

**COLUMBIA BASIN COLLEGE
BOARD OF TRUSTEES MEETING**

November 15, 2024
Beers Board Room & Virtual
7:30 a.m.

Agenda

Call to Order

Pledge of Allegiance

Agenda Changes*

Approval of Minutes*

Exhibit A: October 14, 2024 Board of Trustees Meeting

Celebrating Excellence

CBC Financial Aid Department

Ben Beus, Director for Financial Aid

Lizz Moon-Patrick, Asst Director for Financial Aid

Hannah Throop, Asst Director for Financial Aid & Compliance Officer

Amanda Hamill, Program Specialist 2

Mayra Hernandez, Program Specialist 2

Christina Meza, Program Specialist 2

Catherine Strack, Program Specialist 2

Cynthia Trevino, Program Specialist 2

WA State TRIO Association *Most Innovative Leader Award* Recipient – May

WA State TRIO Association *Emerging Leadership Award* Recipient – Oct

Araceli Suárez, Director for Student Support Services - TRIO

Remarks

By Administration

President Rebekah Woods, Exhibit B: CBC in the News

Foundation Executive Director/CEO Erin Fishburn

By ASCBC Student Representative Maeve Bolling

By Faculty Senate Chair Kiera Squires

By AHE Representative Rik Smith

By Board Members

Public Comments

- Anyone who would like to share public comment, for the record, please give your name and whether you are a student, employee or a member of the community. If you are participating through zoom, please raise your hand and we will promote you to a panelist so you may speak.
- Please limit your comments to 3 minutes.
- During public comment, the Board will focus on listening and treat all comments with equal attention and respect. We ask the same of all attendees.

Discussion/Action*

Exhibit C: First Reading – Board of Trustees Bylaws Articles VI - X

Reports

Exhibit D: Revised Reporting Proposal for Mission Fulfillment 2023-24 through 2025-26

Exhibit E: Cash Reserve Report

Exhibit F: Operating Funds Variance Report

Adjournment

***(Requires motion/approval)**

If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 542-4802 as soon as possible to allow sufficient time to provide accommodations.

Upcoming Event Date

November 2024

15	CBC Board of Trustees Meeting, 7:30am, Beers Boardroom, CBC Pasco Campus
15 – 16	CBC Theatre Fall Production <i>Shakespeare: Lit Scenes in Today's Lingo</i> , 7:30pm, Free & Open to the Public, CBC Theatre, CBC Pasco Campus
18	CBC Orchestra Concert, 7pm, CBC Theatre, CBC Pasco Campus
18	Pasco City Council Regular Meeting , 7pm, 525 N Third Ave, Pasco
19	CBC Choir Concert, 7pm, CBC Theatre, CBC Pasco Campus
21	CBC Family Math Night, 5pm, HUB Atrium, CBC Pasco Campus
21	CBC Jazz Night, 7pm, CBC Theatre, CBC Pasco Campus
21	Hanford Nuclear Legacy Series, <i>Economic Development and Diversification in the Tri-Cities</i> , 2pm, CBC Pasco Campus SWL 121
23	United Way Festival of Trees , 5:30pm, Three Rivers Convention Center, Kennewick
25	Pasco City Council Workshop Meeting , 7pm, 525 N Third Ave, Pasco
26	Pasco School Board Meeting , 6:30pm, Board Room, 1215 W Lewis St, Pasco
26	Richland School Board Meeting , 6:30pm, 6972 Keene Road, West Richland
28	Thanksgiving Day Observed, CBC Campus Closed
29	Native American Heritage Day Observed, CBC Campus Closed

December 2024

2	Pasco City Council Regular Meeting , 7pm, 525 N Third Ave, Pasco
3	CBC Concert Band, 7pm, CBC Theatre, CBC Pasco Campus
5	Hanford Nuclear Legacy Series, <i>Energy and Future Tri-Cities Initiatives</i> , 2pm, WSU Tri-Cities East Auditorium
6	Legislative Luncheon hosted by CBC & WWCC, 12 – 2pm, Gjerde Ctr, CBC Pasco Campus
9	CBC Board of Trustees Meeting, 4:30pm, Beers Boardroom, CBC Pasco Campus
9	Pasco City Council Workshop Meeting , 7pm, 525 N Third Ave, Pasco
10	Trustee Tuesday, Topic: <i>Crystal Ball Insights on the Federal & State Election Results and Future Impact to Higher Education</i> , 8-9am, Link to Registration
10	Pasco School Board Meeting , 6:30pm, Board Room, 1215 W Lewis St, Pasco
10	Richland School Board Meeting , 6:30pm, 6972 Keene Road, West Richland
11	Kennewick School Board Meeting , 5:30pm, 1000 W 4 th Ave, Kennewick
16	Pasco City Council Regular Meeting , 7pm, 525 N Third Ave, Pasco
23	Pasco City Council Workshop Meeting , 7pm, 525 N Third Ave, Pasco
25	Christmas Day Observed, CBC Campus Closed

