

Columbia Basin College  
Board of Trustees' Annual Retreat  
Minutes  
August 12, 2011  
Beers Board Room – 9:00 a.m.

Members in attendance: Sherry Armijo, Sal Beltran, Reneé Finke, Enriqueta Mayuga, Duke Mitchell  
President Cummins, Secretary to the Board; Brady Brookes, Recording Secretary  
Others in Attendance: Camie Glatt, Deborah Meadows, Joe Montgomery, Gary Olson, Bill Saraceno, Martin Valadez

The Agenda	The Discussion	Action
Call to Order	Meeting called to order by Trustee Finke at 9:05 a.m.	
Opening Comments	<p><u>Trustee Finke</u></p> <ul style="list-style-type: none"> <li>• Thanked everyone present for their attendance.</li> <li>• Congratulations to Frank Armijo recipient of the HENAC Achievement Award</li> </ul> <p><u>President Cummins</u></p> <ul style="list-style-type: none"> <li>• Brady Brookes will be today's recording secretary</li> <li>• Will change the agenda order by doing safety portion first</li> </ul>	
Safety/Campus Security	<p>Bill Saraceno</p> <ul style="list-style-type: none"> <li>• 2010-2011 Campus Health and Safety Highlights Report               <ul style="list-style-type: none"> <li>○ Spring Quarter – CBC certified as a HUB College for “Community College Citizen Preparedness Program”                   <ul style="list-style-type: none"> <li>▪ HUB Colleges are certified based on satisfactory completion of the train-the-trainer program offered through the Community College Citizen Preparedness Program. The HUB College agrees to promote the citizen preparedness course to students, faculty and staff and to local citizens. The HUB College also agrees to provide regional advocacy for citizen preparedness training. The HUB College will be reimbursed \$1.00 per each person trained up to \$4200 for a one year period.</li> </ul> </li> </ul> </li> </ul>	
Board Policy Revisions	<p><u>President Cummins</u></p> <ul style="list-style-type: none"> <li>• Reviewed Miriam Carver's comments of Board Policies &amp; Mission Statement               <ul style="list-style-type: none"> <li>○ Ends-1 – Recommends changing the mission statement to conform to ends definition, i.e. result, recipient and worth.                   <ul style="list-style-type: none"> <li>▪ Board discussed and formulated a new Mission Statement (E-1)</li> </ul> </li> <li>○ Policy group four – Ends                   <ul style="list-style-type: none"> <li>▪ President Cummins would like to include “means” into Policy type, “Ends &amp; Means” policy type. (All agreed.)</li> </ul> </li> <li>○ Policy Type: Executive Limitation EL-3 – Treatment of Employees                   <ul style="list-style-type: none"> <li>▪ Delete #4 – “Prevent staff from grieving to the board when (a) internal grievance procedures have been exhausted and (b) the employee alleges either (1) that board policy has been violated to his or her detriment or (2) that board</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Trustee Mitchell moved and Trustee Mayuga seconded to move revised policy E-1 (Mission Statement) to Consent Agenda for September 12 Board meeting. Approved unanimously.</li> </ul>

<p>Board Policy Revisions, con't.</p>	<p>policy does not adequately protect his or her human rights.” (All agreed.)</p> <ul style="list-style-type: none"> <li>○ Policy Type: Governance Process GP-6 – Cost of Governance <ul style="list-style-type: none"> <li>▪ Leave policy as is. (All agreed.)</li> </ul> </li> <li>○ Policy Type: Governance Process GP-8 – By-Laws of Community College District 19 <ul style="list-style-type: none"> <li>▪ Carver suggests removing them. Will leave as is. (All agreed.)</li> </ul> </li> <li>○ Policy Type: Governance Process GP-7 – Naming of Facilities <ul style="list-style-type: none"> <li>▪ Trustee Mitchell moved to add specific language to #2. Camie Glatt will provide exact re-write. (All agreed.)</li> </ul> </li> </ul>	
<p>Student Success Strategic Plan</p>	<p>President Cummins</p> <ul style="list-style-type: none"> <li>• <u>Vision</u> – Responding to predictions that over 60% of all American jobs will require a college education by 2020, CBC has become a state leader in producing certificate and degree program graduates. Through learner-centered innovation and a campus-wide culture that is focused on continually improving student learning, progress, and success, CBC students—attain higher education credentials in percentages that exceed the state and national averages. The College also continues its pre-college instruction, judging progress toward college or GED through annual cohort analysis of “momentum points.” As a result, CBC pre-college students no longer languish and fail to arrive at college matriculation or complete GED or ESL program certificates. In all things, College faculty and staff understand that attrition and failure are counteracted by one thing: increased learning, which comes directly from individual motivation flourishing in college-engineered structures of engagement.</li> <li>• <u>Guiding Principles for Student Success as Mission Fulfillment</u> <ul style="list-style-type: none"> <li>○ Teaching and learning strategies are research-based with proven outcomes</li> <li>○ Focused on learning with a systems approach that integrates accreditation, Title V, and equity issues</li> <li>○ Measurable progress on clearly stated improvement goals</li> <li>○ All campus leaders—faculty, Board members, and administration—are engaged and actively involved in making progress on the completion agenda</li> <li>○ Sustained focus on student success is evident in policies, procedures, and practices</li> <li>○ Broad and continuous faculty/staff/student/community engagement and collaboration</li> <li>○ Planning and budgeting are aligned with vision, priorities, and strategies of student success agenda</li> <li>○ Culture of evidence and inquiry is pervasive with strong support from IR and includes cohort tracking of disaggregated data</li> <li>○ Professional development efforts are aligned with the student success agenda</li> <li>○ Student success interventions are based on best practices that are tested and shown to be causal, not simply correlational</li> </ul> </li> <li>• <u>Student Success Mission</u> –The value proposition of the Student Success agenda efforts is to provide innovative and strategic efforts to increase student success that is defined by (a) progress on momentum points toward tipping point; (b) an annual increase in certificates and degrees awarded that is weighted for enrollment fluctuations; and (c) improvement on (a) and (b) that are analyzed through disaggregated cohort data to ensure progress on equity issues.</li> </ul>	

