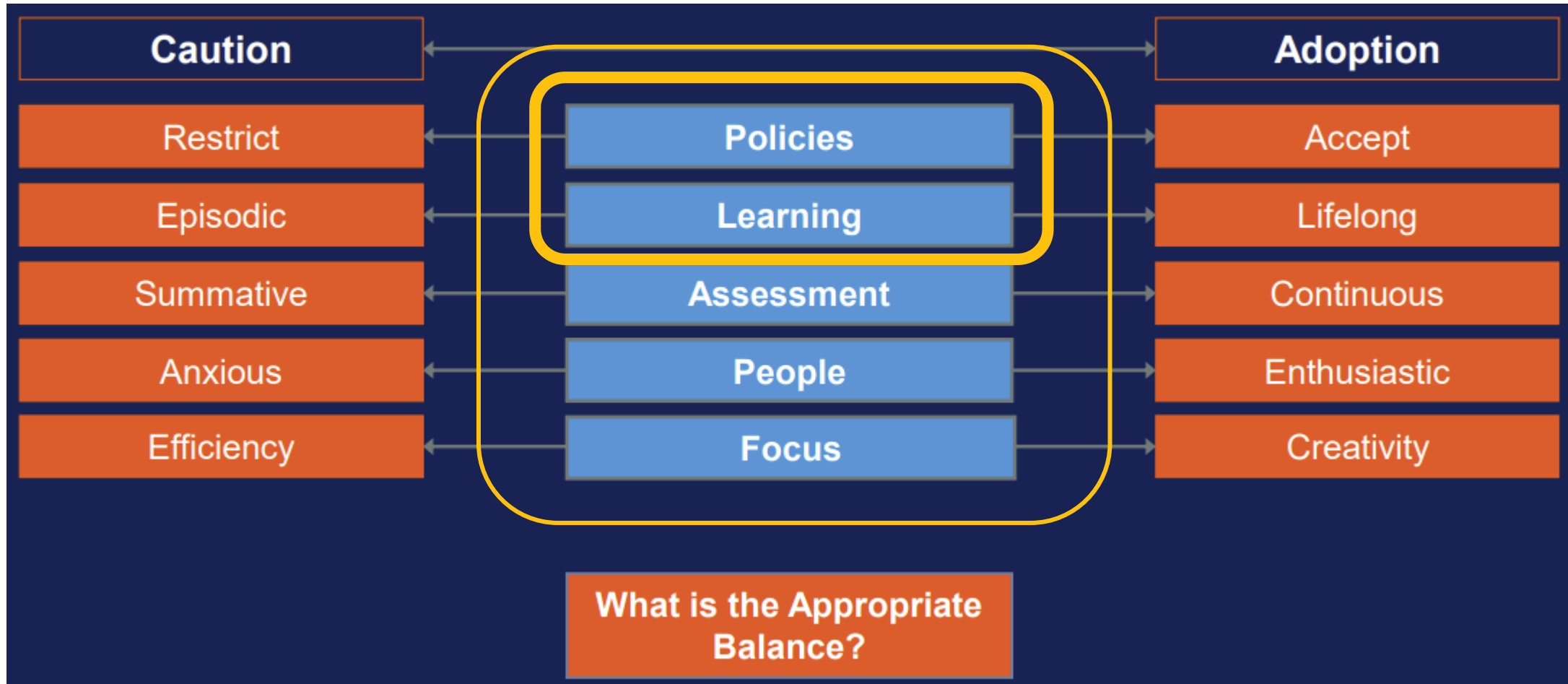
AI is becoming an actor

The supplement tends to supplant.

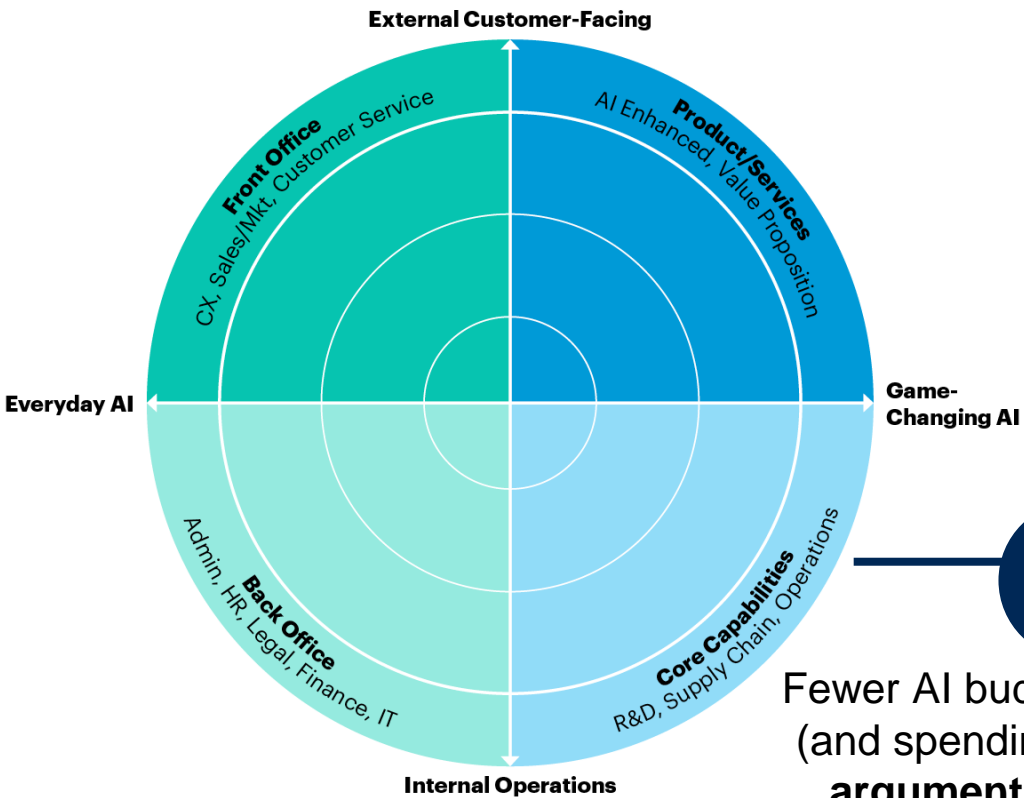
In the future, AI may displace workforce tasks, but it remains to be seen whether AI can replace people entirely. First, AI augments human capability and replaces worker tasks.

In parallel, people augment AI capability, creating new jobs, while helping AI applications with tasks that AI cannot do on its own.

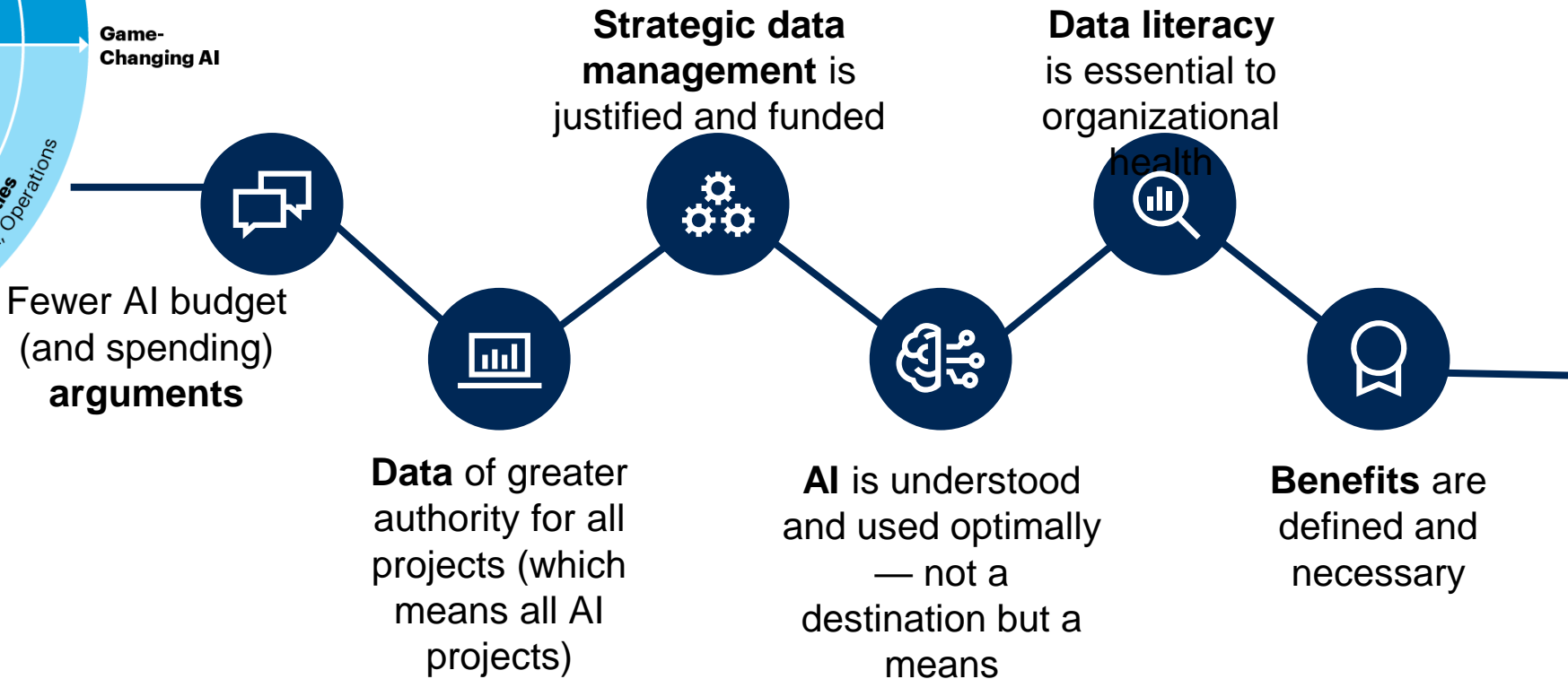
Generative AI: Caution >> Adoption



Consider AI for All, Prioritize A Few

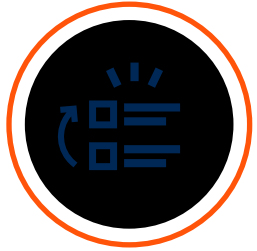


The question is not whether to use AI, it is *how*, *why* and what to do *first*.



Source: Gartner
2023 ©

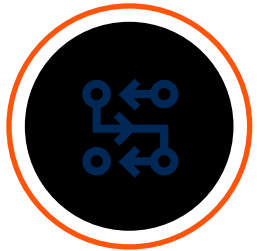
The Use Cases of Early Adopters Are Broad



Operations transformation and analysis



Product and service personalization



Create new revenue channels or digitize products



Process optimization



Predictive maintenance or condition monitoring



Up-sell and/or cross-sell and market basket analysis



Assortment planning or allocation management



Fraud detection or threat signal analysis

Q04. What are the top 3 use cases leveraging AI within your organization?

Source: 2022 Gartner AI Use-Case ROI Survey

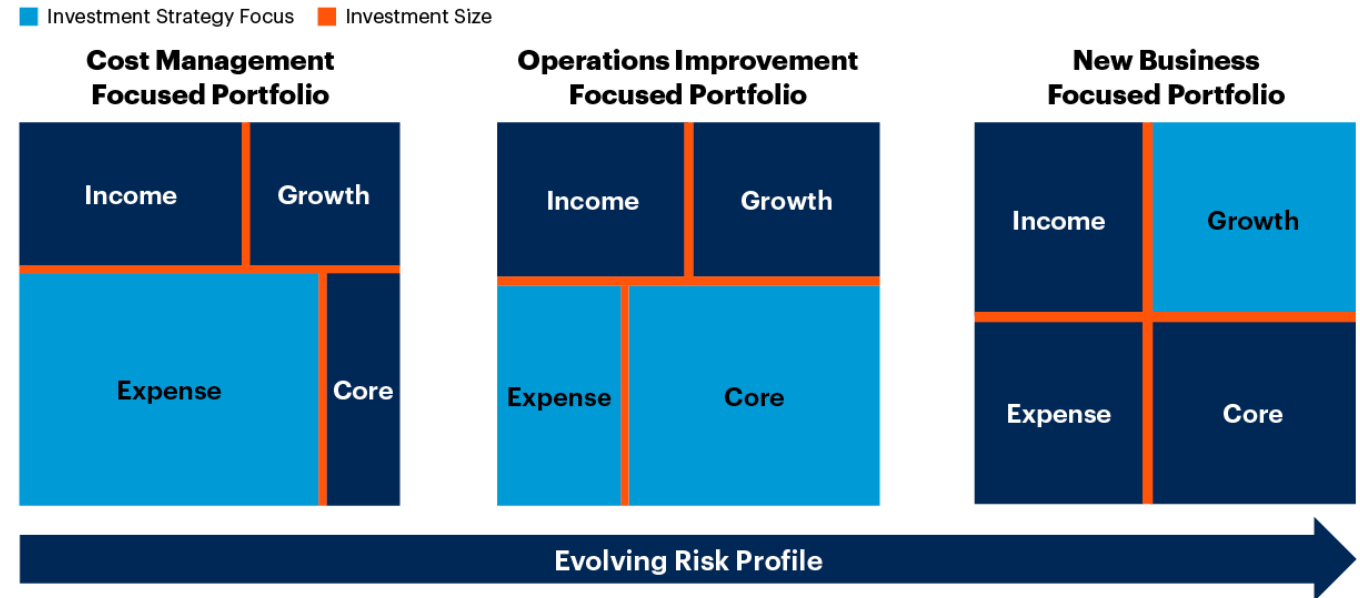
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Gartner: AI Return on Investment (1 of 2)

Today's Situation and Challenges

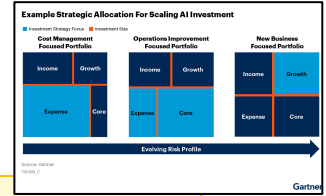
- Few enterprises are achieving maximum leverage from artificial intelligence investments, despite increased spending.
- CEOs and CFOs expect 60-80% success rate from AI investments to approve additional investment. The timeframe to predictably achieve these success rates is still 2-5 years away.
- Investments in education, alignment, partnerships, talent uplift are needed; these are fundamental.
- Executive leaders must be discerning creators of AI investment strategies based on Feasibility and Value.
- It is difficult to attain significant return on investment for discrete AI or a small collection of business area use cases, because of the tactical focus of AI design. Excessive technical debt further inhibits this (such as delayed investments in data & analytics).