 CBC Board Meetings

 CBC Events

 Trustee Pro Development / Conferences

 Community Events

 Community Board Meetings

 Holidays

Upcoming Event Date

January 2025

1	New Year's Day Observed, CBC Campus Closed
6	Pasco City Council Regular Meeting , 7pm, 525 N Third Ave, Pasco
8	Kennewick School Board Semi-Annual Retreat Mtg, 5:30pm, 1000 W 4 th Ave, Kennewick
13	CBC Board of Trustees Meeting, 4:30pm, Beers Boardroom, CBC Pasco Campus
13	Pasco City Council Workshop Meeting , 7pm, 525 N Third Ave, Pasco
14	Trustee Tuesday, Topic: TBD, 8-9am, Virtual Meeting
14	Pasco School Board Meeting , 6:30pm, Board Room, 1215 W Lewis St, Pasco
14	Richland School Board Meeting , 6:30pm, 6972 Keene Road, West Richland
20	Pasco City Council Regular Meeting , 7pm, 525 N Third Ave, Pasco
20	Martin Luther King Jr. Day Observed, CBC Campus Closed
22	Kennewick School Board Meeting , 5:30pm, 1000 W 4 th Ave, Kennewick
23	Tri-Cities Legislative Day, Capital Building, Olympia
27	Pasco City Council Workshop Meeting , 7pm, 525 N Third Ave, Pasco
28	Pasco School Board Meeting , 6:30pm, Board Room, 1215 W Lewis St, Pasco
28	Richland School Board Meeting , 6:30pm, 6972 Keene Road, West Richland
29 – 30	Legislative Visits at Capital Building - Dr. Woods, Trustees and Students in Olympia

February 2025

3	Pasco City Council Regular Meeting , 7pm, 525 N Third Ave, Pasco
9-12	ACCT National Legislative Summit, Marriott Marquis, Washington DC
10	Pasco City Council Workshop Meeting , 7pm, 525 N Third Ave, Pasco
11	Pasco School Board Meeting , 6:30pm, Board Room, 1215 W Lewis St, Pasco
11	Richland School Board Meeting , 6:30pm, 6972 Keene Road, West Richland
12	Kennewick School Board Meeting , 5:30pm, 1000 W 4 th Ave, Kennewick
14	CBC Board of Trustees Meeting, 7:30am, Beers Boardroom, CBC Pasco Campus
17	Pasco City Council Regular Meeting , 7pm, 525 N Third Ave, Pasco
17	President's Day Observed, CBC Campus Closed
24	Pasco City Council Workshop Meeting , 7pm, 525 N Third Ave, Pasco
25	Pasco School Board Meeting , 6:30pm, Board Room, 1215 W Lewis St, Pasco
25	Richland School Board Meeting , 6:30pm, 6972 Keene Road, West Richland
26	Kennewick School Board Meeting , 5:30pm, 1000 W 4 th Ave, Kennewick

 CBC Board Meetings

 Community Events

 CBC Events

 Community Board Meetings

 Trustee Pro Development / Conferences


 Holidays

Exhibit A

Columbia Basin College
Board of Trustees Meeting Minutes
October 14, 2024
Hybrid Meeting 4:30 p.m.

Board Members in attendance: Kedrich Jackson, Allyson Page (virtual), Holly Siler (virtual)

Board Secretaries: Rebekah Woods - President & Secretary to the Board, Ronda Rodgers - Recording Secretary

In-Person Attendees: Eduardo Rodriguez, Michael Lee, Cheryl Holden, Elizabeth Burtner, Corey Osborn, Jamie Duncan, Brian Dexter, Dan Quock, Kyle Winslow, Katie Banks, Noriko Ryder, Jocelyn Reyes-Chávez, Ozzy Edeza, Erin Fishburn, Diana Ramirez, Royce Cone, Hasan Cruz, Citlali Monay, Elijah Saba

Virtual Attendees: Kelsey Myers, Melissa McBurney, Kiera Squires, Steve Smiley, Lane Schumacher, Doug Hughes

The Agenda	The Discussion	Action
Call to Order		Meeting called to order by Trustee Jackson at 4:32 p.m.
Pledge of Allegiance	Trustee Jackson led the Pledge of Allegiance.	
Agenda Changes	No changes made to the agenda.	Trustee Siler moved and Trustee Page seconded a motion to approve the October 14, 2024 agenda as written. Approved unanimously.
Approval of Minutes	September 9, 2024 Board of Trustees Meeting Minutes Discussion - None	Trustee Page moved and Trustee Siler seconded a motion to approve the September 9, 2024 minutes as written. Approved unanimously.
<u>Celebrating Excellence</u> Higashi Nippon International University Student Exchange Program Katie Banks, Dean for Social & Behavioral Sciences and Education Noriko Ryder, Adjunct Instructor & Japanese Cultural Liaison Jamie Duncan, Assistant Director of Student Activities Jennifer Castro-Velasquez, Director of LaCASA & Student Exchange Chaperone Hasan Cruz, CBC Student Citlali Monay, CBC Student Elijah Saba, CBC Student	CBC and WSU-TC teamed up on a student exchange partnership with Higashi International University (HNIU) and Fukushima College in Japan. In July, three CBC students accompanied by Jennifer Castro-Velazquez, and two WSU-TC students accompanied by Sarah Newcomer, headed to Japan. They spent two days in Nagasaki at the Nagasaki Peace Park & Atomic Bomb Museum, two days in Hiroshima at the Hiroshima Peace Memorial Park & Peace Museum, and the remainder of their time in Iwaki City. While there they visited the Fukushima Robot Test Field, participated in campus tours and lectures at HNIU and at Fukushima College, returning home on August 9. As part of our partnership with HNIU and Fukushima College, CBC Dean for Social & Behavioral Sciences and Education, Katie Banks, in collaboration with WSU-TC, developed the Hanford Nuclear Legacy (HNL) lecture series. This 5-part lecture series spans 80 years of history, exploring the social, environmental, and economic impacts of Hanford. An HNL flyer with upcoming dates for lectures was provided to the Board.	
<u>Remarks</u> By Administration, President	CBC is represented by four legislative districts : 8, 14, 15, and 16. CBC and WWCC will host a Legislative Luncheon on Friday, December 6 from 12 – 2pm in the Gjerde Center. The WACTC legislative priorities for this session are provided as handouts in the Board Packet.	

