

**COLUMBIA BASIN COLLEGE  
BOARD OF TRUSTEES' MEETING**

April 9, 2018

Beers Board Room — 7:30 a.m.

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**Agenda**

Call to Order

**\*Agenda Changes**

**\*Approval of Minutes**

March 12, 2018 Board of Trustees' Meeting

Exhibit A

March 21, 2018 Board of Trustees' Meeting

Exhibit B

March 26, 2018 Board of Trustees' Meeting

Exhibit C

**Celebrating Excellence**

Bachelor for Science in Nursing – Accreditation and 1<sup>st</sup> Commencement

CBC Women's Basketball Athletes

**Linkage with Community**

Jon Lobdell, Richland School District/Health Sciences Academy

**Remarks**

By Faculty Senate Chair

By ASCBC

By Administration

President

By Executive Director, Foundation

By AHE

By Classified Staff

**Trustee Work Session**

**Reports**

Budget Tracking and Fund Balance

Exhibit D

Quarterly Report

Exhibit E

ctcLink Update

Exhibit F

Quarterly Monitoring Report

Exhibit G

**Discussion**

2018-2019 Service & Activities Budget Recommendation

Exhibit H

Board Policies

Mission, Vision, Values

Exhibit I

Resolution 18-02, Medical Sciences Center 4<sup>th</sup> Floor Project for Dental Hygiene Clinic

Exhibit J

**Consent**

**Public Comments**

**Executive Session**

RCW 42.30.110(l)(g): To review the performance of a public employee.

RCW 42.30.110(1)(i) discuss potential litigation to which the agency, the governing body, or a member acting in an official capacity is, or is likely to become, a party.

**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 542-4801 as soon as possible to allow sufficient time to make arrangements.*

# EXHIBIT A

Columbia Basin College  
Board of Trustees' Meeting Minutes  
March 12, 2018  
Beers Board Room – 7:30 a.m.

Board Members in attendance: Kedrich Jackson, Sherry Armijo, Duke Mitchell, Bill Gordon, Allyson Page  
Rebekah Woods, Secretary to the Board, Deb Severin, Recording Secretary

Others in Attendance: Tyrone Brooks, Cheryl Holden, Michael Lee, Melissa McBurney, Kevin Hartze (AAG), Caitlin Flemming (AAG), Darlene Scrivner, Jason Engle, Alissa Watkins, Frank Murray, Brian Dexter, Mary Hoerner, Deborah Meadows, Bill McKay, Curtis Crawford, Monica Hansen, Daphne Larios, Lane Schumacher, Jesus Mota, Drew Proctor, Eleanor Schroeder, Kristen Billetdeaux, Daniel Quock, Amanda Bragg, Michelle Kwon, Nadiya Coles, Vlada Mykhailova

The Agenda	The Discussion	Action
Call to Order	<ul style="list-style-type: none"> <li>Meeting called to order by Chair Jackson at 7:29 a.m.</li> </ul>	
Executive Session	<ul style="list-style-type: none"> <li>RCW 42.30.110(1)(g) Review the performance of a public employee.</li> </ul>	The Board went into executive session at 7:31 a.m. Reconvened at 8:07 a.m.
Agenda Changes	<ul style="list-style-type: none"> <li>None</li> </ul>	
Approval of Minutes	<ul style="list-style-type: none"> <li>February 5, 2018 Meeting Minutes</li> <li>Discussion - None</li> </ul>	<ul style="list-style-type: none"> <li>Trustee Armijo moved and Trustee Gordon seconded the motion to approve all minutes as written. Approved unanimously.</li> </ul>
Celebrating Excellence	<p><u>Tyrone Brooks – Accounting Services</u></p> <ul style="list-style-type: none"> <li>Tyrone Brooks introduced Amanda Bragg, Michelle Kwon and Nadiya Coles, assistant directors in Accounting Services. Accounting Services just completed two financial audits and their hard work was acknowledged. Tyrone Brooks acknowledge Michelle Kwon as the lead for the financial statistics and praised her hard work and dedication. Chair Jackson presented a coin to each assistant director thanking them.</li> </ul>	
Linkage to Community R.J. Lee Group, Don Smith	<p><u>Tyrone Brooks – Don Smith</u></p> <ul style="list-style-type: none"> <li>Tyrone Brooks introduced Don Smith, Lab Director for Lab Sciences at the RJ Lee Group. The partnership between RJ Lee and CBC began in 2002. Their mission is to provide students in science, technology, and business hands-on experience using interactive and traditional technologies while expanding business, educational and commercial partnerships for the College. Mr. Smith discussed the internship program at RJ Lee Group. They have two interns focusing on Science. Mr. Smith hopes the students' experience is good and they return to work for the RJ Lee Group. They are starting a Trace Analysis program once they receive the equipment so students can be exposed to the criminal justice system, forensics, and chemistry. It requires careful training and knowledge.</li> <li>Trustee Mitchell presented Mr. Smith with a coin and thanked him for a great job.</li> </ul>	
Remarks Faculty Senate Chair	<p><u>Drew Proctor</u></p> <ul style="list-style-type: none"> <li>There was an all faculty meeting March 2, 2018 and the Mission, Vision, Values was discussed. Faculty care about this process and appreciate being involved.</li> </ul>	