Example Strategic Allocation For Scaling AI Investment



Gartner

Gartner: AI Return on Investment (2 of 2)



Approaches and Solutions:

- AI investments cannot solely or primarily be valued on cost savings; AI is best esteemed for potential to create coherence across people, processes and technology, and to produce a spectrum of benefits, including improvement in productivity, efficiency, agility and resilience.
- Scale, dimension and reach across the enterprise are the real returns on investment in AI. AI that is detached from enterprise performance outcomes should not be pursued.
- Organizations where AI is always considered for every use case are more than three times more likely to reach “mature” levels of AI implementation.
- Organizations that use business metrics linked to customer success are 2.2 times more likely to reach “mature” levels of AI implementation.

Higher Education Alignment to 3 areas: Cost Management, Operations Improvement, New Business

Context & Examples:

- **Cost Management** > Efficiency - remove costs from business model
- **Operations Improvement** > Effectiveness
 - Move resources from back office to higher value
 - Accelerated delivery such as faster admissions cycle, research outcomes
 - Targeted innovations for student retention
- **New Business** > Differentiating teaching & learning, partnerships, research, community services

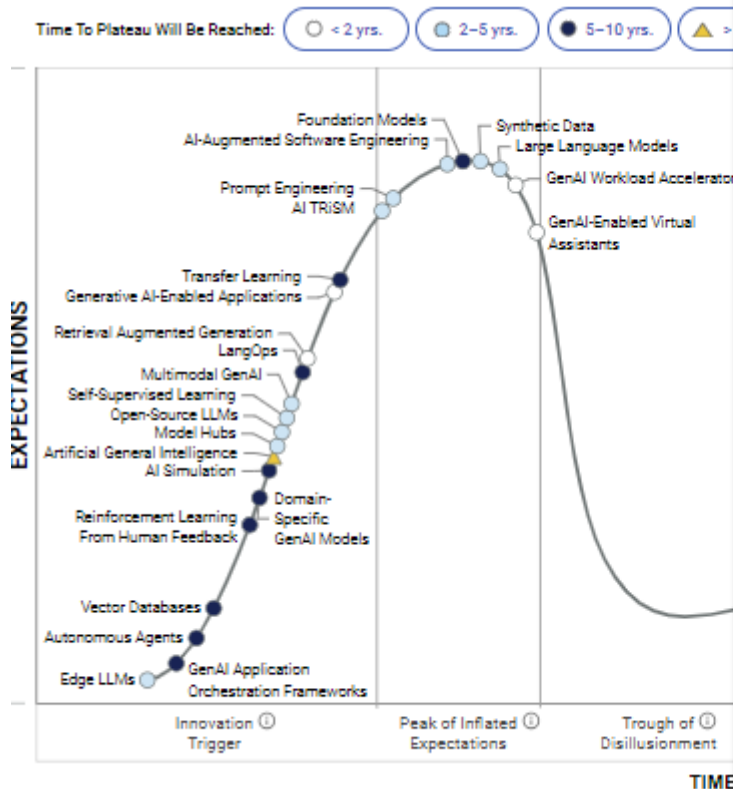
Higher Education & Finance Use Cases

Setting The Stage: Strategic Planning Assumptions

Contextualized for Higher Education

- By 2025, the top five vendors across all enterprise software categories will use GenAI in their pipeline.
 - HE: Institutions amid HR, Finance and Student implementations must review their plans to assess opportunities and re-evaluate ROI
- By 2026, the number of companies using open-source AI directly (not indirectly via other vendors) will increase tenfold.
 - HE: There are already users in institutions using open-source AI directly; the most common being students whether guided by faculty or not. Institutions must determine and influence use of open-source AI.
- By 2026, GenAI will facilitate an increased use of other AI technologies (aside from GenAI) by 400%.
 - HE: This involves convolutional and recurrent neural networks and reinforcement learning.

Gen AI Is Still Early, But Evolving Rapidly



Higher Education Context Examples

• **Now + 2 years:**

- AI Enabled Apps for internal and external services such as IT service desks, admission assistance. Target on high effort and high repetition tasks.
- “Virtual Assistants” – Example: MS CoPilot, Google Gemini
- Workload Accelerators (chips) for research (ref: NVIDIA)

• **2 years and beyond**

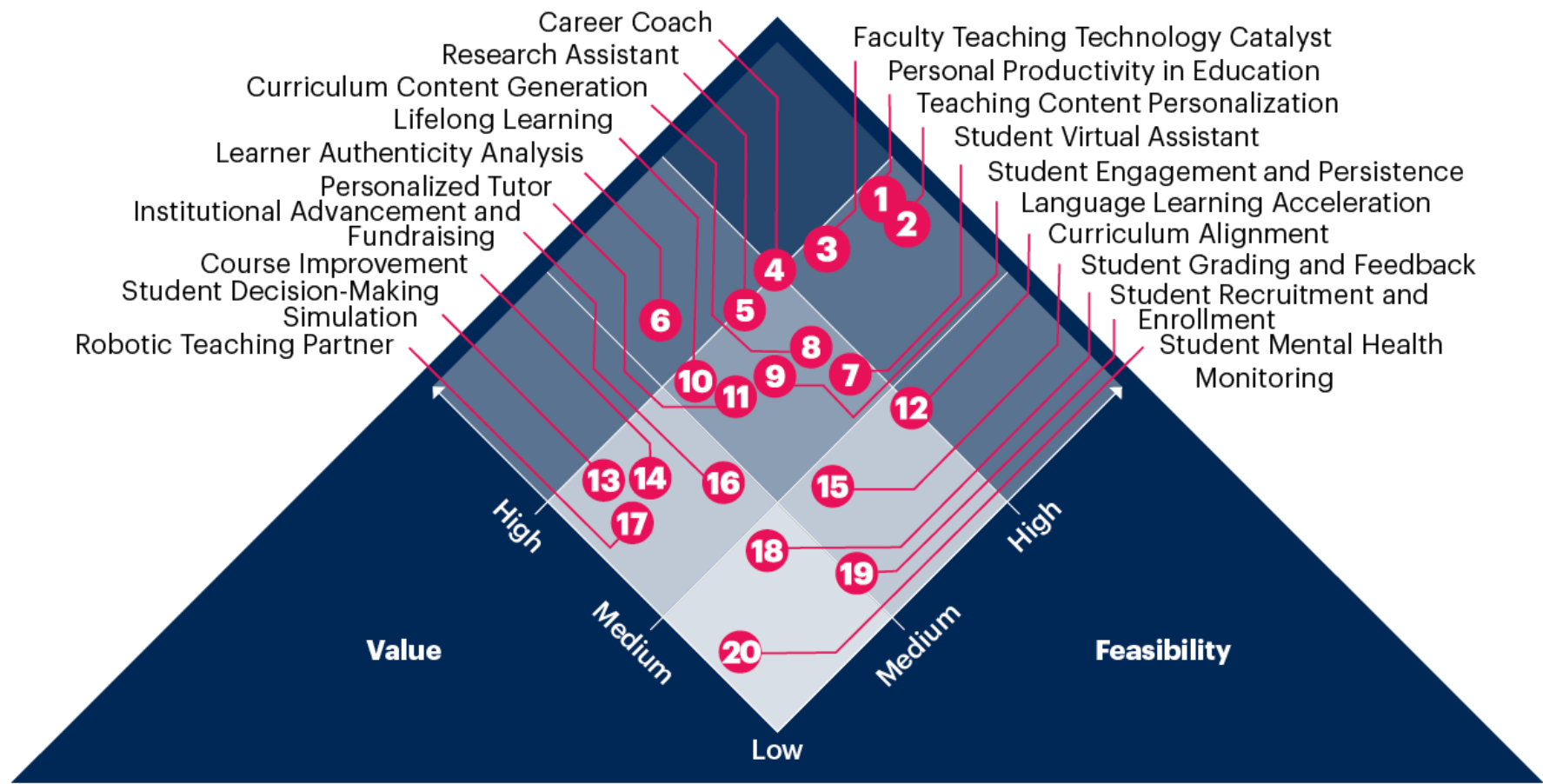
- More capabilities from major vendors that must be factored into Finance, HR, SIS, LMS roadmaps with emphasis on feasibility & value
- Specific & OpenSource LLMs that include unlabeled data for research and education
- Prompt Engineering for “in context learning” for LLMs
- Domain specific models that accelerate value for specific use cases (climate change et al)

• **Advice:**

- Deeper understanding of items in AI Hype Cycle that correlate to institutional priorities. Time your strategic investments and roadmaps based on use cases of most value to mission critical priorities.
- Note that some items, such as Edge LLMs are very early, yet predicted to move through cycle quite quickly

Generative AI: Academic Activities

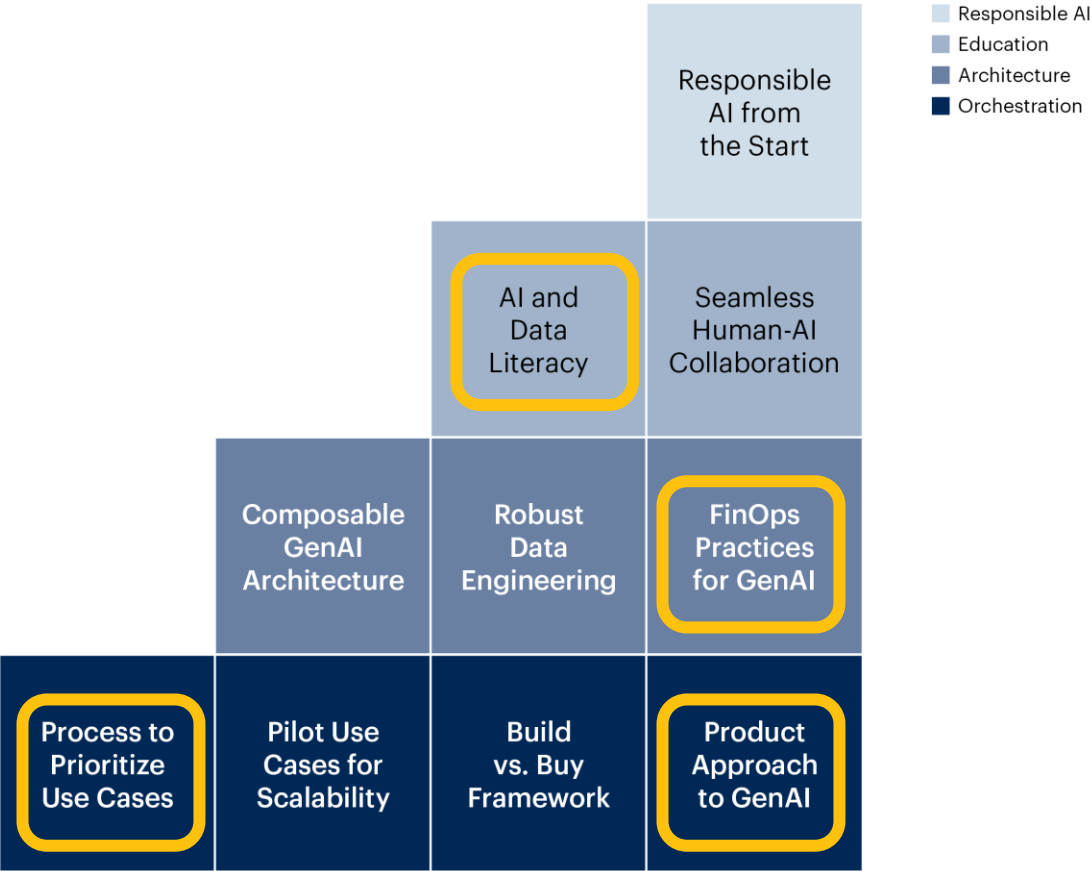
GenAI Use-Case Prism for Education



Source: Gartner

Generative AI: Best Practices

The 10 Best Practices for Scaling Generative AI



Source: Gartner
804998_C

Key Messages:

- All these practices are important. The highlighted ones are where IT and units need strong alignment.
- FinOps: Applying value-based, quantifiable methods and measurements to IT investments becomes more important with AI due to impacts.