<u>Reports</u> Exhibit C: Cash Reserve Report Exhibit D: Operating Funds Variance Report Exhibit E: Executive Limitations Monitoring Reports EL-1, EL-2, EL-3	VP for Administrative Services, Eduardo Rodriguez, provided highlights from the Cash Reserve Report and the Operating Funds Variance Report (Exhibits C & D). Trustee Jackson asked what the increase in Running Start (RS) enrollment was and when CBC sees tuition reimbursement for RS students. RS is up 18-19% year over year and CBC receives RS reimbursement in November each year. President Woods presented interpretations and evidence for each statement on the Executive Limitations Monitoring Reports EL-1 through EL-3 (Exhibit E).	
<u>Discussion/Action</u> Exhibit F: First Reading – Board of Trustees Bylaws Articles I - V	Trustees have no comments or changes for the Board of Trustees Bylaws Articles I - V (Exhibit F).	Trustee Siler moved and Trustee Page seconded a motion to approve the Board of Trustees Bylaws Articles I - V as written. Approved unanimously.
Adjournment: 5:20 p.m.	Trustee Jackson adjourned the meeting at 5:20 p.m.	
	Next Board of Trustees Meeting Beers Board Room & Zoom Webinar November 15, 2024 - 7:30 a.m.	

Kedrich Jackson, Vice Chair

Exhibit B

CBC in the News



October 2024

[KNDU-TV: Job fair for those affected by Lamb Weston closure in Connell set for Oct. 21 at CBC](#)

[KNDU-TV: New cultural center opens space for Hispanic students, artists at CBC](#)

[KNDU-TV: Fall quarter enrollment up at Columbia Basin College](#)

[KNDU-TV: Tim Harkins named new Deputy Fire Chief in Pasco](#)

[KNDU-TV: Job fair for those affected by Lamb Weston closure in Connell set for Oct. 28](#)

[KEPR-TV: Over Twenty Employers Look To Fill Positions Amid Lamb Weston's Connell Facility Closure](#)

[KAPP-KVEW: CBC, WSU-TC and Worksource host events to assist those impacted by Lamb Weston closure](#)

[KAPP-KVEW: Tim Harkins transitions from battalion chief to deputy fire chief in Pasco](#)

[KAPP KVEW: CBC sees 11% enrollment increase in fall 2024 compared to previous year](#)

[Tri-City Herald: Tri-Cities high school science teacher is named a prestigious Fulbright scholar](#)

[Tri-City Herald: Record-busting freshman classes boost Tri-Cities college attendance. What's driving it](#)

[Tri-Cities Journal of Business: Colleges complete several smaller-scale projects](#)

[The Lewiston Tribune: Farmers sounds off on fuel costs](#)

[Gazette Record: Swallows lands in top ten at CBC](#)

[The Journal of Olympia, Lacey, and Tumwater: SPSCC's Luke Fenner wins historic first golf league tournament for the Clippers](#)

[Fieldlevel: Phil Curry Announces Commitment to Columbia Basin College Baseball](#)

[Fieldlevel: Hailey Eresman Announces Commitment to Play Women's Soccer at Columbia Basin College](#)

[Fieldlevel: Tristan Dodds Announces Commitment to Play Baseball at Columbia Basin College](#)

[The Chronicle of Higher Education: Program Coordinator - Student Records \(Non-Permanent\)](#)

[HigherEdJobs: Assistant Director for Enrollment Services](#)

[Higher Ed Jobs: Human Resources Consultant 1 - Student Employment](#)



Exhibit C

BY-LAWS

POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: BY-LAWS OF COMMUNITY COLLEGE DISTRICT 19

The Board of Trustees of Community College District 19, under the authority vested in said Board by the Laws of the State of Washington, hereby adopt the following By-Laws.

Article VI

ADOPTION OR REVISION OF POLICIES

- Section 1.** ***Board Policies.*** Policies of the Board are established for Executive Limitations, Board Governance Process, Board Staff Linkage and Ends Policy Statements. In order to achieve a consistent pattern of administration, such policies should be reflected in continuous decision making.
- Section 2.** ***Timeline.*** Proposed written policies, or revision of existing written policies, shall be presented to the Board one month prior to the intended date of formal action to provide ample time for consideration and possible revisions.

BY-LAWS

POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: BY-LAWS OF COMMUNITY COLLEGE DISTRICT 19

The Board of Trustees of Community College District 19, under the authority vested in said Board by the Laws of the State of Washington, hereby adopt the following By-Laws.