<p>ASCBC</p>	<p><u>Vlada Mykhailova</u></p> <ul style="list-style-type: none"> <li>February 13 – Burrito Feed &amp; Roller Skating Tickets – ASCBC treated the health sciences students to a burrito lunch. The students were given first dibs at tickets to the roller skating event on March 1.</li> <li>Black Lights Party – ASCBC sponsored an event so the students could get ready for finals. Everyone had a great time.</li> <li>February 14 - hosted a craft session on Valentine’s Day where students could make Valentine cards, decorate heart shaped cookies and socialize. They had a heart shaped piñata.</li> <li>DACA – All the seats were full and the audience had an opportunity to ask questions. Mr. Felix Vargas provided information to the students.</li> </ul>	
<p>Administration – President</p>	<p><u>Rebekah Woods</u></p> <ul style="list-style-type: none"> <li>Mission, Vision, Values – gathering input and will be sharing the feedback.</li> <li>Sun Hawk Hall – We have received 30 new applications for fall quarter.</li> <li>High School Academy – On track for officially this fall.</li> <li>Culinary Program – Feasibility study is doing well. Trustee Mitchell was present for the ribbon cutting ceremony for Phase 1. There were approximately 500 people in attendance.</li> <li>Health &amp; Wellness Center – waiting for approval from the architect.</li> <li>Dr. Woods asked Kristen Billetdeaux, Director for Guided Pathways, to update the Board. Ms. Billetdeaux stated there are eight colleges in Guided Pathways. Work groups are putting together program maps.</li> <li>February 11-14 – ACCT Legislative Summit, D.C. - Attended with Trustee Mitchell. There were 60 presidents and trustees in the Washington delegation.</li> <li>March 18-20 – Frontier Set in Atlanta. Several administrative employees will be attending.</li> <li>March 12-14 – The RN-BSN CNEA site visit is this week on campus for national accreditation. She thanked Mary Hoerner, Dean for Health Sciences, for a tremendous job.</li> </ul>	
<p>Executive Director, Foundation</p>	<p><u>Alissa Watkins</u></p> <p>Funding Feasibility Study - (Nilsson Advisory Group/The Ballidis Group)</p> <ul style="list-style-type: none"> <li>Case for Support is in development and external interviews will be scheduled shortly. List of persons to interview has been established.</li> </ul> <p>2018-19 Scholarship Applications</p> <ul style="list-style-type: none"> <li>Applications deadline was February 21. Completed applications are being processed and readied for review.</li> </ul> <p>Power of Connection – signature event, raising money for scholarships</p> <ul style="list-style-type: none"> <li>Saturday, April 28 – Gjerde Center</li> <li>To date, sponsorship commitments have generated nearly \$80,000</li> </ul> <p>Lunch with President Woods:</p> <ul style="list-style-type: none"> <li>Outreach effort scheduled for Wednesday, April 11 at 11:30 am in the board room.</li> </ul>	