Gartner

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Generative AI: Finance Use Cases

Types of AI Use Cases in Finance



Source: Gartner
803387

Sample AI Use Cases

1

- Customer credit management
- Invoice matching — AP
- T&E optimization
- Cash application

2

- Duplicate payment identification
- Contract analysis
- Transaction and balance monitoring
- Compliance and risk monitoring

3

- Scenario and capex planning
- Customer behavior prediction
- Predictive and prescriptive analytical modeling
- Forecasting (demand, revenue, cashflow, expense)

4

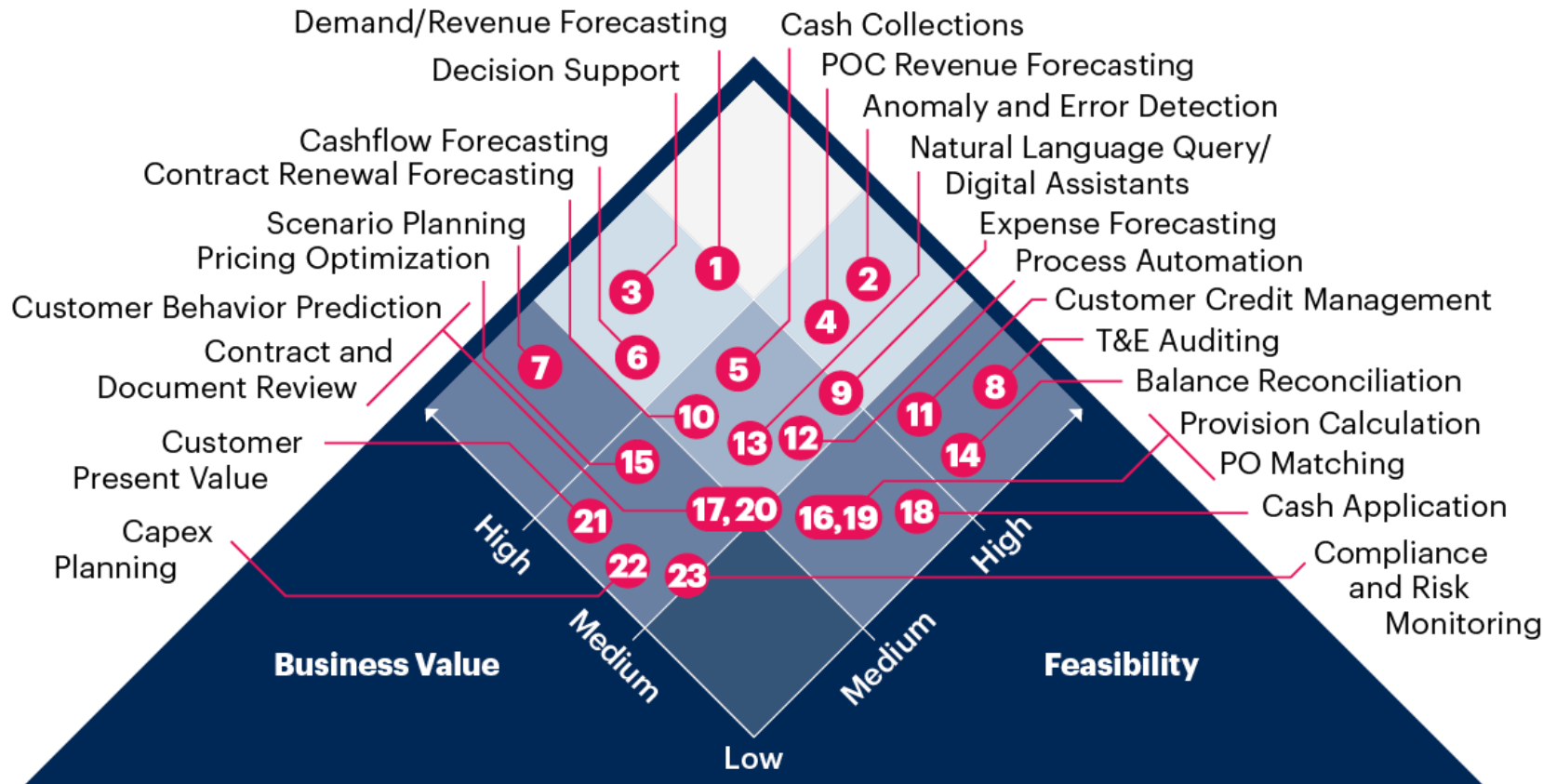
- Intelligent dashboards
- Chatbots/ digital assistants
- Decision support
- Pricing automation
- Natural language query

Gartner

- As of late 2023, 61% of finance organizations had no plans or were still in the initial planning phase.
- Of the ~ 10% of finance organizations that are currently using AI are already seeing an impact that is either meeting or exceeding their initial expectations.
- Finance leaders most frequently cite “other priorities” as the reason their function does not use AI. Other reasons: lack of technical capabilities, suboptimal data quality and insufficient use cases.
- CFOs who are currently creating plans for AI in finance must:
 - Coach finance leaders and managers to view AI as an enabler of finance priorities by deepening their understanding of the AI’s capabilities and identifying areas where AI can improve process and workflow efficiency.
 - Explore the AI-enabled capabilities of business automation platforms and intelligent applications by placing AI at the forefront of all vendor discussions pertaining to current and new technologies.
 - Develop initial AI use cases within finance by clarifying how early AI adopters, both within and outside the organization (including other administrative support functions), have used AI so far.

RESTRICTED DISTRIBUTION

Generative AI: Finance Activities



Key Messages:

- AI is not like other technologies; it learns and is inherently iterative. It cannot be evaluated and managed like prior technology.
- Existing processes and workflows need to be understood, but not altered, to use AI. AI can be integrated with or extended from existing technology.
- Organizations should create their own prism based on value and feasibility
- Common existing uses include:
 - Accounting support (close, reconciliation, journal entries)
 - Anomaly and/or error detection
 - Expense, cash flow and revenue forecasting

Synopsis

- ④ **Create a succinct AI strategy** that synthesizes institution vision and potential benefits, mitigates risks, captures KPIs, and outlines best practices for value creation
- ④ **Identify executive sponsors for AI projects and ensure KPIs are being measured** accurately and communicated widely
- ④ **Invest in data literacy programs** to instill a data-driven culture.
- ④ **Democratize AI** by harnessing augmented analytics tools and through focused training, and create your reverse pitch to attract talent with specific domain expertise
- ④ **Instill responsible AI practices** and make them foundational to your AI strategy, not an afterthought
- ④ *Check Gartner research regularly as new and updated content comes out*

Q&A

Gartner Executive Partner



Joanna Young

Top Industry Sectors:

- Higher Education
- Insurance
- Healthcare

CIO Priorities:

- Portfolio & Program Management
- Organizational Change Management
- IT Service Management
- Analytics/BI

Gartner's Executive Partners provide expert and contextualized advice to guide/accelerate decisions and maximize value of research



Ms. Joanna Young joined Gartner in 2023. In this role, she provides Chief Information Officers (CIOs) and senior IT leaders, across the United States, with actionable advice based on their business and technology needs.

Joanna has extensive C-suite experience, including CIO and CFO roles in higher education as well as CIO roles in insurance and healthcare. As a dedicated servant-leader, she cares about others' success above her own. Notable achievements include institution-wide large system selection and implementations, large federal infrastructure grants, analytics/business intelligence solutions, and mergers & acquisitions.

Now, Joanna applies her decades of experience to helping CIOs and senior IT leaders achieve sustainable success. Prior to Gartner, Ms. Young owned her own consulting business, where she had series of successful engagements across multiple industries.



Artificial Intelligence Guidance

Last Updated June 2024

Overview

In recent years, the integration of artificial intelligence (AI) into various aspects of our lives has revolutionized the way we approach and solve complex problems. In the realm of education, AI presents unparalleled opportunities to enhance teaching and learning processes, foster personalized education, and streamline administrative tasks. However, the deployment of AI in educational settings requires careful consideration of ethical, legal, pedagogical, and practical aspects to ensure it serves the best interests of all of our partners, including students, educators, and administrators.

This document aims to provide comprehensive guidance on the use of AI in the Northshore School District. It outlines best practices, ethical considerations, and practical recommendations to leverage AI effectively and responsibly. By adhering to these guidelines, NSD staff and students can harness the power of AI to improve learning outcomes, promote equity, and prepare students for a future where AI plays an integral role in various fields.

We recognize that the successful implementation of AI in education hinges on a collaborative effort involving educators, students, policymakers, technologists and the community at large. This guidance is intended to support these efforts, ensuring that AI is used to enrich educational experiences while safeguarding the rights and privacy of individuals.

Staff Use of Artificial Intelligence

The landscape of education is undergoing transformative changes as AI becomes increasingly accessible to staff, students, and other stakeholders. AI can streamline administrative tasks for staff, such as grading, written communication, and material development. In addition, AI can be a powerful ally in the work to integrate elements of Universal Design for Learning (UDL) into teaching practices. UDL can be supported by AI in terms of the three UDL principles: diversified ways of representation, action/expression, and engagement. AI can facilitate presenting information in diverse formats, aligning with individual learners' needs. Similarly, AI can offer students various means of showcasing their knowledge and participating in learning activities. Additionally, AI can provide numerous ways to keep learners engaged, ensuring a dynamic learning environment receptive to their interests and motivations. While AI can enhance teaching practices, all interactions with AI should be human-centered, meaning uses of AI should always start with human inquiry and always end with human reflection, human insight, and human empowerment.¹ AI will never be a substitute for excellent instructional practice and professional judgment.

Staff should keep the following in mind when using artificial intelligence in their work:

¹ <https://ospi.k12.wa.us/sites/default/files/2024-04/human-centered-ai-guidance-k-12-edition-2.pdf>

- Staff should never put private, sensitive, or secret information into an AI system without first making sure that it complies with FERPA², COPPA³, SUPER⁴, and CIPA⁵, as well as other federal and state laws.
- Staff must never use AI tools to create misleading or inappropriate content, take someone's likeness without permission, or harm another person or the community at large.
- Staff should not enter copyrighted material into AI tools. For further guidance regarding copyright, see the [copyrighted materials section](#).
- Staff should be aware that AI tools and techniques may be biased and should take steps to mitigate bias when using AI.
- Staff should use information and media literacy skills to check sources and find independent facts to confirm AI-generated content. AI has been known to create inaccurate information, and can be used to create misinformation and disinformation.
- Decisions made with the assistance of AI should be subject to a human-centered approach, especially those affecting student assessments, placements, or significant outcomes.
- The use of AI should be aligned with culturally-relevant, engaging, standards-based teaching and learning practices.
- AI should be integrated into curriculum and teaching practices in a way that supports and enhances learning objectives, critical thinking, and digital literacy.
- AI shall supplement, not replace, interactions between students and educators in a way that enhances the learning experience for students.

There are a growing number of AI tools being marketed as educational tools. Teachers are encouraged to explore these tools for their own work, being careful to not share personal or private information about themselves or students. If staff would like to use an AI tool with students, the tool must first be approved through the Digital Resource Review (DRR) process to ensure student data privacy and compliant terms of use. Tools that have already been approved for use with students will be shared in Clever or shown in the Digital Insight Library. Staff must never sign students up for AI services without prior approval. Many AI tools require verifiable parental consent and some have restrictions on the age of the person using the tool.

Student Use of Artificial Intelligence

In today's rapidly evolving digital landscape, artificial intelligence can become an invaluable tool for students, enhancing their learning experiences and broadening their academic horizons. By leveraging AI, students can access personalized learning resources, automate repetitive tasks, and gain deeper insights through advanced data analysis. Whether students are seeking to improve study habits, enhance research capabilities, or simply navigate the complexities of modern education, understanding and integrating AI tools ethically can significantly elevate their academic performance and prepare them for future challenges in a tech-driven world. While AI can support learning, again, all interactions with AI should be human-centered, meaning uses of AI should always start with human inquiry and always end with human reflection, human insight, and human empowerment.⁶

² <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

³ <https://www.ftc.gov/legal-library/browse/rules/childrens-online-privacy-protection-rule-coppa>

⁴ <https://app.leg.wa.gov/RCW/default.aspx?cite=28A.604&full=true>

⁵ <https://www.fcc.gov/consumers/guides/childrens-internet-protection-act>

⁶ Human-Centered AI Guidance for K-12 Public Schools, OSPI, January 2024

- Students should use AI tools and techniques in a responsible and ethical manner. This includes not using AI to plagiarize or gain an unfair advantage. Further, use of AI should align with guidelines in the district responsible use policy.⁷
- Students should understand the limitations of AI and recognize that it is not a substitute for critical-thinking, creativity, and problem-solving skills.
- Students should be aware that AI tools and techniques may be biased and should take steps to mitigate bias when using AI.
- Students should not share any personally-identifiable information (PII) with AI technologies, including name, birth date, address, or other confidential information.
- Students should use information and media literacy skills to check sources and find independent facts to confirm AI-generated content. AI has been known to create inaccurate information, and can be used to create misinformation and disinformation.
- When using AI tools and techniques, students should provide proper attribution and credit to the source of the tool or technique.
- When unsure whether the use of AI is appropriate for a particular assignment or project, students should seek guidance from their teacher.
- Students should not enter copyrighted material into AI tools. For further guidance regarding copyright, see the [copyrighted materials section](#).

Suggested Classroom Guidelines

Staff should be clear regarding the permissibility of using AI in assignments and projects. These permissibility levels should be shared with students and families to clarify when it is appropriate to use AI in service of learning. Staff should explain the reasoning behind the use or restriction of AI in assignments and projects to aid students in understanding objectives and goals for the learning.

AI Recommended

Generative AI is recommended for use in completing this assignment or project. Students are encouraged to explore AI tools and techniques to enhance their work. Properly cite any AI-generated work products.

AI Permitted

Generative AI is permitted but not required for completing this assignment or project. Students can choose to use AI tools and techniques if they believe it will improve their work. Properly cite any AI-generated work products.

AI Restricted

Generative AI use in completing this assignment or project is restricted. Students are expected to complete the work using only their own knowledge and skills.

If a teacher has not specifically indicated whether generative AI is recommended or permitted for an assignment, students should ask their teacher(s) before using generative AI. When generative AI is recommended or permitted, students should rely on their classroom teacher to provide further guidance on the tools to use and the extent to which students may make use of it in the context of the specific assignment.

⁷ [District Responsible Use Policy No. 2022 P](#)

Artificial Intelligence and Equity

It should be noted that some AI tools require a paid subscription to access their services. Northshore may license tools to be used across the district. It is also likely that some families in NSD will choose to purchase subscription services to support their students' learning. Not all students will have the same resources and therefore will not have the same level of access to AI tools. When permitting the use of AI tools, staff should recommend use of district-supported and approved tools first to ensure equitable access to those tools for all students. Before recommending any AI tools to students, staff must ensure that the service has been reviewed and approved through the DRR process to ensure compliance with student data privacy regulations and best practices. Staff should model the use of approved AI tools for all students and should provide guidance on the use of such tools to ensure equitable access to AI literacy skills for all. Schools and departments should have collaborative conversations about how to embed AI literacy into instruction to ensure a consistent experience for all students.

Artificial Intelligence and Academic Integrity

It is crucial to maintain academic integrity while integrating AI into the classroom. Educators must ensure that AI is used to support students' learning rather than replace their efforts. For instance, AI tools can assist in research and provide personalized learning experiences, but students should still engage critically with the material and produce their own work. Clear guidelines and policies should be established to prevent plagiarism and misuse of AI resources. Encouraging ethical use of AI fosters a culture of honesty, responsibility, and respect for intellectual property, preparing students for future academic and professional environments. Administrators should take appropriate steps to make clear the expectations and consequences of misuse of AI tools and technology in general.