Article VII

OFFICERS OF THE BOARD

- Section 1.** ***Election.*** At the first regular meeting of the Board following July 1 of each year, the Board shall elect from its membership a Chair and Vice-Chair to serve for the ensuing year. In Addition, the President of Columbia Basin College shall serve as Secretary to the Board of Trustees as specified by State Law. The Secretary may, at his/her discretion, appoint the administrative assistant or other appropriate college staff member to act as recording secretary for all regular and special meetings of the Board.
- Section 2.** ***Chair.*** The Chair, in addition to any duties imposed by Rules and Regulations of the State Board, shall preside at each regular or special meeting of the Board, sign all legal and official documents recording action of the Board, and develop in concurrence with the Board Secretary, an agenda for each meeting of the Board. The Chair shall, while presiding at official meetings, have full rights of discussion and vote.
- Section 3.** ***Vice-Chair.*** The Vice-Chair, in addition to any duties imposed by Rules and Regulations of the State Board, shall act as Chair of the Board in the absence of the Chair.
- Section 4.** ***Chair Pro Tempore.*** In case of the absence of the Chair and Vice-Chair from any meeting of the Board of Trustees or in case of the inability of both of the two to act, the Board of Trustees shall elect for the meeting a chair Pro Tempore, and may authorize such Chair Pro Tempore to perform the duties and acts authorized or required by said Chair or Vice-Chair to be performed, as long as the inability of these said officers to act may continue.
- Section 5.** ***Secretary.*** The Secretary of the Board shall in addition to any duties imposed by Rules and Regulations of the State Board, keep the official seal of the Board, maintain all records of meetings and other official action of the Board.
- Section 6.** ***Duties.*** The Secretary shall also be responsible for Board correspondence, compiling the agenda of meetings, and distributing the minutes of the meetings and related reports.
- Section 7.** ***Meetings.*** The Secretary, or the designee must attend all regular and special meetings of the Board, and official minutes must be kept of all such meetings.

Adopted: 07/01/1997
Revised: [mm/dd/yyyy]
Last Reviewed: 10/09/2023

BY-LAWS

POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: BY-LAWS OF COMMUNITY COLLEGE DISTRICT 19

The Board of Trustees of Community College District 19, under the authority vested in said Board by the Laws of the State of Washington, hereby adopt the following By-Laws.

Article VIII COMMITTEES

- Section 1.** *Board as a Whole.* The Board of Trustees shall act as a Committee of the Whole for the conduct of its business.
- Section 2.** *Special Committees.* Special committees of Board members may be appointed by the Chair of the Board upon authority of the Board with such powers and duties and for such term as the Board may determine.
- Section 3.** *Board Minutes.* Minutes of the proceedings of each committee shall be kept and as soon as practical after a meeting a copy of said minutes shall be mailed or delivered to each member of said committee and remaining members of the Board of Trustees and the President of the college.

BY-LAWS

POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: BY-LAWS OF COMMUNITY COLLEGE DISTRICT 19

The Board of Trustees of Community College District 19, under the authority vested in said Board by the Laws of the State of Washington, hereby adopt the following By-Laws.

Article IX

FISCAL YEAR

Section 1. Fiscal Year. The fiscal year of the Board shall conform to the fiscal year of the State of Washington and shall be from July 1 to June 30 inclusive.

BY-LAWS

POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: BY-LAWS OF COMMUNITY COLLEGE DISTRICT 19

The Board of Trustees of Community College District 19, under the authority vested in said Board by the Laws of the State of Washington, hereby adopt the following By-Laws.

Article X

OFFICIAL SEAL

Section 1. Official Seal. The Board of Trustees shall maintain an official seal for use upon any or all official documents of the Board. The seal shall have inscribed upon it the name of the college which shall be:

COMMUNITY COLLEGE
District 19
State of Washington

Exhibit D

CBC Mission Fulfillment 2023-24

Measurement

Revised Reporting Proposal for 2023-24 through 2025-26

The Board of Trustees, from advice in training for our Carver model of institutional governance, views and frames its goals on a high level – which has prompted a revised “Ends” reporting to dovetail with our three-year review cycle.

As a result of review, the Board of Trustees updated the End States to reflect areas of college emphasis: equity/representation, educational transitions, professional/technical tracks, transfer tracks, and value for the student and community.

1. Students enrolled, and students who successfully complete represent the demographics of Benton and Franklin Counties.
2. Students complete GED and HS-Equivalent credentials which allow students to transition to college or begin their chosen careers.
3. Students complete professional and technical programs which enable them to begin their chosen careers.
4. Students complete transfer programs which enable them to begin their chosen careers or transfer to 4-year schools to complete their Bachelor’s or higher degree programs.
5. Graduates obtain in-demand jobs with family-sustaining wages within Benton and Franklin Counties, thereby benefitting the community with a well-trained and educated workforce and positive financial return, as well as economic mobility that strengthens graduates and their families.

The January 2025 report marks the first year of this three-year cycle of reporting – starting with evaluation of our 2023-24 School Year metrics and proposes measures and benchmarks for our institutional progress within these stated goals.

Summary of Proposed Revisions / Most Substantive Changes

How we measure success within these priorities is the subject of this report and what standards on these measures do we hold ourselves to? CBC reiterates the essentials of Guided Pathways-based work and seeks to incorporate the explicit ideas of both equity and ROI that has become more standard in our state, nationally, and among those who we respect as thought leaders in the community college space (Community College Research Center (CCRC) and Aspen Institute). We re-affirm our Guided Pathways CCRC thinking, with the aim of public transparency about our goals for ourselves and determine whether we are collectively achieving those goals as a college.