<p>AHE</p> <p>Classified Staff</p> <p>Trustee Work Session</p>	<p>Attendees will be prospective donors. Lunch will be followed by a student-led tour.</p> <ul style="list-style-type: none"> <li>• No Report.</li> <li>• No Report.</li> </ul> <p><u>Allyson Page</u></p> <ul style="list-style-type: none"> <li>• Tenure Review – Very excited after reading the tenure-track files and the outstanding faculty we are hiring. She might take one of their classes.</li> </ul> <p><u>Sherry Armijo</u></p> <ul style="list-style-type: none"> <li>• She echoed all the Trustees comments regarding the fascinating and amazing faculty and said it was time well spent reading the tenure review files.</li> <li>• Attended the Hearts for the Arts Gala honoring Ginny Quinley.</li> </ul> <p><u>Bill Gordon</u></p> <ul style="list-style-type: none"> <li>• Returned from New Zealand and Dubai. He said it was great to see the fantastic architecture in Dubai.</li> </ul> <p><u>Duke Mitchell</u></p> <ul style="list-style-type: none"> <li>• The following events were attended by Trustee Mitchell: <ol style="list-style-type: none"> <li>1) 2/7/18 – Attended Governor and Mrs. Inslee’s visit with CBC Trustees and CBC President in the Board Room. Purpose of the visit was to talk about the Governor’s plans for future sustained energy projects in the State of Washington</li> <li>2) 2/9/18 – Attended the Kennewick Wine Village Phase II Ribbon Cutting Event on Columbia Drive in Kennewick, WA.</li> <li>3) 2/12/18 – 2/14/18 – Attended the 2018 Annual National Association of Community College Trustees (ACCT) Legislative Summit in Washington D.C. along with CBC President, Dr. Rebekah Woods. Along with others from Washington State we met with Representative Cathy McMorris Rodgers of Spokane, Senator Patty Murray, Senator Maria Cantwell, and Representative Dan Newhouse.</li> <li>4) 2/15/18 – Attended the CBC Foundation Board of Directors monthly board meeting as the CBC Board of Trustees Liaison to the Foundation</li> <li>5) 2/22/18 – 2/23/18 – Read CBC Tenure Files again in preparation for the CBC Board of Trustees March 12 Board Meeting</li> <li>6) 2/23/18 – Visited the local high schools annual art show at the CBC Gjerde Center</li> <li>7) 2/24/18 – Attended CBC Women’s basketball game</li> <li>8) 2/24/18 – Attended CBC Gala Event – “Hearts for Arts” Dinner and Fundraiser with several others in leadership at Columbia Basin College</li> <li>9) 2/26/18 – Attended CBC Financial Audit Exit Briefing. CBC had no findings. We are doing very well in this area. Congratulations to everyone at CBC who had a part in the ongoing outstanding performance in this important area.</li> </ol> </li> </ul>	
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	exist to provide student's degrees and the values as a College support that effort.	
Consent	<ul style="list-style-type: none"> <li>• None</li> </ul>	
Public Comment	<ul style="list-style-type: none"> <li>• None</li> </ul>	
Adjournment: 9:16 a.m.	Next Board of Trustees' Meeting Beers Board Room March 21, 2018 – 7:30 a.m.	

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Kedrich Jackson, Chair

# EXHIBIT B

Columbia Basin College  
Board of Trustees' Meeting Minutes  
March 21, 2018  
Beers Board Room – 1:00 p.m.

Board Members in attendance: Duke Mitchell, Allyson Page (In person), Kedrich Jackson, Sherry Armijo, Bill Gordon (Teleconference)  
Rebekah Woods, Secretary to the Board  
Others in Attendance: Tyrone Brooks, Camilla Glatt, Cheryl Holden, Michael Lee, Melissa McBurney, Frank Murray, Darlene Scrivner