There are many reasons why a student may turn to AI as a tool to complete an assignment, even when a teacher has expressly disallowed it:

- Students may turn to AI to complete an assignment more quickly.
- Students may assume that an assignment they complete with AI would get them a better grade.
- Students who are struggling with an assignment may use AI to help them create meaning.
- Students with language challenges may use AI to support their understanding of the assignment.
- Students don't have an interest in the assignment.
- Students may not see how the assignment is relevant to their learning and thus find a way to complete the assignment without investing a lot of time or thinking.

Creating AI-Resistant Assignments and Projects

Creating AI-resistant assignments is crucial in maintaining academic integrity and ensuring genuine learning. As AI technologies become increasingly advanced and accessible, students may be tempted to use them to complete assignments dishonestly. Designing assignments that challenge students to apply critical thinking, creativity, and deep understanding can help mitigate this issue. By incorporating unique, open-ended questions, requiring personal reflections, or involving hands-on projects and real-world applications, educators can make it difficult for AI to generate appropriate responses. This approach not only discourages cheating but also fosters a more engaging and meaningful educational experience, ultimately preparing students better for their future careers and challenges.

- Create assignments that are impossible to complete with AI tools, such as assignments about very recent news events or about the local community.
- Allow students to complete assignments in class. Use Lightspeed Classroom to keep students in a limited set of websites to complete their work.

- Ask students to give an oral presentation.
- Have students document and share their process when creating learning artifacts for increased transparency and as evidence of authenticity.
- Create project-based learning assignments.
- Allow the use of AI tools but require students to acknowledge and document how they used them. For example, students could use AI tools to get feedback on their essay drafts and explain which suggestions they agreed with and which ones they didn't. This approach allows students to learn how to use the tool as a partner, instead of having it do all the work for them.

Plagiarism

If a staff member suspects that a student has used AI to replace their efforts on an assignment or project, staff should begin by starting with questions and committing to ethical decision making.

- Whenever possible, use the revision history in Google Docs and Slides to look at the evolution of a student's document to see if there is evidence of a large amount of copy/paste.
- Ask students to describe and/or demonstrate their process and talk about how they produced the paper, project, or material, placing the emphasis on process instead of the final product.
- Compare written work to other samples of the student's writing to make a determination.
- Address the issue with the student in a one-on-one safe environment, possibly with an Administrator.

AI Detectors

Staff may be inclined to use AI detectors to determine the authenticity of a student's work. Though these tools can add to the whole picture of a possible academic issue, AI detectors are generally inaccurate and can lead to false accusations of plagiarism. The best detector of plagiarism is a comparison of previous student work to the work in question, as AI can rarely, if ever, match the voice of a student writer.

Consequences for Using AI Inappropriately

If a staff member has determined that AI was used contrary to the expectations set out for an assignment or project, the following steps are recommended:

- Connect with your Administrator to discuss the assignment in question and confirm that AI was used in a manner that comprised academic integrity.
- Set up a one-on-one meeting with the student to discuss the use of AI in the assignment called into question.
- Start with questions inquiring into why and how AI was used.
- At the conclusion of the meeting with the student, let the student know about the next steps, which may include scheduling a reassessment, submitting a behavior report, and setting a follow-up meeting with the Administrator.
- Call a parent and/or guardian to let them know of the situation, provide details from the meeting, and solicit and address any questions they may have.
- Conduct reassessment with the student (limit or prohibit the "automatic fail").

Artificial Intelligence and Copyright

Many generative AI tools are based on an algorithm that pulls information from a large dataset. In some AI tools, that dataset grows as more people put information into the model. For example, in some AI tools like large language models, when staff or students use a piece of text from a novel in their prompt to the AI tool, that text becomes part of the dataset that improves the large language model's functionality. For this reason,

staff and students should never enter copyrighted material into an AI tool prompt, as it most likely violates the copyright license held by the author.

- Do not enter large amounts of copied and pasted information from a publisher (TCI, HMH, etc).
- Do not enter large portions of a published novel or work of nonfiction unless it is in the public domain.
- While Fair Use Doctrine does allow for portions of copyrighted material to be used in the context of education practice, Fair Use does not apply to giving that content away by adding it to a large language model dataset.

Community Engagement and Involvement

As AI becomes more prevalent and embedded in a variety of tools - educational or otherwise - educators must be open about the acceptability of using AI in classwork and learning activities. Parents and caregivers should be well informed about when using AI is appropriate and when it is not in the context of learning. Staff should include statements about the use of AI in assignment instructions, family communications, and course syllabi.

As we move forward in Northshore and as a society, it is crucial to collaborate with community members, alumni, and local industries to integrate AI into schools. Northshore leaders will proactively establish relationships with community members, linking student learning and AI usage to college and career readiness. These efforts to engage community members and involve local industry leaders supports our mission of preparing students for higher education and the workforce.

Staff Resources

- [OSPI Human-Centered Artificial Intelligence in Schools](#)
- [The Artificial Intelligence Playbook](#)
- [Digital Insight](#) - Use this to look for and check approval status of AI tools (Hint: filter for “Generative AI”)
- [Digital Resource Review Information](#) - Start here to submit a DRR for an AI tool

Cascadia College Board of Trustees

Information Item 6.e

Subject: Civil Rights Review Summary

Justification:

The Trustees are to be informed of all audit reports.

Background:

Cascadia College received the results of the SBCTC Civil Rights Review on July 26, 2024. We have 45 days (September 23) to deliver the action plan for the eleven findings. It has been ten years since the last Civil Rights Review, so there was an expectation that there would be room for improvements. Cascadia College was one of the two colleges in the CTC System that the evaluator described as a 'strong workplace.'

2023/2024 Civil Rights Summary

Cascadia College received the results of the Civil Rights Review on July 26, 2024. We have 45 days (September 23) to deliver the action plan for the eleven findings. Chari Davenport is taking the lead and is working with all VPs and Directors to address the findings. Chari will ensure that the plan of action will be delivered to Maryam Jacobs, Systems Internal Auditor for the State Board for Community & Technical Colleges by Sept. 23, 2024.

It has been ten years since the last Civil Rights Review, so there was an expectation that there would be findings. Cascadia College was one of the two colleges in the CTC System that Ms. Jacobs described as a 'strong workplace.'

Review Results

Based on the results of employees interviews, it was noted that Cascadia is one of two colleges with the best morale and least problems/issues. Almost everyone interviewed noted that they felt supported. There were eleven findings that were primarily related to the following:

- Annual Non-Discrimination Notice
 - Full statement updated – [Approved at the July 2024 Board of Trustees Mtg.](#)
 - Annual notice for 2024 posted on Cascadia website
 - Ensuring that all handbooks, brochures, informational handouts, and various other materials are updated with the full non-discrimination notice
 - The non-discrimination notice on the college's financial aid documents should be the full notice (not an abbreviated version)
 - The non-discrimination notice on the college's HR documents should be the full notice (not an abbreviated version)
- The name of the Title IX Coordinator and information for students on how to submit a complaint must be noted and available on the college website.
 - The website must also provide a full description of the law followed by "Supplemental Title IX Employee Disciplinary Hearing Procedure"
 - Materials used to train the Title IX staff must be posted on the Cascadia website
 - Title IX disciplinary procedures must be available for employees and students on the Cascadia website
- Cascadia must officially assess primary languages spoken by community members
 - Ensure that all translated materials are available to community members
 - The college should adopt a process to determine what communities of limited English proficiency it serves and using this information, begin the process of translating financial aid materials to languages spoken by these communities
- College International Admissions Form
 - The College should remove all questions pertaining to a student's familial status from its application forms

Updates

- Annual non-discrimination notice –
 - Notice is fully updated and complete

- All updates to materials, including financial aid and HR documents, are in progress - Target completion date is Nov. 1, 2025
- Title IX information updates are in process – target completion date is Nov. 1, 2024
- Assessment of primary languages – target completion date is June 1, 2025
- International admissions form – TBD (discuss needed to confirm this requirement)

Action Plan

Chari Davenport has met with each Vice President to discuss the findings and next steps. The VPs will work directly with their teams on any and all sections related to their areas. Chari will review and update as findings are completed.

Recommendations

There were also recommendations. Although the following are ‘recommendations only’ we are working to make these updates as well:

Access & Eligibility

- With regard to CTE programs the college should maintain information on applicants accepted and/or rejected by instructors and faculty to provide transparency and to be able to avoid the appearance of bias and discrimination.
- Move the transitional studies division to a central location to avoid being perceived as discriminatory since many students enrolled in basic education courses are from protected populations. *This issue will be resolved (July 1, 2027) when the new CC5 building is complete and open.*

Title IX

- Currently one of the college’s Directors of Human Resources (HR) serves as the college’s Title IX Coordinator. To avoid a possible conflict of interest, there should be more than one Title IX Coordinator. *We will soon have three, fully trained in Title IX*
- Federal guidelines require the college to always have a Title IX Coordinator on staff. *We will soon have three, fully trained in Title IX*
- The college currently does not offer training to students and faculty (regular and adjunct) on Title IX. *Incorrect – we do indeed offer training to students via the ‘Get Inclusive’ training program (software program) – This training occurs every quarter. We have also trained employees beginning with Fall 2024 Day of Inquiry and Assembly – This will be noted in our official reply*

Recruitment

- It is recommended the college ensure some recruitment and promotional activities are geared toward providing information and recruiting for CCF courses. *In progress and the Redmond Center is thriving and intentional work is being done in this area*

Disability & Section 504

- It is recommended that management and leadership continually examine the volume of students requiring accommodation, along with staffing and the number of required supporting aids and services used, to ensure the college has the required resources to meet student needs.
- The college should continue working on the requirements established by Washington State Policy 188. *(“establish(es) the expectation for state agencies that people with disabilities have access to and use of information and data and be provided access to*

the same services and content that is available to persons without disabilities unless providing direct access is not possible due to technical or legal limitations. ”)

Accessibility committee has been reinstated and is completing a policy review

Other related recommendations include: - (All are ‘in progress’)

- More training on how to make material accessible
- Mandating IT personnel to approve all hardware and software purchases.
- Consider providing regular and mandated training on disability law to staff and faculty.
- Increase staff for this project (training) or find other means to better support campus and student needs, and to enforce the requirement for accessible technology.

Human Resources (All are in process)

- It is recommended the college provide information on the process and procedures for requesting accommodations on its website to ensure transparency and that all staff are aware of their rights.
- To ensure diversity in the workforce, the college takes the following steps:
 - If a job is not attracting a diverse pool of candidates, the college will post the job description to additional sites designed to reach underserved and protected populations;
 - All job applications are reviewed by Human Resources and all applicants who do not meet minimum requirements are removed from the pool

Cascadia College Board of Trustees
Discussion Item 6.a

Subject: Faculty Focus

Justification:

Faculty Focus items highlight the efforts of individuals and teams of faculty members working in and beyond the classroom.

Background:

A.I. represents a significant disrupter challenging how we do business and engage in education. We seek to embrace the benefits that A.I. brings to our approaching to teaching and learning while address affiliated challenges.

Discussion:

Dr. Soraya Cardenas, (Tenured Senior 1 Faculty in Sociology) will discuss her work centering A.I. in class discussions on ethics and inequities. Her presentation, “Unfolding A.I. in the Classroom” highlights both her classroom work and contribution to the educational scholarly community from her paper presented at IEEE International Symposium on Technology and Society (ISTAS).

For reference:

Cardenas, Soraya & Vallejo-Cardenas, Serafin. (2019). Continuing the Conversation on How Structural Racial and Ethnic Inequalities Affect AI Biases. 1-7.
10.1109/ISTAS48451.2019.8937853.

This paper is a deep dive into artificial intelligence (AI) biases that affect marginalized communities, from introducing current AI biases to looking at more structural issues, such as historical, ideological, practice and policy perspectives. Because of limited social science research in Artificial Intelligence, the structural discussion of racial and ethnic inequalities uses current STEM research to understand the broader issues facing AI development. The paper also provides some recommendations in addressing AI biases. Some of the recommendations purport the usual solutions, but also introduces fresh approaches to thinking about solutions to AI biases.

Supporting Documents:

- DISC. 6A.1 ppt

Unfolding A.I. in the Classroom

Soraya Cardenas, Ph.D. Cascadia College

What is Artificial Intelligence?

- Algorithm
 - a process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer.
- Machine Learning
 - the use and development of computer systems that are able to learn and adapt without following explicit instructions, by using algorithms and statistical models to analyze and draw inferences from patterns in data.
- Neuro nets
 - an analogous network of electronic components, esp one in a computer designed to mimic the operation of the human brain
- Singularity
 - the hypothetical point in time when machines become more intelligent than humans:

Why Should We Care?

- Is it a tool to accelerate our educational base?
- Is it a super tool for cheating?

Classroom Pedagogy

- Ethics
- Social Considerations
- A Tool in the classroom

The background of the slide is an aerial photograph of a vast ocean. The water is a deep, vibrant blue, and the surface is covered in a dense pattern of small, white-capped waves, creating a textured, almost crystalline appearance. The lighting suggests a bright, sunny day, with the sun's rays reflecting off the water's surface.

Ethics: Helping Students Think about Ethical Considerations

College 101: College Strategies: Debate



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Dashboard



Courses



Calendar



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Inbox



History



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Summer 2024

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Announcements

Modules

Grades

Library

People

Panopto Recordings

What's Due Monday, July 8th

What's Due by Monday, July 8th by 11: 15 am

1. UW ID Screenshot
2. Syllabus, Class Resources & Announcement Quiz
3. Listen to the podcast: This American Life: Greetings, People of Earth (Prologue & Act 1 only required for the class (@32 minutes)): Click [here](#) to be redirected.
4. Listen to the podcast: NYT: The Daily: Suspicion Cheating and Bans: Click on the link [here](#) to be redirected.
5. In-Class Quiz over assigned podcasts.
6. We will continue to work on group projects in class.
7. Write the date and time of your advisor appointment.



803 | June 23, 2023



Greetings, People Of Earth

Humans encounter non-human intelligences of various kinds and try to make sense of them.