In this report are the revisions and the rationale for measuring these goals and checking them annually with respect to relevant benchmarks. We propose specific recommendations from CBC on how to measure these end states in practice – based on our experience of how these measures reflect the larger End States and whether they accomplish their goals as barometers of our success and opportunities.

The report will be stylistically and, for most sections, include metrics that we know well and have used in the past. College goal measures retain a prominent place as well as retention, course success, and most of our Transitional Studies. We will use our same cohort approach to reporting, retain the same measurement values – using our 5 End States with 35 Total Indicators.

We also maintain a 5 Level rating for progress each year, (5) Exceeded Targets, (4) Met Improvement Targets (Based on Ambitious, but Attainable Goals), (3) Maintaining Current Performance, (2) Lower Performance, and (1) Significantly Lower Performance. The average rating tells us whether our performance exhibits levels of performance that are considered “Leadership”, Mission Fulfillment”, “Maintaining”, and Below Maintaining Levels of Expected Performance.

However, there are new sections and revisions this year that deserve highlighting and some discussion. The revisions proposed in this report are in a few broad categories:

- 1) **Add measures to best reflect our notions of equity and representation** of Historically Underserved (HUS) students at CBC with respect to race/ethnicity and students who exhibit indications of high need outside of race/ethnicity.
- 2) **Add return on investment (ROI) measures** that best reflect our effort in instruction and are more actionable (timely and resilient to changes in overall economic conditions).
- 3) **Weight our ratings more proportionally** with respect to our student enrollment.
- 4) **Include success metrics for Running Start students** where there is most pressing need and appropriate measures are available (equity and transfer areas).
- 5) Reduce the number of metrics overall.

Proposal #1: Adding Equity / Representation Metrics

Why Add New Equity Metrics? This is one of our most substantive additions, both in terms of content and in term of a change in how we propose to measure it. First, as a dedicated Board priority, a fresh look is likely required. We will show equity “gaps” when looking at data in reports, yet using gaps to show equity has not been viewed as always the best equity measure for a couple reasons. First, the measurement of gaps, while informative, can hide a lot of pertinent information about impact which might be lost to both casual and experienced data consumers. Group differences are important, but the frequency with which success happens (for example, whether 20% of the time or 80% of the time) can blur our understanding of equity. Second, “gaps” often frame results with respect to a higher performing reference group which has negative connotations (“some of our students are better”) and can encourage deficit narratives.

1a: Use *Equity Rating* for Enrollment and Success

Over the last three years since over last revision, a few ideas have become more mainstream and repeated – namely that of “representation” of key groups in our overall student enrollment, in early success, and using the emerging standard of index ratings to look at this representation.

There is no shortage of measurement approaches to use in equity. In the last few years, newer equity measurement ideas have proliferated. They range from simpler to complex, and sometimes very complex. For this report, we choose a simpler, yet well-documented approach to measuring equity based on an index rating that has become more popular and accepted recently¹ - especially in the California system, in the Center for Urban Education, and used by our ESCALA partners and our own Teaching and Learning Center for Excellence (TLCE).

This rating shows us a way to look at our enrollment and success for students who might experience disadvantage by considering expectations of *balance and representation*. For enrollment, for instance, we expect our incoming students will reflect the composition of our local high school enrollment who we would expect to draw the most. If we expect historically underserved groups to be 60% of our enrollment (based on the local high school class, local population, or other demand characteristics), we can compare that to our new enrollment. If we expect equal success for the 50% of enrolled students equally, 50% of successful students will also be reflected in historically underserved groups. It is a simple, yet robust way to view how we do in relation to “full equality”.

Example:

The following walks through the simplified example:

$$\text{Representation (Equity Rating)} = \frac{\text{Actual \% in Group}}{\text{Expected \% in Group}}$$

¹ Bensimon, Estela Mara, Lan Hao, and Leticia Tomas Bustillos. "Measuring the state of equity in public higher education." Expanding opportunity in higher education: Leveraging promise (2006): 143-165.

If we have a Historically Underserved (HUS) Population of 60% in our expected local market, we would expect our **Enrollment** to be:

- $60\% = 60\%/60\% = 1 = 100\%$ Equity Rating (Full representation)
- Underrepresented in enrollment $< 100\%$

If we have a Historically Underserved (HUS) Enrollment of 50%, we would expect our **Success** to be:

- $50\% = 50\%/50\% = 1 = 100\%$ Equity Rating (Full representation)
- Underrepresented in success $< 100\%$

1b: Define Race/Ethnicity Equity as Historically Underserved (HUS)

It is well known that categories we identify routinely as race and ethnicity do not capture fully what we know is lived experience of structural inequality, the descriptors lack sensitivity, and the categories we often have available are incomplete reflections of what happens in practice. The challenge is evident in our largest population of underserved students as an HSI. “Hispanic” is a historical artifact of categorization that represents a widely divergent experience – certainly colored by multiple histories, generational experience in the United States, and local history. In the Tri-Cities, specifically, students who identify themselves as Hispanic have significantly lower socioeconomic status and wealth.