<p><i>Student Success Strategic Plan, con't.</i></p>	<ul style="list-style-type: none"> <li>• <u>Initiatives</u> – Numerous innovations characterize advising, teaching, and learning at CBC to further the College’s fundamental focus on student success, social mobility, and economic development in our community. Proven strategies for teaching and learning are widely incorporated by the faculty and are supported by the staff. Some of these “structures of engagement” include: Improved Analytics, Diagnostics, &amp; Placement; Improved Advising, Coaching, &amp; Mentoring Strategies; Enhanced Curricular Pathways; Teaching and Learning Innovations.</li> <li>• <u>Work Plan for Strategic Initiatives</u> – The Vice President for Instruction and the Vice President for Student Services will, with significant input from faculty and staff, create an annual work plan to operationalize these strategic initiatives.</li> <li>• More to come on fall and winter quarter progress.</li> </ul>	
<p>Physical and Emotional Well Being Model</p>	<p>President Cummins/Joe Montgomery</p> <ul style="list-style-type: none"> <li>• Developing a Clearer Concept of the Physical &amp; Emotional Well-Being End State</li> <li>• <u>The Problem</u>-- Well-Being Mission Area Needs Clarity <ul style="list-style-type: none"> <li>• End State: “CBC will contribute to the physical and emotional well-being of its students and the community”</li> <li>• Unfortunately, there is no commonly-accepted definition or model of well-being used across the campus-- it is not clear what the goal is for students</li> <li>• Given the ambiguity of the WB construct, there is relatively little attention or focus on this area-- or even a belief in its importance</li> <li>• Without a commonly-understood model, there is no effective way to plan, allocate resources, establish indicators, assess progress, etc.</li> <li>• Once there is agreement on a model of well-being, then all of these actions will follow</li> </ul> </li> <li>• <u>Implications of Well-Being Model for End State Wording</u> <ul style="list-style-type: none"> <li>• Current End State: “CBC will contribute to the physical and emotional well-being of its students and the community.”</li> <li>• Proposed revision: “CBC will contribute to the physical and the psychological well-being of its students, in support of student success in their programs of study.”</li> </ul> </li> <li>• <u>Actions CBC Can Take to Improve Psychological Well-Being of Students</u> (Note: most of these items are taken from the “Student Success Strategic Plan”) Actions could include: <ul style="list-style-type: none"> <li>• Improve placement accuracy, including use of multiple measures in placement process. This will help increase success experiences, reduce failure experiences</li> <li>• Help students complete math requirement as quickly as possible upon enrollment through tutoring, supplemental instruction, etc.</li> <li>• Increase student access to counselors, advisors, faculty</li> <li>• Explain the purpose of the Well-Being Mission Area to faculty-- share research results showing faculty encouragement has a major positive impact on students</li> <li>• Initiate 5 1-credit courses for success, including FYI, capstone FYI, etc.</li> <li>• Embed counselors in instructional divisions</li> <li>• Create cohort enrollment option (with lock-step progress) to increase sense of community, reduce experience gap of “first generation” college students</li> </ul> </li> </ul>	

<p><i>Physical and Emotional Well Being Model, con't.</i></p>	<ul style="list-style-type: none"> <li>• Increase tutoring opportunities, SI throughout the campus</li> <li>• Establish reverse articulation agreement with WSU to minimize loss of credits, make sure students earn an AA even if (especially if) they do not earn a BA/BS</li> <li>• Increase hybridization, full internet option for courses to expand availability</li> <li>• Provide summer bridge program to ease transition to college</li> <li>• Expand FYI to a full quarter-- with advising, faculty support, student cohort, etc. throughout the entire first quarter</li> <li>• Intentionally target ASCBC programs at wellness</li> </ul>	
<p>Linkage with the Community Calendar</p>	<p><u>President Cummins</u></p> <ul style="list-style-type: none"> <li>• Much discussion on Linkage reports</li> <li>• Health Care, Ag, Business, Hispanic Chamber</li> <li>• Plan next community connection for October Board meeting</li> </ul>	
<p>Fiscal Indicators/Reserves</p>	<p><u>Bill Saraceno</u></p> <ul style="list-style-type: none"> <li>• Discussion of budget report</li> </ul>	<ul style="list-style-type: none"> <li>• Trustee Armijo moved and Trustee Mitchell seconded to move 2011-2012 Budget to Consent Agenda for September 12 Board meeting. Approved unanimously.</li> </ul>
<p>Presidential Evaluation's Alignment with Policy Governance</p>	<p>Policy Type: Board-Staff Linkage BSL-4 – Monitoring Executive Performance</p> <ul style="list-style-type: none"> <li>• #4 – Each June the board will conduct a formal evaluation of the CEO. This evaluation will focus on the monitoring data on ends and executive limitations policies provided during the intervening year. However, the board's evaluation may also include pre-determined criteria based on the board's expectations of the CEO's performance so long as such criteria have been specified one year in advance of the evaluation.</li> </ul>	
<p>Adjournment: 3:35 p.m.</p>	<p>Next Regular Meeting September 12, 2011, 2:00 p.m</p>	<p>lp</p>

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Reneé Finke, Chair