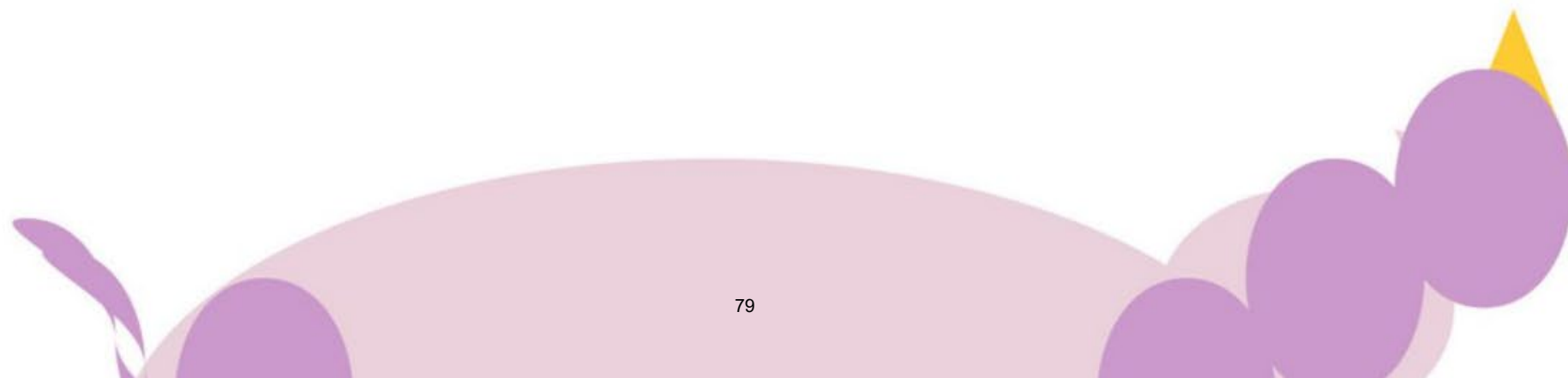


[Download](#)

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[Transcript](#)



June 28, 2023

Suspicion, Cheating and Bans: A.I. Hits America's Schools

Teachers and students on how ChatGPT is changing education.



Transcript



Listen 29:16

Social Considerations: How AI Looks Like in Society

CHECK LIST:

- chat
share

cloud

SOC 150: Social Inequality: Quiz & Group Qs

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Credentials

▼ Week 5: Unequal Education

What's Due Tuesday April 23rd

Unequal Education

Inequalities_Education_Updated_2020_Cardenas.docx

IEEE_ISTAS2019_Ref_19_copy.pdf

Seattle_Times_Seattle_Kids_Laptops_Covid.docx

Quiz

Quiz_ Unequal Education

Apr 25 50 pts

What's Due Thursday

What's Due April 25th

82

Topic: Educational Inequality

Purpose:

The purpose of the materials is to expose systematic inequalities in education, to think critically of historical narratives of education and to challenge false narratives of education.

Instructions:

Read, listen, and/or watch the following materials

1. Read Unequal Education by Dr. Cardenas, which is available on Canvas under Week 5 Module.
2. Read the academic article, "Continuing the Conversation on How Structural Racial and Ethnic Inequalities Affect AI Biases" by Dr. Cardenas and Serafin Vallejo-Cardenas. This reading is available on Canvas under Week 5 Module.
3. Listen to the podcast, This American Life Podcast: The Problem we Live With-Part 1. Please click on the URL below to be redirected.

<https://www.thisamericanlife.org/562/the-problem-we-all-live-with-part-one>

4. Listen to the Podcast, Hidden Brain: Zip Code Destiny

<https://www.npr.org/2018/11/12/666993130/zipcode-destiny-the-persistent-power-of-place-and-education> ➞

5. Watch the *Ted Talk* by Kandice Sumner. Click the URL below to be redirected.

https://www.ted.com/talks/kandice_sumner_how_america_s_public_schools_keep_kids_in_poverty?language=en

6. Read the Vox article, Black kids are way more likely to be punished... Click on the URL below to be redirected to the article.

<https://www.vox.com/identities/2018/4/5/17199810/school-discipline-race-racism-gao> ➞

7. Read *The Seattle Times* Article: Why Seattle kids were the among the ⁸³fast in the region to start receiving laptops after coronavirus closed schools. Available below this page. ➞

Continuing the Conversation on How Structural Racial and Ethnic Inequalities Affect AI Biases

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Abstract - This paper is a deep dive into artificial intelligence (AI) biases that affect marginalized communities, from introducing current AI biases to looking at more structural issues, such as historical, ideological, practice and policy perspectives. Because of limited social science research in Artificial Intelligence, the structural discussion of racial and ethnic inequalities uses current STEM research to understand the broader issues facing AI development. The paper also provides some recommendations in addressing AI biases. Some of the recommendations purport the usual solutions, but also introduces fresh approaches to thinking about solutions to AI biases.

Keywords - Artificial Intelligence; Inequalities; Race and Ethnicity

Wilson, Hoffman and Morgenstern concluded that object detection programs, used in identifying pedestrians, were less likely to identify a darker skinned person [6], meaning a driverless car is more likely to hit a darker skinned pedestrian than a white pedestrian. Sensors not recognizing darker skin is not new. Some soap dispensers with sensors have a harder time detecting darker skin [7]. In another artificial intelligence venture, data scientists trained an AI to judge a beauty pageant, the program gravitated towards lighter skinned participants, which were more likely to win [8]. Currently, retail stores are becoming more and more interested in facial recognition to help detect shoplifters. Unfortunately, these programs inaccurately identify darker skinned individuals as potential assailants [9]. Amazon has been selling “real time face recognition systems” to police departments; despite, the program having a large number of “false positives.” For example, Amazon’s program misidentified 28 members from

A Tool in the Classroom: ChatGPT

$$F = G \frac{m_1 m_2}{d^2}$$

$$\phi(x) = \frac{1}{\sqrt{2\pi\sigma}} e^{-\frac{(x-\mu)^2}{2\sigma^2}}$$

$$E = mc^2$$


$$ds \geq 0$$


$$\frac{\partial^2 u}{\partial t^2} = c^2 \frac{\partial^2 u}{\partial x^2}$$


$$\frac{df}{dt} = \lim_{h \rightarrow 0} \frac{f(t+h) - f(t)}{h}$$


SOC 440: Society and Ethics in the Digital Age


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▼ Module Week 6: Artificial Intelligence: From ChatGBT, Automation and Military/Government


Assignment


 **Artificial Intelligence**
Feb 13, 2023 100 pts


⊖


Assignment Readings

 AI_Academic_Atlantic_College_Essay.docx


 AI_Academica_NYT_ChartGPT.docx

 AI_Military_Atlantic.docx

 AI_Robots_Police_Verge.docx

 AI_Jobs_Forbes.docx

Discussion Board

 **AI and ChatGPT**
Feb 13, 2023 100 pts

⊖

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Topic: Artificial Intelligence

Purpose:

To take a deep dive into the effects of Artificial Intelligence on Society.

Instructions:

1. Read the following materials. They are available as documents below this assignment.

A. The Atlantic: The College Essay is Dead

B. The New York Times: Alarmed by A.I. Chatbots, Universities Start Revamping How They Teach.

C. The Atlantic: The Third Revolution in Warfare

D. The Verge: San Francisco Approves Use of Remote-controlled Robots to Kill Suspects

E. Forbes: Artificial Intelligence has Caused a 50% to 70% Decrease in Wages

2. Label each assigned material and write a summary for each assigned material. This means five summaries. They should be between 50 to 100 words each, but you can go over.

3. Label each assigned material and write a reflection for each assigned material. This means five reflections. They should be between 50 to 100 words each, but you can go over.

4. Do not write one long summary or reflection. You will receive a 10 point deduction for not following instructions.

5. You must include an APA reference page of the assigned materials.

6. Upload a PDF or RTF file.

7. The assignment is worth 100 points.

8. The is due by Monday, February 13th by 11:59 pm.

Topic: AI and ChatGPT

Purpose:

The purpose of this assignment is to discuss issues related to Artificial Intelligence and its impact on society.

Instructions: Choose Options A or B

Part 1: Option A: ChatGPT

A. Go to ChaptGPT and Open an Account

Click [here](#)  to be redirected or the URL below:

<https://chat.openai.com/auth/login> 

B. Ask ChatGPT to Write an essay for you about the ethical and social effects of AI on Society (300 to 500-word limit). Then post it as part of your discussion board. If there is more than one essay, then post all of them and label them.

C. Answer the following Questions?

1. How does it feel for you to have ChatGPT do your essay? Discuss
2. How is the quality of the essay? If there are one or more essays provided then discuss all of them and their differences.
3. What are the ethical considerations when using this technology?
4. What is the larger impact on the individual? and Society? For example, will we become one monolithic form of language without creativity?
5. Are there any benefits? Explain why or why not.

D. Your question responses should be a total of 300 to 500 words.

Part 1: Option B: Write Your Own Essay

1. Using the five materials provided in the assignment, write a long essay that addresses the ethical and social impacts of AI on society. This should be 300 to 500 words, but you can go over the limit.
2. You may add additional resources for this essay, but they must be from reputable sources.

More Instructions:

1. The post should be between 300 to 500 words. You can go over the limit.
2. Your post must include an APA reference page of the assigned materials and your own contributing sources if you decide to add more sources. If you are using ChatGPT, please request sources. If this was not an option, then let us know in your post.
3. You should reply to two peers. Each reply should be at least 50 words or more. Make sure to have a robust reply. I also would encourage you to look at someone who did option A and another person who did option B.
4. The discussion board post is worth 100 points: 80 points for the discussion post and 20 points for the two replies.
5. The discussion board and two replies are due on Monday, February 13th by 11:59 pm.
6. Special Note: You can submit this as a PDF document if the post becomes too long.

Conclusion

Other classes:
Mobile
Applications

Goal: Expand
into SOC&101

Viral
Video

Cascadia College Board of Trustees
Discussion Item 6.b

Subject: Institutional Effectiveness Annual Report 2024 Strategic

Justification:

We seek to be transparent as we strive towards mission fulfillment. The annual report shines a light on our strategic and operational work for evaluation and discussion.

Background:

This annual report closing the building cycle of our rejuvenated mission fulfillment process. We have three years of strategic initiatives purposefully focused on our three mission domains: Access, Equity, and Superior Education. This report provides summative data on our work

Discussion:

This month we are providing a summary report on our strategic and operational work to evaluation through public and internal discussion, our progress including success and opportunities for growth and investment. The report includes select initiative snapshots.

Dr. Kerry Levett and Dr. Michael Horn will be available to answer questions.

Related Documents:

- Information Item 6.B.1: Institutional Effectiveness Report 2024 (pdf)

Institutional Effectiveness Report • 2024



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Student Learning	9
Program Review	11
Continuous Improvement Process	13

Office of Institutional Effectiveness – August 2024



Effectiveness Report

This annual IE Report includes an effectiveness framework, continuous improvement results, student perceptions and learning, as well as evidence of mission fulfillment.

Cascadia's Institutional Effectiveness Framework is introduced in the first section of this report. The Framework guides the assessment and reporting of information during the year. Information not in this report will be presented during the year, in quarterly reports.

Cascadia's mission fulfillment goals and indicators are reported in the second section.

Strategic and operational initiatives, based in continuous improvement, are highlighted in subsequent sections of this report including what we have learned from these are efforts.

About data. Much of the data in this report comes from the state's ctcLink Data Warehouse, where "official" data are stored after cleaning and adding derived fields. However, this year, the SBCTC's release of some Data Warehouse files was delayed from their normal schedule, so that at the time of this writing, most 2023-2024 data were not available to be included in this report.

Update: On August 13th, the State Board released more ctcLink Data Warehouse files for reporting. This allows us to update the data elements reported here, which will be available in a new report version this Fall.



Institutional Effectiveness

Cascadia has defined meaningful institutional goals, strategic and operational objectives, and measurable indicators to define mission fulfillment and to improve effectiveness.

Derived from the mission, three domains (themes) guide development of institutional goals: Accessible, Equitable, Excellent

Mission: We deliver accessible, equitable, and superior educational experiences to inspire every person to achieve their educational and career goals.

Process

Cascadia embraces a continuous process to assess institutional effectiveness.

Each year we strengthen the support that is provided for continuous improvement and quarterly data sharing. This process is ongoing and supports planning, resource allocation, student success.

Strategic and operational teams create annual improvement action plans. These plans are used as the basis for a continuous improvement process (Plan-Do-Study-Act).

Action plans and team results are reviewed by the Student Success Council to ensure that “formal planning is clearly aligned to institutional objectives, indicators, and outcomes” (Nwccu). After considering plans and results, the Council sends its recommendations to the Executive Team for their resource allocation and planning decisions.

Definitions

- **Goals** are derived from each of Cascadia’s three mission domains. Our overarching goal is to increase mission fulfillment, as evidence by Mission Scorecard metrics.
- Strategic and operational **objectives** are developed to drive mission fulfillment.
- Strategic and operational teams identify measurable **indicators** to assess the extent to which objectives were realized.
- **Improvement planning** is informed by the analysis of **data**, which drives planning and continuous improvement.



Accessible Education

The following presents overall student Access mission fulfillment indicators, by student groups. The various subgroups help us identify where possible equity issues may occurred.

Scorecard: Access

- Accessibility improved again in 2023-24 (24% overall). Overall enrollment access improved in six of seven student groups.
- Enrollment change was greatest for Running Start (29%), Basic Education (46%),
- Enrollment increases were greater than regional peers in four of the seven student groups.
- With a large increase in HUSOC (20%) students, education was more accessible to historically underserved students of color.

“Who’s Not ...?”