Given our history at CBC and in the community, we propose CBC move forward with a race/ethnicity categorization that is admittedly incomplete, but as complete as we might know over time for comparison. We consider students that include (a) Non-white Hispanic students, (b) African-American students, (c) Native American students, and (d) Asian/Pacific Islanders as confronting the greatest socioeconomic challenges on balance. *These students are the basis for 7 of our 9 Equity Ratings as HUS.* In our context, the vast majority of those students are Hispanic.²

To supplement this race/ethnicity measure, we also look at Full/Part Time student inequity and off-cycle enrollment inequity in outcomes as a proxy for students who might not completely fit the stereotypical college student. *Part-time students and Winter/Spring starters are also not an insignificant portion of our new enrollments.* For purposes of access and success, these students are more likely than not to have valid reasons for not fitting the mold – and many of those reasons are indicators of low SES (low income or wealth) and/or have low information about college. Research in trying to convince students to take full-time loads or start “on time” has not been unequivocal³, where trying to convert part-time enrollments to full time can “backfire” in important ways – prompting a larger courseload than students might handle. We want to inform student choice, but ultimately, we want to honor, and use our data to include them in equity measures.

² New students in the last five years have been 30.1% “Hispanic Only” and roughly 80% of our 21.5% “Multiracial Students”. By contrast, Native American, Black, and Pacific Islanders represent 2.3% of our incoming students in total.

³ Weiss, M. J., & Bloom, H. S. (2022). "What Works" for Community College Students? A Brief Synthesis of 20 Years of MDRC's Randomized Controlled Trials. MDRC.

1c: Set Benchmarks for Equity to Improve Our Historical Outcomes and to Bring Us Up to the Top End of Our Regional Peers

What is “Good” in this Equity Rating? This is a central question and we get our context from three sources:

- our own history (comparing our current CBC to CBC of the past),
- our local peer institutions, and
- general guidance from research and other practitioners.

Comparing our outcomes to benchmarks seen elsewhere. In equity, **disproportionate impact** has been a key concept – occurring when the level of unequal outcomes that might be of particular concern and addressing it could be a significant opportunity for us. In the California system, for example, below 80-85% is seen as evidence of disproportionate impact, which reflects thresholds elsewhere.⁴

Comparing our outcomes to our own track record. The following (Table 1) shows 5-year averages of our equity ratings on our college goal metrics which give us a guide to where we are compared to recent history. With reference to research benchmarks, maintaining our standing in these measures at or above levels that would have disproportionate impact would be a key goal, and improving those levels are not out of the realm of possibility.

Table 1. CBC Equity Ratings Compared to 5-Year CBC Averages

	<i>Completion or Transfer</i>	<i>30 Credit Attainment</i>	<i>Math in First Year</i>	<i>English in First Year</i>
<i>CBC 2022-23</i>	91%	93%	87%	87%
<i>CBC 5 Year Baseline Averages</i>	92%	90%	88%	92%

Comparing our outcomes to our regional peers in the SBCTC system. When we look at our equity ratings performance compared to our nearest peers, our ability to attain higher levels seems high (Table 2). In three of these four measures, our goals are slightly below regional peer averages, and in the case of completion, this may largely be due to the unavailable 3-Year transfer data from our peers which puts us into greater parity (CBC is at 103% without transfer).

⁴ Hao, L. (2002, November). The Equity Index: A method to measure equity in educational outcomes for minority students. Wetstein, M., van Ommeren, A., Nguyen, A., Sencil, S., Leigh, T. (2014). Unpacking the student success scorecard: Measuring disproportionate impact and identifying factors that impact Hispanic students’ completion rates. California Community College Chancellor’s Office. Equity ratings of 80% to 85% are commonplace in white papers, though 80% is based on historical compliance standards.

Table 2. CBC Equity Ratings (2022-23) Compared to Our Regional Peers**

	<i>Completion*</i>	<i>30 Credit Attainment</i>	<i>Math in First Year</i>	<i>English in First Year</i>
<i>CBC 2022-23</i>	91%	93%	87%	92%
<i>Local CTC Comparison Average</i>	97%	93%	93%	105%
<i>High</i>	113%	98%	103%	117%
<i>Low</i>	83%	85%	79%	98%

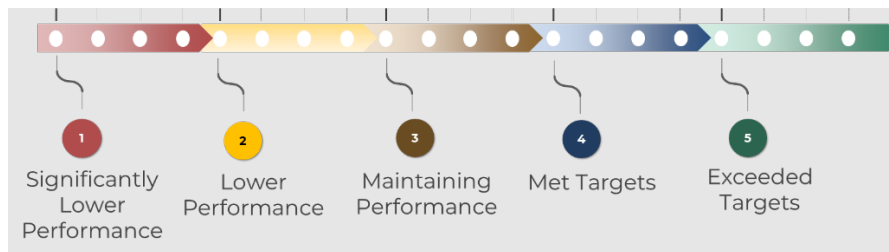
*-3 Year Completion Available Only for Comparison

**Comparison schools: Yakima, Big Bend, Wenatchee, Walla Walla

With these benchmarks in mind, we will want to assess both if we are improving AND whether we are meeting a minimum standard (85%).