The Agenda	The Discussion	Action
Call to Order	<ul style="list-style-type: none"> <li>Meeting called to order by Vice Chair Mitchell at 1:03 p.m. Dr. Woods noted a correction to the placement of the "*" on the Agenda while it implies an action or motion would be taken in executive session. It was improperly placed.</li> </ul>	
Executive Session	<ul style="list-style-type: none"> <li>RCW 42.30.110(1)(g) Review the performance of a public employee.</li> </ul>	Board went into Executive Session at 1:03 p.m. for 11 minutes. Reconvened at 1:14 p.m.
Discussion	<ul style="list-style-type: none"> <li>During public session, it is necessary for Board of Trustee members to introduce candidates for continued probationary status and the award of tenure. The following list was read by year and name:   <u>1<sup>st</sup> Year</u>  Melissa Filkowski  Elise Leahy  Jay King  Andrea Leach  Robert DeLorto  Padmaja Gunda  Eric Melby  Josephine Brooks  Collin Wilson   <u>2<sup>nd</sup> Year</u>  Adam Diaz  Kori Thornburg  Ryan Malm  Molly Mooney  Cozette Phillips  Rachel Smith  Michael Reynolds  Cara Anderson  Steven Stauffer  Alicia Juskewycz</li> </ul>	Trustee Mitchell motioned to add the lists of names to the consent agenda on March 26, 2018. Chair Jackson seconded motion. Trustee Mitchell stated no decisions or votes were done while in executive session and were conducted in open session.

	Becky Phillips Erica Bender Phillip Ponn  <u>3<sup>rd</sup> Year</u> Matt Boehnke, one year extension  <u>Tenured</u> Rick Johnson Jennifer Sainz Tim Harris Josh Bee Alma Martinez	
Adjournment: 1:19 p.m.	Next Board of Trustees' Meeting Beers Board Room March 26, 2018 – 7:30 a.m.	

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Kedrich Jackson, Chair

# EXHIBIT C

Columbia Basin College  
 Board of Trustees' Meeting Minutes  
 March 26, 2018  
 Beers Board Room – 7:30 a.m.

Board Members in attendance: Duke Mitchell, Kedrich Jackson, Sherry Armijo, Bill Gordon

Rebekah Woods, Secretary to the Board, Deb Severin, Recording Secretary

Others in Attendance: Tyrone Brooks, Camilla Glatt, Cheryl Holden, Michael Lee, Melissa McBurney, Kevin Hartzel (AAG), Alissa Watkins, Mary Hoerner, Frank Murray, Deborah Meadows, Darlene Scrivner

The Agenda	The Discussion	Action
Call to Order	<ul style="list-style-type: none"> <li>• Meeting called to order by Chair Jackson at 7:30 a.m.</li> </ul>	
Discussion	<ul style="list-style-type: none"> <li>• None</li> </ul>	
Consent	<ul style="list-style-type: none"> <li>• Candidates for continued probationary status and granting of tenure.</li> </ul>	Trustee Mitchell moved and Trustee Gordon seconded the motion to approve the consent agenda. Approved unanimously.
Public Comment	<ul style="list-style-type: none"> <li>• None</li> </ul>	
Adjournment: 7:31 a.m.	Next Board of Trustees' Meeting Beers Board Room April 9, 2018 – 7:30 a.m.	