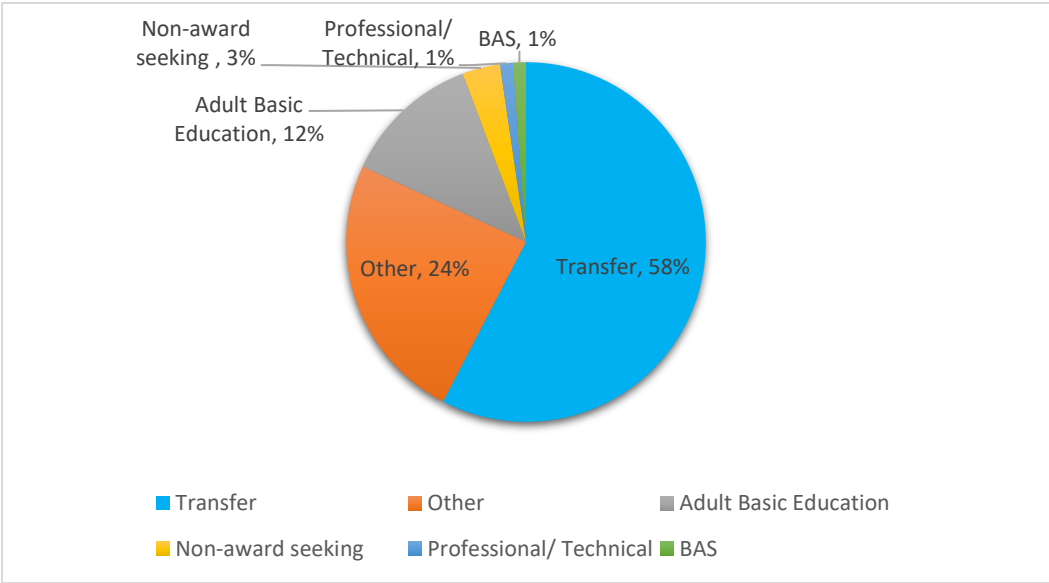
- The -28% enrollment decrease of students interested in Professional Technical programs was dramatic, especially when compared to the 30% increase of peer institutions.
- Students interested in a Transfer degree increased modestly (6%), and less than half the increase seen by peer comparison institutions (14%).

¹ SBCTC typically releases final enrollment files (data warehouse) in mid-August.

Access Scorecard

	Headcount 2022-2023 ¹	Headcount 2023-2024	Regional Peer ² Average % Change	Cascadia % Change
New Running Start	354	457	8%	29%
Basic Adult Ed (CCF) – State	321	468	8%	46%
Total HUSOC	733	882	12%	20%
International Programs	178	202	13%	13%
Prof-Tech Program	76	55	30%	-28%
Transfer degree	1620	1716	14%	6%
Total Headcount	3401	4203	14%	24%

Program Enrollment (FTE), Fall 2023



² WA Peer colleges are all 33 other colleges in the state, and represent our regional peer comparison group.

Excellent and Equitable Education

The following presents overall educational excellence and equitable education mission fulfillment indicators, by student groups. The various subgroups help us identify where possible equity issues may occurred.

- ❖ Student success improved modestly, from 2021-22 to 2022-23 ³.
- ❖ Declines emerged, but mainly reflect the fact these data were from the pandemic period.
- ❖ Despite modest gains, Cascadia results were strong when compared with Washington peer colleges in earning English and Math credits in students’ first year.

Scorecard: English credits earned in Year 1

- Overall, students were equally successful in completing English credits their first year, in 2021-22 and 2022-23. However, changes in this period overlap with the pandemic.
- Most student groups earned were relatively unchanged in 2022, with slight changes.
- Cascadia year-over-year gains were greater than regional peers in eight of the enrollment types (green in the Access Scorecard).

“Who’s Not ...?”

- Students receiving need-based aid, including veterans, were more likely to not have seen improvement in achieving the English milestone.
- Completing English credit was down -8% for students of color, while overall change was down -1%.

English credits earned in Year 1

	Entry 2021	Entry2022	Change	Difference with other colleges ⁴
ALL	66%	65%	-1%	18%
Female	66%	67%	1%	20%
Male	66%	59%	-7%	13%
Received need-based aid	58%	41%	-17%	0%
Students of color	70%	62%	-8%	15%
Disability accommodation	53%	61%	8%	28%
Veteran receiving benefits	45%	32%	-13%	-4%
Full-time	74%	73%	-1%	17%
Part-time	52%	53%	1%	20%
First-generation student	59%	55%	-4%	11%

Of all students with transfer or prof/tech intent (FTEC)

³ Periods for which latest data comparisons are available at this time.

⁴ Difference between Cascadia and state peer college students achieving the 2022 milestone.

Scorecard: Math Credit Earned in Year 1

- Cascadia’s 2021-22 to 2022-23 gains were modest, but stronger than peer colleges.
- Half of the student groups examine, experienced no gains in earning math credits. However, Cascadia’s student group changes were stronger than peer colleges.

“Who’s Not ...?”

- Cascadia students of color experienced a significant decline in earning math credit (-8%), however math credit completion rates were 18% greater than peer colleges.

Math credit in 1st year, of all students with transfer or prof/tech intent

	Entry 2021	Entry2022	Change	Difference with other colleges
ALL	49%	50%	1%	21%
Female	46%	48%	2%	20%
Male	53%	50%	-3%	19%
Received need-based aid	43%	38%	-5%	8%
Students of color	55%	47%	-8%	18%
Disability accommodation	33%	37%	4%	14%
Veteran receiving benefits	65%	37%	-28%	1%
Full-time	58%	62%	4%	26%
Part-time	33%	33%	0%	13%
First-generation student	42%	37%	-5%	10%

Scorecard: Retention Fall-to-Fall

- Cascadia students receiving a disability accommodation had a large annual retention gain, and gained relative to peer colleges.
- Part-time students were retained at a much higher rate the full-time students. This is likely due to employment pressure during the pandemic.

“Who’s Not ...?”

- Cascadia students of color and students receiving need-based aid had the greatest declines in retention from 2021 to 2022 (fall entry cohort).

Retention of all first-time college students with transfer or prof/tech intent

	Entry 2021	Entry2022	Change	Difference with other colleges
ALL	55%	55%	0%	4%
Female	59%	60%	1%	8%
Male	52%	48%	-4%	-3%
Received need-based aid	64%	48%	-16%	-6%
Students of color	57%	47%	-10%	-4%
Disability accommodation	50%	74%	24%	22%
Veteran receiving benefits	40%	45%	5%	-10%
Full-time	61%	58%	-3%	2%
Part-time	44%	50%	6%	7%
First-generation student	58%	54%	-4%	4%

Scorecard: Degree completion

- All Cascadia students experienced an increase in degree completion, especially for females and veterans receiving aid.
- Cascadia had modest gains over peer colleges in five student groups

“Who’s Not ...?”

- We again see that veterans experienced the greatest decline of all Cascadia student groups.

Degree Completion, of all first-time college students with transfer or prof/tech intent, degree completion by year 2 (Entry quarter summer, fall, or winter; spring 2024 data not available yet)

Completed by Year 2	Entry 2020	Entry2021	Change	Difference with other colleges
ALL	14%	21%	7%	1%
Female	15%	29%	14%	8%
Male	11%	15%	4%	-3%
Received need-based aid	17%	24%	7%	3%
Students of color	12%	19%	7%	0%
Disability accommodation	7%	16%	9%	-1%
Veteran receiving benefits	11%	30%	19%	8%
Full-time	19%	26%	7%	1%
Part-time	8%	13%	5%	0%

Scorecard: Transfer

- Although Cascadia has a slightly greater percentage of students who transferred, compared with peer colleges, transfer declined for six of ten Cascadia student groups.
- However, these data are for students who entered in 2018 or 2019, with transfer measured 4 years after entry. This period coincides with the pandemic.

“Who’s Not ...?”

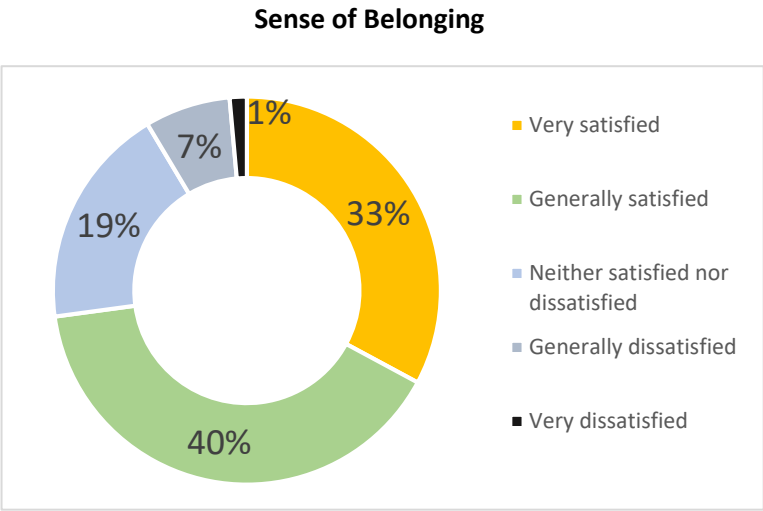
- We again see that veterans experienced the greatest decline of all Cascadia student groups.

Transfer, of all first-time college students with transfer intent, transfer by year 4 (Entry quarter summer, fall, or winter; spring 2024 data not available yet)

	Entry 2018	Entry2019	Change	Difference with other colleges
ALL	37%	37%	0%	8%
Female	38%	38%	0%	8%
Male	36%	35%	-1%	6%
Received need-based aid	34%	29%	-5%	7%
Students of color	39%	33%	-6%	6%
Disability accommodation	28%	24%	-4%	4%
Veteran receiving benefits	48%	37%	-11%	4%
Full-time	41%	38%	-3%	9%
Part-time	33%	35%	2%	6%
First generation	37%	37%	0%	8%

Student Perceptions

From the HUDS survey administered in early 2023, which will be administered again in 2025



73% of students were very or generally satisfied with the extent to which they “experience a sense of belonging or community at Cascadia”. At other 2-year institutions, 75% of students report being satisfied with their sense of belonging.

Satisfied with Diversity

90% of students were very or generally satisfied with the “campus experience/environment regarding diversity at Cascadia”, compared with 82% of students at other 2-year colleges.

Instructor and Class Ratings (CIEs)

Students rated their courses and instructors, by level of agreement with a set of positive statements.

Below is the percent of students who *Agreed* or *Strongly Agreed* with positive statements about their courses and instructors. Also is the percent of students who said they would recommend the course, averaged over all courses.

	Course	Instructor	Recommend
2022-23	84.8%	85.6%	78.5%
2023-24	85.5%	87.6%	79.0%

- Course, Instructor, and Recommend ratings all improved this year.
- A large percentage of students would recommend their courses others, which is indicator of strong general satisfaction with courses and instructors.

Self-Engagement Ratings

Students also responded to four positively worded questions about their own academic engagement. A large percent of students were “Mostly” or “Very Much” engaged in their courses and studies, although this declined very slightly this past year.

	Not Me	Somewhat Me	Mostly/Very Much Me
2022-23	2.8%	9.1%	88.1%
2023-24	2.9%	9.1%	87.5%

Student Learning

Assessment

Learning across Cascadia is measured in terms of four institutional outcomes:

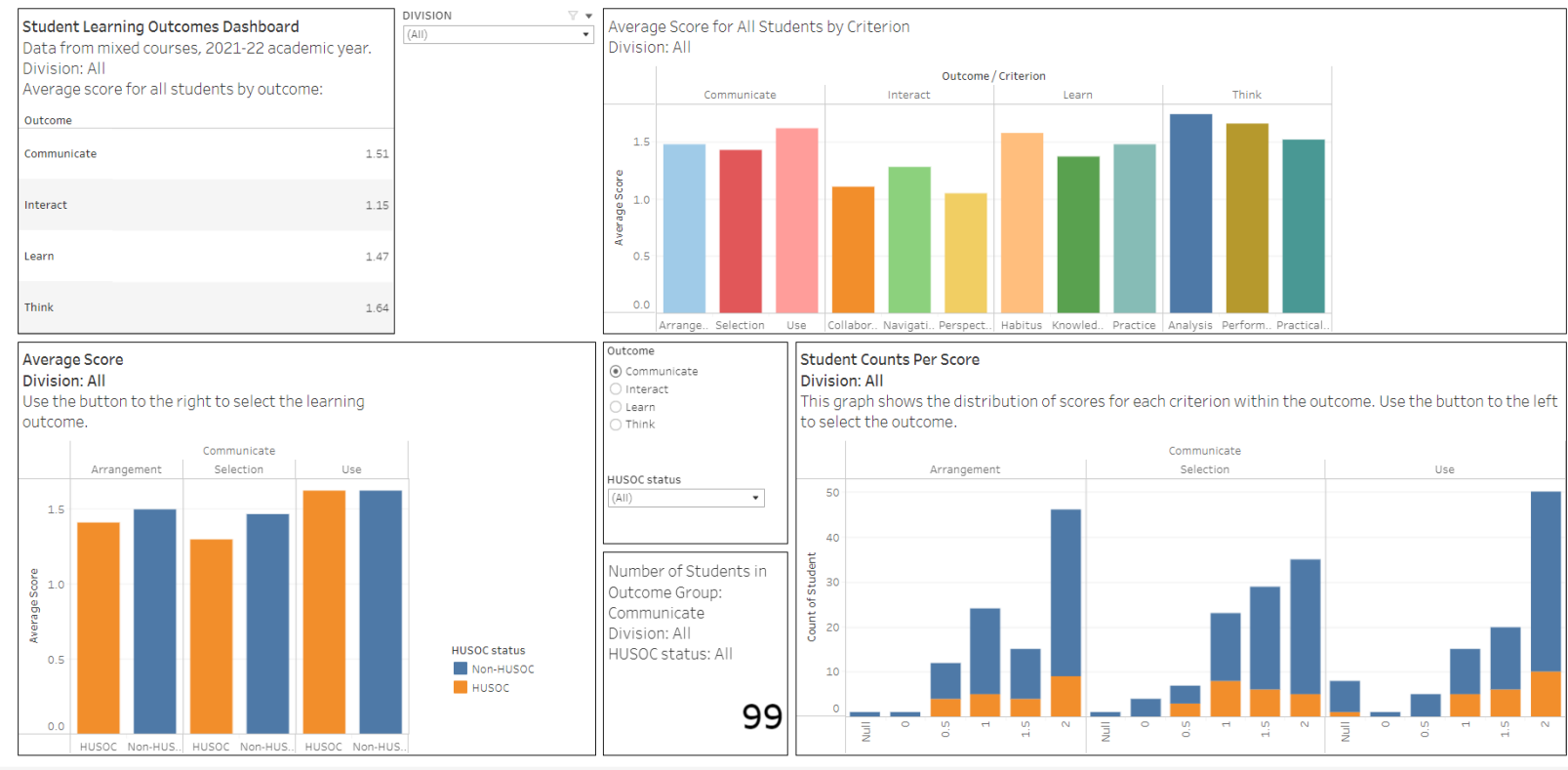
- Learn Actively
- Think Critically, Creatively, & Reflectively
- Communicate with Clarity and Originality
- Interact in Diverse and Complex Environments

Student Learning is assessed by gathering student work samples, then faculty teams rate the work. Raters use rubrics to determine the extent to which student work demonstrates achievement in the four institutional learning areas.