With respect to a 5 Year baseline average:

- Significantly Lower Performance. Decline of 5% or more to a rating below 85%
- Low Performance. Any decline to a rating below 85%
- Mixed result (decline in an area of strength / increase in an area of weakness)
- A rise to levels at or above 85%
- A significant rise to levels at or above 85%



Historically Underserved (HUS) Proposed Measures:

Historically Underserved (HUS) Enrollment Equity

1. Enrollment Parity (Benchmarked at 60%)
2. Running Start Enrollment Parity (Benchmarked at 55%)
3. Enrollment Parity (High Demand Enrollment)

Historically Underserved (HUS) Success Equity

4. Success Parity (Completion/Transfer)
5. Running Start Success Parity (Completion/Transfer)
6. Success Parity Average (Target Areas – college goals and course success)
7. Running Start Success Parity Average (Target Areas – credit attainment and course success)
8. **Part Time Student.** Increases Parity in Success (Retention)
9. **“Late Start” Student.** Increases Parity Success (Target Areas – college goals)

Proposal #2: Add “Return on Investment” Measures

The **return on investment (ROI) question** has been persistent, but difficult in higher education. Students spend time and money on coursework and expect that the time and effort invested in coursework is reflected in their future capability and earnings. We understand that this capability is not limited to the work world alone and extends to being able to make informed choices that cannot be measured directly. Nonetheless, for students who come from backgrounds and households where there is a persistent struggle to fill basic needs, being able to monetize education is often a top concern.⁵

There are a number of ways to measure ROI, yet value from a college education can often not measure what we would like – that is, what “would have happened” if a student did not go to CBC. Post-graduation metrics can often be selective (hours worked, location of sample, age and experience disconnected) and outdated (when we get an outcome, is it a result of what we did or reflect simple changes in the labor market).

To measure this impact in a way that helps us connect current outcomes to future earnings requires a few simple assumptions that can help us be more direct about what we can measure currently, “our” impact, and “our recent impact” which is a more direct result of decisions and improvements we wish to make.

- First, we can view value in the “kind of course” a student is taking. One such assessment is in “High Demand or STEM” Coursework which also has the benefit of a companion equity measure and state funding.
- Another useful assumption is to acknowledge the “average value” of an Associate’s Degree, Certificate, and the average value of credit progression (“some college”) and use those values as shorthand estimates for **likely value after 10 years** (in \$) at a typical tuition and opportunity cost.⁶
- When we look at our results, we can then inspect this dollar value in two more ways – by assessing what proportion of students in each year meet a minimum threshold (the bottom quintile) and what proportion of students in each year meet a median threshold?
- Finally, to include the large class, high value and high need area of transitional studies⁷, we can get a one-year graduation rate for the ABE students nearest to graduating.

Proposed ROI Measures:

1. High Demand / STEM / BAS Course Performance
2. Student Credit Accumulation, Graduation, and Transfer Value
3. Percent of Students Meeting a Minimum ROI (with bottom quintile as a reference)
4. Percent of Students Meeting a “Typical” ROI (with median as a reference)
5. 1-Year High School Completion for two highest ABE levels

⁵ Johnstone, Rob. (2017) NCII Guided Pathways Resource Series #3: NCII & JFF’s Guided Pathways Return-on-Investment (ROI) Model.

⁶ We can consult a few sources here, including our own EMSI economic impact study, but a reasonable stand-in for average impact is \$3,000-\$4,000 after graduation. For a year’s study (without graduation), 45 credits would be roughly \$1,000. EMSI also details typical full-time opportunity cost in its model.

⁷ High School degree completion estimated around \$5,000-6,000 in annual wage increment.

Proposal #3: Weight Degree and Intent More Proportionately

In this case, we propose that our mix of students that we evaluate ourselves upon more closely reflect our enrolled populations. Overall 2023-24 annual enrollment in our post-ctcLink world (by Headcount) is: 52% Transfer, 35% Professional / Technical, and 13% Transitional Studies and weight our 5 categories:

20% Equity / 35% Transfer / 25% Professional-Technical / 10% Transitional Studies /10% ROI

Proposal #4: Include More “Running Start” Measures as a Growing Student Base

Running Start is a growing population at CBC, but for whom we often have few external benchmarks and follow a distinct career path at CBC – for which our Guided Pathways measures may be less appropriate. Running Start metrics are introduced here to include this growing group into our larger metrics to make the End States more representative of our entire campus.

That said, there are some measures we might want to pay particularly close attention to:

- Including Running Start measures in equity (Enrollment and Success). While Running Start has been far more representative of our local high schools, we might still improve in our recruitment and success of these students.
- Including Running Start measures in Transfer outcomes where appropriate, including 30 credit attainment

Proposal #5: Simplify Metrics in Our Student Success Outcomes

To offset necessary additions in equity and ROI, we propose to pare down the metrics to those most useful, actionable, and least redundant among our previous portfolio. *We previously had over 60 individual measures, which may be comprehensive, but not necessary. **The current proposal includes 35 measures, arguably those of the best quality and most relevance.***

College Transitions Instruction

Transitional Studies serves students who are either working on High School completion and/or are in English Language Acquisition courses. Metrics here are largely like those of our previous reports, differing only in composition due to our ability to measure year-to-year performance better. **6 measures in Transitional Studies**, including federally reportable students, I-BEST, minimum hours in study for ELA/ABE, and graduation / post-HS enrollment.

College Transfer and Professional / Technical Instruction

Transfer and Professional / Technical student outcomes are often historically very regular and predictable given our first-year outcomes, and the first-year outcome differences are more immediately relevant to monitoring our performance. Most of the outcomes in this area will focus on immediate first-year measures of performance that we have found to be most indicative of success at CBC – and nationally. **7 and 8 measures in Professional / Technical and Transfer Areas respectively** - covering our college goals, course success, retention, and including two additional Running Start KPIs (course success and credit attainment).