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 Kedrich Jackson, Chair

# EXHIBIT D

# FY1718 Operating Funds Variance Report

% of Fiscal YR: 75.34% 4/2/2018

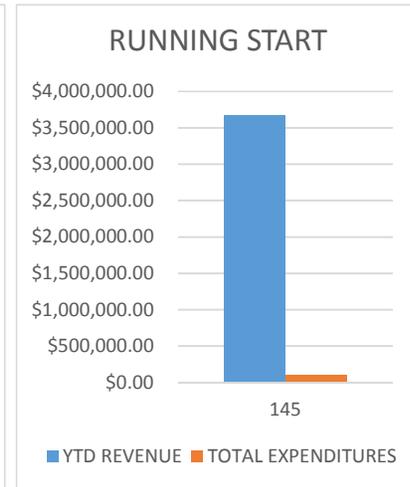
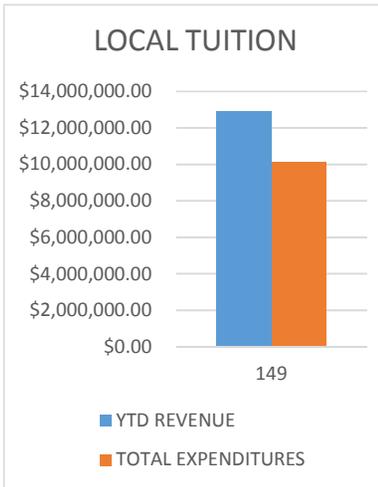
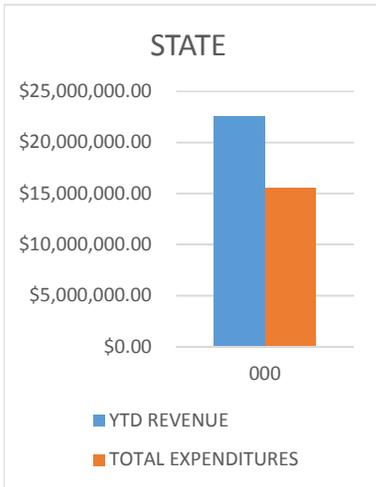
By FUND					% of Bdgt Exp	% of Rev Exp	% of Bdgt Rev
					EXP/BDGT	EXP/REV	REV/BDGT
<b>*State Allocation</b> 101,3E0,BD1,BG1,BK1,123	<b>000</b>	BDGT	\$23,429,022.00				
		EXP	\$15,554,349.53		66.39%	68.81%	96.49%
		REV (Alloc)	\$22,606,167.00				
<b>Local Fees</b>	<b>148</b>	BDGT	\$3,457,812.00				
		EXP	\$2,040,831.53		59.02%	54.14%	109.02%
		REV	\$3,769,806.75				
<b>Local Tuition</b>	<b>149</b>	BDGT	\$16,895,148.00				
		EXP	\$10,125,063.04		59.93%	78.26%	76.57%
		REV	\$12,937,143.19				
<b>Running Start</b>	<b>145</b>	BDGT	\$230,056.00				
		EXP	\$107,484.07		46.72%	2.93%	1592.82%
		REV	\$3,664,376.92				
<b>**ASCBC</b>	<b>522</b>	BDGT	\$1,248,500.00				
		EXP	\$697,024.52		55.83%	51.14%	109.17%
		REV	\$1,362,951.44				
<b>TOTALS</b>		BDGT	<b>\$45,260,538.00</b>				
		EXP	<b>\$28,524,752.69</b>		<b>63.02%</b>	<b>64.33%</b>	<b>97.97%</b>
		REV	<b>\$44,340,445.30</b>				

BY OBJ, ALL FUNDS COMBINED		BDGT	EXP	EXP/BDGT	NOTES
SALARIES	A	\$26,155,801.00	\$16,403,209.37	62.71%	per Allocation #5 inc of \$33,622 W.Retaining Earmark in * 101 ** Includes ASCBC debt service budgets and revenue collected through quarterly fees *** Principal and interest debt service expenditures occur in December and June **** variance of \$8.23 among all funds is due to conversion of Budget Pak decimal numbers to whole number
BENEFITS	B	\$8,764,037.00	\$5,989,919.20	68.35%	
PERSONAL SERVICES CONTRACTS	C	\$200,217.00	\$214,618.60	107.19%	
GOODS & SERVICES	E	\$6,335,420.00	\$4,327,281.45	68.30%	
COST OF GOODS SOLD	F	\$0.00	\$0.00	0.00%	
TRAVEL	G	\$759,103.00	\$474,880.63	62.56%	
CAPITAL OUTLAYS	J	\$984,686.00	\$358,064.55	36.36%	
SOFTWARE	K	\$0.00	\$1,774.27	0.00%	
GRANTS BENEFITS & CLIENT SVCS	N	\$1,035,653.00	\$1,014,913.45	98.00%	
***DEBT SERVICE	P	\$1,647,332.00	\$223,700.51	13.58%	
INTERAGENCY REIMBURSEMENTS	S	Revenue Bdgt (\$217,386.00)	(\$71,213.23)	32.76%	
INTRAAGENCY REIMBURSEMENTS	T	Revenue Bdgt (\$404,325.00)	(\$412,396.11)	102.00%	
DEPRECIATION, AMORTIZATION, BAD DEBT	W	\$0.00	\$0.00	0.00%	
		<b>\$45,260,538.00</b>	<b>\$28,524,752.69</b>	<b>63.02%</b>	