Faculty can use the Student Learning Dashboard (image at right) to investigate the learning outcome ratings across divisions. One panel (bottom left) shows results by historically underserved students of color (HUSOC) vs non-HUSOC.

In this coming 2024 – 2025 year, faculty will use this dashboard and other data, to review results and reflect on teaching and learning improvement strategies.

Image of student learning outcomes dashboard



The Student Learning Outcomes dashboard was delivered in Fall of 2023. It is actively being revised and updated.

Learning Outcomes

Cascadia College prepares students to learn actively, think critically and creatively, communicate with clarity and originality, and interact in diverse and complex environments.

Learn Actively

Successful students will be able to find and use a variety of sources to construct meaning from expanding and conflicting information.

Think critically, creatively, & reflectively

We view thinking as the capacity to explore and process issues, ideas, artifacts and events before accepting or developing a conclusion. Exploring and processing involves using tools to break up and combine complex ideas in support of learning and problem solving in specific situations in the world.

Communicate with Clarity and Originality

Successful Cascadia students will be able to gather information and draft and publish/perform texts that demonstrate critical and creative thinking and an awareness of the conventions of clear, original communication in a specific situation for a specific audience.

Interact in Diverse and Complex Environments

Successful Cascadia students will be able to engage with complex differences between and among their own cultures and others as manifested through social inequities, recognizing and articulating their understanding of diverse perspectives including their own.



Program Review

The seven Areas of Interest (AOI) each were organized from mapping courses, educational pathways, and degrees.

In 2024 the faculty from each of the AOIs defined key learning outcomes specific to educational pathways. These AOI outcomes are synonymous with program outcomes. AOIs have five to seven outcomes.

Status

- ❖ Student feedback on Areas of Interest has been positive
- ❖ AOIs and pathways are congruent in helping students meet their goals
- ❖ Student Success Service advisors are aligned with pathways and tracking student progress
- ❖ Numbers of students in each pathway will be reported later in Fall 2024.
- ❖ In 2024-2025, program assessment will be focused on Areas of Interest (AOI).

Areas of Interest	Student Learning
Programs	Courses
AOI Level Outcomes	Institutional Outcomes (Learn, Think, Communicate, Interact)



7 Areas of Interest



AOIs have 5 - 7 Outcomes each

Course Success

The data and this report will be updated this Fall term when more up-to-date data are available.

COLL 101 Student Success Rates

- Overall increase of 3%, from 2022-23 to 2023-24
- increase of 8% for students of color
- increase of 7% for students who received a disability accommodation

	2022-23	2023-24	Change
ALL	83%	86%	3%
Female	86%	90%	4%
Male	80%	83%	3%
Nonbinary	73%	90%	17%
Students of color	76%	84%	8%
White	90%	88%	-2%
Black/African American	81%	88%	7%
2+ races	65%	76%	11%
Hispanic	78%	87%	9%
(Ever) received accommodations	83%	90%	7%

STEM Courses Success Rates⁵

- STEM course success rates increased for six out of nine student groups, two declined and one remained the same, from 2022-23 to 2023-24.
- The largest increase in STEM course among racial categories was Hispanic students.

	2022-23	2023-24	Change
ALL	79%	80%	1%
Female	82%	83%	1%
Male	77%	76%	-1%
Nonbinary	67%	81%	14%
Students of color	79%	79%	0%
White	79%	81%	2%
Black	70%	66%	-4%
2+ races	74%	75%	1%
Hispanic	65%	68%	3%
(Ever) received accommodations	75%	77%	2%

⁵ STEM courses are in Mathematics, Professional Technical, or Natural Sciences Division

Continuous Improvement

This fall, strategic and operational teams will provide to the Success Council, action plans for this coming year. Then later in the year, teams will share information with Success Council, on their activities and progress.

The process for strategic planning and operational improvement is guided by a continuous improvement process. That process includes these standard steps:

- PLAN – Improvement. Teams review key issues, identify objectives and baseline data.
- DO - Implementation & Actions. Monitor key actions and results and gather data.
- STUDY Results & Reflections. Teams are guided by questions including:
 - What changes were created? What data demonstrate the changes?
 - How did the effort affect a person (student or staff)?
 - Is there a result that you are most proud of, or you want to share?
- ACT on improvements and Future Disposition. Based on what was learned, teams improve initiative efforts or try new ideas. The Success Council reviews team efforts and sends their recommendations to the E-Team.

Institutional effectiveness

We know that small changes will lead to big impacts. This is a basic tenant of continuous improvement (i.e., Kaizen) and the foundation of our **Operational improvement projects**.

We know that context is the strongest driver of change. Our assessment of environmental opportunities and challenges, along with consideration of our mission goals, leads to the creation of our targeted **Strategic Initiatives**.

- ❖ External context and trends serve as independent mediators of Effectiveness.
- ❖ These elements are identified and used in planning, by strategic or operational initiatives.

2023-2024 Snapshots

The follow pages highlight improvement efforts in brief “Snapshots”.

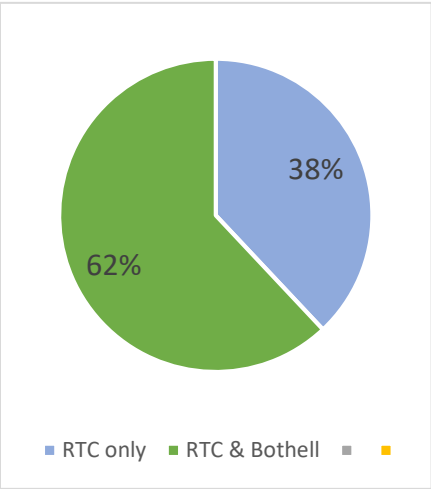
Data that projects may collect for monitoring or results, are shared where they are available.

Program Story: Redmond Together Center

Office of Student Learning and Office of Diversity and Equity

Review Period: 2023-2024

- In Fall of 2023, 58 students took courses at RTC
- For this 2023-24 year a total of 123 students enrolled at Redmond Center.
- RTC draws students mainly from Redmond and Kirkland
- Slightly more RTC-only students were part-time than Bothell-campus students
- Economic disadvantage and racial compositions were similar between locations
- Most (62%) of RTC enrollees also take classes Cascadia’s Bothell campus
- This past year, from fall 2023 through spring 2024, there were:
 - 123 distinct students enrolled at Redmond
 - 145 total course enrollments (some students enrolled in more than one class)



2023-2024 Snapshots

Program Story: Resume and Interview Workshop

Office of Diversity and Equity. Review Period: 2023-2024. Ana Nina

We wanted to increase student confidence in their ability to apply for internships and jobs connected to their academic interests. Our goal is to give them the tools to step confidently into new territory.

Our objectives were the following:

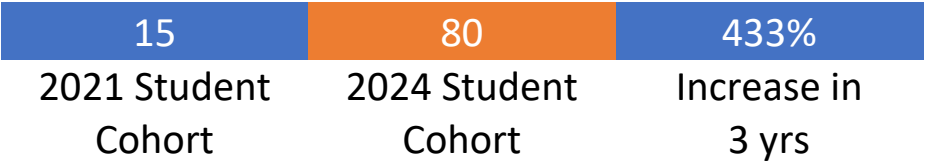
- Provide the Scholars with the understanding of writing and editing a resume.
- Assist the Scholars in revising their resumes.
- Offer the Scholars an opportunity to practice interviewing skills.
- Build collaboration with Cascadia Scholars mentors.

Implementation Actions (Do)

- We contacted mentors to participate in the workshop, defined the workshop content, and provided event logistics and marketing.
- The participating mentor (an HR expert) collaborated in this workshop. We provided students with resume writing guidelines and interviewing tips.

This project is a part of the Cascadia Scholars program which assists historically underrepresented students, helping them connect to the college and their educational and career goals.

Scholars started with a cohort of 15 students, quickly growing to over 80 students in three years.



Results & Reflection (Study)

- Qualitative data (student narratives) indicated that students gained confidence in their ability to find internship and job opportunities.
- Students reported feeling greater confidence with a revised resume and interviewing skills which they used for job applications on and off campus. Some of the participating students reported back that they found jobs at Cascadia and in the community.
- We are very proud of the confidence displayed by an international student who regularly attended our workshops. Despite being a recent arrival in the United States, facing language barriers, this student applied for and obtained a position on campus as a peer educator. He also participated in a campus-wide writing event displaying confidence and joy in being a community member.

Action or Future Disposition

- We need to dedicate more time for this activity.
- The program will be continued this year.

2023-2024 Snapshots

Program Story: Advising. Increase Number of Students Who Make STAQ Appts

Advising Office. Review Period: Fall Quarter 2023. Kristen Buck

Improvement Effort (Plan)

- The STAQ Advising appointments provide a superior educational experience, where students work with their Advisor to map a detailed plan of courses. We want to raise the percentage of Coll 101 students who make an Advising appointment to review their STAQ submission. This improvement effort tests an appointment reminder campaign, conducted through EAB Navigate, as an easy way for advisors to send scheduled reminders to students to book their appointments.
- If we can increase completed appointments, we can increase the number of students who 'find a path' and 'get on a path'. Students with a plan will have their 2 years mapped out and would need few and shorter check-ins. Advisors may also benefit by reducing the number of students who don't have a plan, which tend take more time.

Implementation Actions (Do)

- Identified students to receive personalized alerts to schedule their STAQ appointment. We tracked how many students get each message, how many students click the link in the alert, how many students book an appointment, how many students receive subsequent alerts.
- We chose 3 Advisors to run a Navigate appointment campaign with caseload (a test group), and compare those numbers to the other Advisors' appointment numbers (a control group). We expect to see an increased number of (test) students who meet with their Advisor and create a quarterly map of classes, compared to (control) students who do not.

Results & Reflection (Study)

- All students in the test Coll 101 sections were sent the campaign messages, we did not sort students by certain identifiers. Data showed more test students attended their meetings than control students. Students clicked links in the notices to schedule appointments, attended appointments, and had fewer no-shows than the control group. We learned more about how EAB Navigate campaigns work and how to optimize the number and timing of the reminder alerts.

Action or Future Disposition

- This method will become part of standard work, where all advisors use the campaign alert feature. We will extend the dates of the campaigns so students can make appts through end of quarter, instead of a few weeks before the end.



2023-2024 Snapshots

Program Story: ESL Outreach & Support

Bock Learning Center. Review Period: Winter 2024 – Spring 2024. Sarah Tsai

Improvement Effort (Plan)

- The primary goal was to make Bock Learning Center services available to students in evening ESL classes (College & Career Foundations). ESL faculty expressed a desire to make study space and other resources available to students on campus after closing time.
- Goals were to: Improve awareness, reduced language barriers

Implementation Actions (Do)

- The plan to stay open until 6:00 pm on Wednesdays.
- BLC Director and Tutors “trawled the hallways” for evening students and encouraged them to follow to the BLC. Three evening ESL tutors assisted students at the BLC from 5:30 – 6:00 pm. I “trawled the hallways” for evening students and encouraged them to follow me to the BLC. I also required our three evening ESL tutors to assist students at the BLC from 5:30 – 6:00 pm.
- The Director communicated in French with lower-level francophone students who may not have understood announcements about visiting the BLC.



Results & Reflection (Study)

- Winter 2024: zero visits from evening ESL students
- Spring 2024: 47 visits from evening ESL students!
- Short-term: directly approaching ESL students between 5:15 – 5:45 pm seems to be the best way to get them into the BLC.
- When not personally invited/ushered, students appeared to be hindered by language and confidence barriers.
- While some students undoubtedly wonder why they’re being politely dragged to the Bock, a small number of students return on their own. Those who do not return are at least aware of the resource.

Action or Future Disposition

- Equity and inclusion issues were the catalyst for this initiative. The BLC has not resumed its pre-pandemic hours of operation; reduced hours have made it difficult for evening ESL students (and evening students generally) to make the Bock part of their academic routines.
- I did not promote the expanded hours beyond the CCF faculty mailing list; however, non-CCF students used the BLC on Wednesday evenings a total of 21 times. This leads me to wonder how a campus-wide promotion of evening hours might affect foot traffic.
- Ana Nina (The Center) and I have discussed teaming up to provide spaces for ESL students to congregate and study before class.

2023-2024 Snapshots

Program Story: Student Life Communication Audit

Activities & Recreation Center (ARC). Review Period: July 2022 – June 2023. Becky Riopel

Improvement Effort (Plan)

- Annual assessment of our communication strategies and tools to determine if still beneficial and appropriate. The goal was to make sure the communication strategies and resources being used were meeting our needs and connecting with students and campus in the way we intend.
- Analytics from social media and other digital platforms and student survey data helped inform creation of the improvement plan.

Implementation Actions (Do)

- Students (our target population) will receive content in an efficient and appealing way, leading to more engagement in services and activities featured. Various social media platforms and techniques were used to increase engagement.

Results & Reflection (Study)

Specific engagement platforms and techniques stood out as being more successful.

- Reels and polls on Instagram tend to have higher student interaction.
- Content was redirected to the more successful platforms.
- No perceived barriers.