Exhibit E

Columbia Basin College

Cash Reserve Report Month End September 2024

Assets	FY2025 - September	
Cash		
In Bank	1000070	\$ 26,339,814
Petty Cash	1000020	\$ 5,504
Total Cash		\$ 26,345,318
Investments		
Short Term (0-365 days)	1000040-1000050	
	1020000-1020030	\$ 5,125,534
Long Term (>365 days)	1110003-1110060	\$ 16,278,848
Total Investments		\$ 21,404,382
Accounts Receivable		
Current	1010100 + 1010030	\$ 1,655,465
Unbilled	1010050	\$ 232,524
AR - Other	1010240 + 1010060	\$ 130,100
Allowance for AR	1010110 + 1010130	\$ (18,497)
Total AR		\$ 1,999,592
Inter/Intra Gov Receivables		
Due from Fed	1010150	\$ 3,138,886
Due from Other Gov	1010160	\$ 2,650,302
Due from Other Agency	1010180	\$ 249,190
Total Inter/Intra Gov Receivables		\$ 6,038,378
Total Assets		\$ 55,787,670
Liabilities		
Current Liabilities		
Accounts Payable	2000010	\$ 239,156
Accrued Salaries Payable	2011010	\$ -
Due to Other Agency	2012050	\$ 161,793
Sales/Use Tax	2010070	\$ (707)
Accrued Liabilities	2001070	\$ -
COP Current Year P&I Due	2050010	\$ 1,525,250
Total Current Liabilities		\$ 1,925,492
Total Liabilities		\$ 1,925,492

Cash Balance	
(ASSETS less LIABILITIES)	\$ 53,862,178
Dedicated Balances	
Account	
Student Supported Capital	1000070 \$ 3,904,753
3.5% - Institutional Financial Aid	1010190 \$ 1,828,961
Students S&A	1000070 \$ 5,329,716
Bookstore Operating Reserves	1000070 \$ 2,731,564
Technology Fee	1010190 \$ 140,111
Parking Fees	1010190 \$ 1,073,263
Basic Food Employment and Training	1000070 \$ 251,676
Total	\$ 15,260,043
Reserves Policy - BOT Policies on Reserves	
Unplanned Capital Repair and Replacement	\$ 2,000,000
Capital Facilities Projects	\$ 20,738,186
Operating Reserve	\$ 10,920,000
Emergencies	\$ 2,000,000
Total	\$ 35,658,186
Operating Reserves Balance	
Existing Reserve balance less Dedicated Reserves and Emergency Reserves	\$ 2,943,948

Exhibit F

Fiscal Year 2425 Operating Funds Variance

As of Fiscal Month End: September

					EXP/BDGT	EXP/REV	REV/BDGT
State Alloc	001, 24J, 08A	EXP BDGT	\$ 41,761,758		20.47%	21.00%	97.47%
		EXP	\$ 8,546,878				
		REV (Alloc)	\$ 40,704,614				
Local Fees	148	EXP BDGT	\$ 3,232,819		18.80%	37.69%	49.87%
		EXP	\$ 607,654				
		REV	\$ 1,612,211				
Local Tuition	149	EXP BDGT	\$ 23,013,770		17.37%	55.30%	31.41%
		EXP	\$ 3,996,838				
		REV	\$ 7,228,042				
Contracts	146	EXP BDGT	\$ 1,923,475		22.12%	82.79%	26.72%
		EXP	\$ 425,471				
		REV	\$ 513,931				
YTD Total	*Includes Interfund Transfers	EXP BDGT	\$ 69,299,136		19.59%	27.12%	72.24%
		EXP	\$ 13,576,841				
		REV	\$ 50,058,798				
Approved Budget Total		BDGT	\$ 69,138,607		Key: Spend rate less than 5% below FY % Spend rate with in + or - 5% of FY% Spend rate more than 5% above FY%		

YTD Target Rate 25.00%

Notes:

Account	BDGT	EXP	EXP/BDGT	State Allocation Schedule #3
Salaries and Wages	5000003 \$ 42,147,979	\$ 8,209,095	19.48%	~\$570k of "Other Expenses" expense is for yearly Insurance payment.
Benefits	5010003 \$ 13,475,415	\$ 3,022,740	22.43%	
Contracted Services	5050003 \$ 2,927,698	\$ 597,659	20.41%	
Goods & Routine Services	5030003 \$ 2,937,220	\$ 299,080	10.18%	
Other Expenses	5081004 \$ 2,753,916	\$ 1,029,605	37.39%	
Utilities	5060003 \$ 1,737,000	\$ 185,036	10.65%	
Travel	5080004 \$ 731,869	\$ 93,093	12.72%	
Capital Expenses	5040003 \$ 245,966	\$ 360	0.15%	
Grants, Scl. ships, Fellowships	5020003 \$ 1,278,234	\$ 140,172	10.97%	
Debt Expenditures	5110003 \$ 1,696,525	\$ -	0.00%	
Interfund Transfers	\$ (632,686)	\$ -	0.00%	
YTD Total	\$ 69,299,136	\$ 13,576,841		

Print Date: 10/31/2024