# FY 1718 Operating P&L Report

4/2/2018

		STATE	LOCAL FEES	LOCAL TUITION	RUNNING START	ASCBC	TOTAL	
		000	148	149	145	522		
<b>YTD REVENUE</b>		\$22,606,167.00	\$3,769,806.75	\$12,937,143.19	\$3,664,376.92	\$1,362,951.44	<b>\$44,340,445.30</b>	
<b>YTD EXPENDIT...</b>	<b>SALARIES &amp; WAGES</b>	<b>A</b>	\$9,715,332.78	\$784,294.23	\$5,736,887.78	\$32,826.82	\$133,867.76	<b>\$16,403,209.37</b>
	<b>BENEFITS</b>	<b>B</b>	\$3,694,165.63	\$262,453.62	\$1,996,306.37	\$13,942.62	\$23,050.96	<b>\$5,989,919.20</b>
	<b>PERSONAL SERVICES CONTRACTS</b>	<b>C</b>	\$83,911.76	\$60,702.87	\$69,573.97	\$0.00	\$430.00	<b>\$214,618.60</b>
	<b>GOODS &amp; SERVICES</b>	<b>E</b>	\$1,811,953.47	\$608,800.77	\$1,577,869.37	\$60,620.26	\$268,037.58	<b>\$4,327,281.45</b>
	<b>COST OF GOODS SOLD</b>	<b>F</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>
	<b>TRAVEL</b>	<b>G</b>	\$172,457.02	\$85,750.77	\$93,501.96	\$94.37	\$123,076.51	<b>\$474,880.63</b>
	<b>CAPITAL OUTLAYS</b>	<b>J</b>	\$125,860.14	\$41,527.60	\$171,613.71	\$0.00	\$19,063.10	<b>\$358,064.55</b>
	<b>SOFTWARE</b>	<b>K</b>	\$71.25	\$0.00	\$1,703.02	\$0.00	\$0.00	<b>\$1,774.27</b>
	<b>GRANTS BENEFITS &amp; CLIENT SVCS</b>	<b>N</b>	\$548,339.53	\$40,571.70	\$305,128.61	\$0.00	\$120,873.61	<b>\$1,014,913.45</b>
	<b>DEBT SERVICES</b>	<b>P</b>	\$0.00	\$172,550.51	\$42,525.00	\$0.00	\$8,625.00	<b>\$223,700.51</b>
	<b>INTERAGENCY REIMBURSEMENTS</b>	<b>S</b>	(\$66,132.49)	\$0.00	(\$5,080.74)	\$0.00	\$0.00	<b>(\$71,213.23)</b>
	<b>INTRAAGENCY REIMBURSEMENTS</b>	<b>T</b>	(\$531,609.56)	(\$15,820.54)	\$135,033.99	\$0.00	\$0.00	<b>(\$412,396.11)</b>
	<b>DEPRECIATION, AMORTIZATION, BAD DEBT</b>	<b>W</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>
<b>TOTAL EXPENDITURES</b>			\$15,554,349.53	\$2,040,831.53	\$10,125,063.04	\$107,484.07	\$697,024.52	<b>\$28,524,752.69</b>
<b>NET RESOURCES</b>			\$7,051,817.47	\$1,728,975.22	\$2,812,080.15	\$3,556,892.85	\$665,926.92	<b>\$15,815,692.61</b>



**CBC Operating Reserves  
FY 2018**

<b>Board of Trustee's Reserve</b>			
<b>by Policy FY18</b>	<b>Purpose</b>	<b>Amount</b>	<b>Fund</b>
<b>Current Operations</b>	<i>Campus cash flow needs</i>		
	2 months operating expense	\$7,500,000	149
<b>Unplanned Capital Repair &amp; Replacement</b>	<i>Covers largest potential system failure</i>		
	Core systems such as: plumbing, electrical, HVAC, etc.	\$750,000	145
	Failing roof systems	\$1,000,000	145
		<b>\$1,750,000</b>	
<b>Real Estate Debt Fund</b>	<i>Provides for real estate debt needs of CBC not easily funded from State sources</i>		
Debt Service Reserve		\$1,500,000	145
		<b>\$1,500,000</b>	
<b>Planned Future Operations</b>	<i>Future new program offerings by project</i>		
ctcLink Implementation		\$425,000	145
Degree Map Program		\$411,000	145
Culinary Program		\$1,500,000	145
		<b>\$2,336,000</b>	
<b>Capital Facilities Projects</b>	<i>Covers current and planned capital projects</i>		
Argent Street Widening	Future Project Share	\$1,250,000	145
Various Capital Projects	Minor Works \$	\$0	148
4th Floor Buildout	Future Buildout of Shell Space	\$2,000,000	148
		<b>\$3,250,000</b>	
<b>BOT Designated Reserves</b>		<b>\$16,336,000</b>	