Action or Future Disposition

This project will be reviewed annually, likely in the summer so revisions can be made prior to the Fall Quarter. Based on annual review, we will

- revise content to ensure accuracy and relevancy
- continue to monitor engagement to determine if we are using the most effective platforms



2023-2024 Snapshots

Program Story: Crip Camp Screening and discussion

Equity and Inclusion Center. Review Period: 2023-2024. Ana Nina

Improvement Effort (Plan)

- We sought to create programming to address a gap identified by a disabled student. This student described feeling invisible on campus. We wanted to address this need. It was also an opportunity to collaborate across departments at Cascadia.

The specific objectives we wanted to achieve were the following:

- Recognize and meet an identifiable student need.
- Provide a sense of belonging to the student.
- Raise awareness about issues impacting the disabled community, particularly the long fight for disability rights.
- Promote a safe space for a conversation about society’s misconceptions regarding ability.
- Build collaboration across Cascadia departments, including faculty, and staff.

Implementation Actions (Do)

- The screening of the documentary Crip Camp followed by a discussion with faculty, the director of Student Accessibility Services and students.



Results & Reflection (Study)

- The panel discussion after the screening showed a change in the understanding of concepts around ability. The audience talked about preconceived notions of ability, the medicalized model of disability, the challenges presented by invisible disabilities, and the needs of students and faculty navigating these issues. We witnessed increased self-awareness indicated by comments such as “...this is the first time I feel like I belong,” “I feel visible...thank you for organizing this so quickly...”
- It impacted students and faculty as indicated by the feedback that “I felt seen,” “this [Center environment] is the first time I feel I can be myself,” “this is exactly why this space exists.”
- We are very proud to hear from one of our autistic students that the environment created allowed them to be themselves and feel like they belonged for the first time. We are also very proud to hear from the student who prompted this event that they felt heard and appreciated how quickly we addressed their concerns. Finally, we are proud of the bridges built with faculty and staff.

Action or Future Disposition

- We will continue to develop marketing strategies and ways to promote student engagement and reduce barriers to attendance.
- While we are not planning to screen Crip Camp this year, we will continue to raise awareness about barriers to inclusion. For example, we are organizing with the Director of Student Accessibility and Cascadia faculty workshops on teaching and learning with autism and ADHD.

Cascadia College Board of Trustees Discussion Item 6.c

Subject: Mental Health and Basic Needs

Justification:

The Trustees asked for a report on resources supporting mental health for students.

Background:

The attached presentation is an overview of the resources and services available to support students' mental health at Cascadia.

Cascadia Student Success Services has partnered with several organizations and agencies to offer a comprehensive set of services to support both mental health and basic needs.

The presentation will give an overview of current services offered and next steps:

- Counseling Services (provided by UWB Counseling Services)
- Basic Needs Navigator (supported by WA state legislature/SBCTC)
- Supporting Students Experiencing Homelessness Grant (supported by SBCTC)
- Benefits Hub Emergency Funds (Supported by United Way of King County and Cascadia College Foundation)
- Kodiak Cave Food Resource Center (Supported by Cascadia Services & Activities Fees)



Student Success Services

Supporting Mental Health & Basic Needs

Counseling Services

- Partnership with UWB Counseling Center
- Six free sessions per student to include single session, group counseling and/or case management services
- Crisis drop-in and emergency support
- CARE team consultation
- 55 students served during 2023-24



Basic Needs Navigator



- Postsecondary Basic Needs Act (2SHB 1559)
- Requirement of all higher education institutions to have at least a .75 FTE Basic Needs Navigator - Dedicated support to help students find resources both on and off campus.
- Single point of contact for students to access resources like public benefits, housing support, and emergency assistance grants
- Develop a campus Basic Needs Strategic Plan



Benefits Hub Emergency Funding

- Partnership with United Way of King County and the Cascadia College Foundation to provide emergency financial assistance - \$50,000 contracted funds
- Support for unexpected expenses and emergencies.
- Students are eligible for up to \$1,000 per quarter
- Campus agrees to provide students a single location and intake process using a Benefits Hub model
- 65 students served during 2023-24



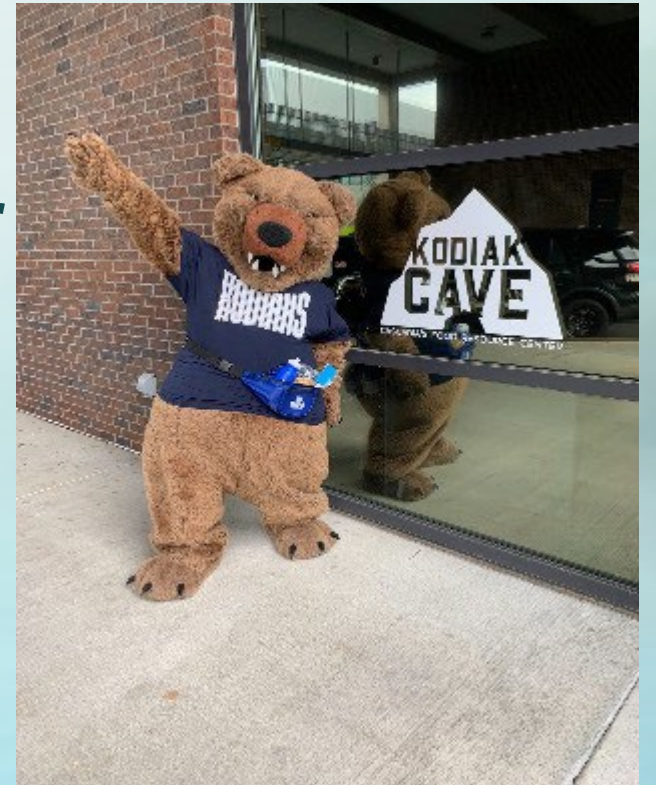
Supporting Students Experiencing Homelessness Grant

- Grant funded by SBCTC to assist students experiencing homelessness and students who were in the foster care system when they graduated high school
- Students are awarded up to \$1500 per quarter to assist with housing-associated costs and food resources to help stabilize their living situations.
- 50 students served during 2023-24



Kodiak Cave Food Resource Center

- End hunger on our campus by providing nourishing meals, education and resources to our Cascadia community
- 4 quarterly shopping trips for students.
- Virtual cooking classes, meal kits, recipes to help educate students, gain introductory kitchen skills and save money
- 225 students served during 2023-24



Future Plans for Mental Health and Basic Needs Support



- Participating in statewide Basic Needs Survey – Washington Student Experience Survey (WSES) in fall 2024
- Exploring partnerships with local community organizations for expanding mental health services & resource
- Exploring a telehealth program offering 24/7 mental health support for students
- Participation in a statewide initiative through Washington Student Achievement Council: Postsecondary Benefits Promotion Pilot – supporting access to public benefits & resources

Cascadia College Board of Trustees
Discussion Item 6.d

Subject: Equity & Inclusion Year-in-Review

Justification:

Each Fall, the Trustees hear from division leaders on their “Year-in-Review” to help keep the Trustees informed of operations, challenges, and successes.

Discussion:

Vice President Chari Davenport will present on Equity & Inclusion’s 2023-24 work.

The Office of E&I continues to support students, staff, and faculty and every year gets better!

119



Diversity & Equity Center





Impact measured by qualitative data – direct feedback:

One of the most impactful and most popular of the events in the Center in 2024









- Panel Discussions
- Peer Workshops
- Collaborations with other student groups and community partners
- Life changing opportunities



- We received our first income this year!
- We will offer courses outside of Cascadia
- Training of new facilitators
- Thank you to our co-facilitators
 - Dr. Eric Murray
 - Dr. Kerry Levett
 - Bryan Fauth





Over 800 students from five school and service districts in April and May 2024 participated in:

- A variety of social justice workshops
- Amazing land acknowledgement experiences
- Campus tours
- Opportunity to connect with other students



Cascadia College Board of Trustees

Discussion Item 6.e

Subject: Marketing & Communications Year-in-Review

Justification:

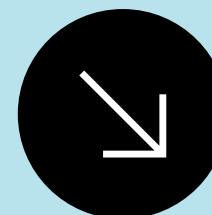
Each Fall, the Trustees hear from division leaders on their “Year-in-Review” to help keep the Trustees informed of operations, challenges, and successes.

Discussion:

Executive Director Meagan Walker will present on Marketing & Communication’s 2023-24 work.

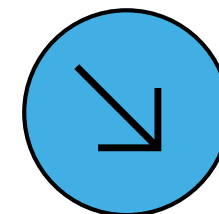
m a r k e t i n g &
c o m m u n i c a t i o n s :

enrollment
c a m p a i g n s



marcom overview of marketing efforts

- BRAND STRATEGY: EXPLORE AUDIENCE, STYLE & MESSAGING
- PAID MEDIA CAMPAIGNS: KEY WORD SEARCH, SOCIAL MEDIA
- UNPAID MEDIA CAMPAIGNS: SOCIAL MEDIA & MEDIA RELEASES
- WEBSITE
- ELECTRONIC MEDIA: BLOGS & VIDEO
- COLLATERAL: FLYERS, BROCHURES, POSTERS, SIGNAGE
- MEASURE METRICS AND ADJUST





Our Brand Reputation

- SUPPORTIVE COMMUNITY
- APPROACHABLE VIBRANT & CONTEMPORARY
- KNOWLEDGEABLE & CARING FACULTY
- ACADEMIC TRANSFERS SPECIALIST
- PARTNERS WITH UW BOTHELL
- E&I FOCUSED
- LEADERS IN SUSTAINABILITY
- BRAND STANDARDS



Marcom's Enrollment Goals

- ESTABLISH BRAND REPUTATION
- CREATE A BUZZ
- INCREASE NAME RECOGNITION
- GENERATE LEADS
- DRIVE ENROLLMENT

process

- use brand as anchor
- establish enrollment goals
- identify audience based on profiles
- select platforms
- place ad buy
- monitor metrics
- adjust as needed



Audience

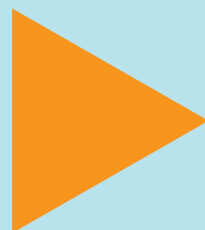
Gen Z



Gen X

aka
millenials

push
play



Platforms

Gen Z

Both

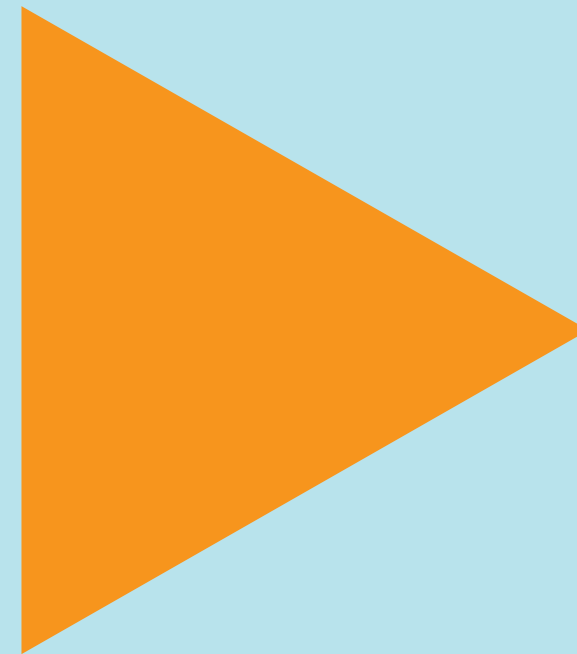
Gen X





Campaign #1 Design

Push to play



“This is how I college”

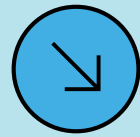
may -june 3 2024

6 weeks

\$17,000 budget

three student profiles
in class and on campus

performed better on
Google, Facebook and
Instagram



Campaign #2 Design



august 2024
4 weeks
\$17,000 budget

5 themed ads
without student
profiles

performed better on
TikTok and website

+ Marketing & Communications

+ Enrollment Services

FOLLOW UP ON LEADS

UWB LIST

OUTREACH EVENTS, FAIRS, VISITS

+ Equity & Inclusion

CASCADIASCHOLARS

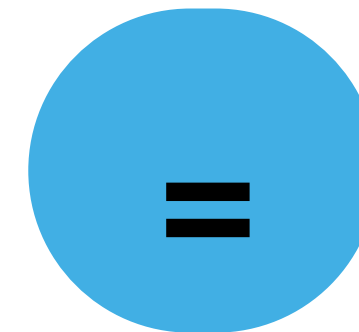
CASCADIA ACADEMY

STUDENTS OF COLOR CONFERENCES

+ Student Learning

OPENING NEW SECTIONS

PROGRAM PATHWAY SIMPLIFICATION



**enrollment
increase**

**up 30+%
compared to
same time
last year
and still
enrolling**

questions?



Cascadia College

Cascadia College Board of Trustees

Action Item 7.a

Subject: 2024-2025 BOT Chair and Vice Chair

Background:

A new Board Chair and Vice Chair must be determined each September. Their duties begin after the conclusion of the September meeting.

Action:

Suggested motion for this action:

"The Board recommends that Trustee _____ will be the 2024-25 Chair of the Board, and Trustee _____ will be the 2024-25 Vice Chair of the Board."

A reminder that the Vice Chair is the designated Legislative Liaison to the Association of College Trustees (ACT) unless otherwise specified.

Vote/Adoption:

Trustee makes the motion: _____

Trustee seconds the motion: _____

	Yes	No	Abstain
Hinojos			
Lee			
Ponto			
Quint			

Cascadia College Board of Trustees

Action Item 7.b

Subject: 2024-2025 Sub-Committee Membership & School District Liaisons

Background:

New sub-committee members and school board assignments must be determined each September. These duties begin after the conclusion of the September meeting.

Consensus:

The Board recommends that:

- Trustee (Blank) and Trustee (Blank) serve on the Finance Sub-Committee.
- No other sub-committees will meet in 24-25

The Board recommends that:

- Trustee (Blank) and Trustee (Blank) represent at Northshore School District.
- Trustee (Blank) and Trustee (Blank) represent at Riverview School District.
- Trustee (Blank) and Trustee (Blank) represent at Lake Washington School District.