<b>Investments</b>	<b>Amount</b>	<b>Ave Maturity Yrs</b>	<b>Ave YTW</b>
TVI	\$4,488,385	1.11	1.08%
Buckley	\$4,993,069	0.63	1.58%

# EXHIBIT E

**CBC GRANT STATUS REPORTS SUMMARY**

Updated through February 28, 2018

**CURRENT GRANTS**

Project Name	Page No.	Funding Agency	Director	Renewal	Start Date	End Date	Term Year	Total Awarded	Total Expended	Indirect Costs				Grant Objectives Performance Summary
										Recovery Rate	Total Allowed	Total Recovered	Difference Due To	
<b>FEDERAL GRANTS</b>														
College Assistance Migrant Program (CAMP)	2	U.S. Dept. of Ed	Miriam Fierro	5 years	7/1/2017	6/30/2022	1 of 5	\$2,125,000	\$151,852	8% total direct	\$141,818	\$9,861	Years 1-5 direct costs not fully expended yet	On track
High School Equivalency Program (HEP)	3-4	U.S. Dept. of Ed	Dalina Hoffman	5 years	7/1/2015	6/30/2020	3 of 5	\$2,271,390	\$1,137,260	8% total direct	\$163,990	\$82,091	Positions vacancies and maternity leave	Behind in Year 1, improved in Year 2, on track for Year 3
Mentor-Connect Cohort	N/A	NSF	Janese Thatcher	No	1/1/2018	12/31/2018	0 of 1	\$2,400	\$2,400	Not allowable	\$0	\$0	N/A	N/A - Provides travel funds for ATE grant trainings
Nuclear Scholarship Program	5	NRC	Vacant	2 years	7/1/2016	6/30/2018	2 of 2	\$150,000	\$96,123	Not allowable	\$0	\$0	N/A	On track
Student Support Services (SSS)	6	U.S. Dept. of Ed	Amy Stroud	5 years	9/1/2015	8/31/2020	3 of 5	\$1,468,785	\$738,102	8% total direct	\$110,010	\$54,674	Years 3-5 direct costs not fully expended yet	On track - exceeded all objectives
Title V - Student Transitions and Achievement (STAA)	7-10	U.S. Dept. of Ed	Vacant	Unknown	10/1/2015	9/30/2020	3 of 5	\$2,624,983	\$1,144,398	Not allowable	\$0	\$0	N/A	On track in some areas, behind in others
Upward Bound	11	U.S. Dept. of Ed	Susan Vega	5 years	9/1/2017	8/31/2022	1 of 5	\$1,841,550	\$157,923	8% total direct	\$129,490	\$11,222	Years 1-5 direct costs not fully expended yet	On track
<b>CONTRACT/STATE ALLOCATED FUNDS</b>														
Mathematics Engineering Science Achievement (MESA)	12	State	Debbie Padilla	Yearly	7/1/2017	6/30/2018	1 of 1	\$125,000	\$54,992	Not allowable	\$0	\$0	N/A	Low enrollments in 2016-17, restructured roles. Enrollments up in 2017-18.
Opportunity Grant	13	State	Ana Tuiaea-Ruud	Yearly	7/1/2017	6/30/2018	1 of 1	\$279,412	\$199,687	Not allowable	\$0	\$0	N/A	On track
Worker Retraining	14	State	Michelle Mann	Yearly	7/1/2017	6/30/2018	1 of 1	\$1,712,820	\$445,383	Not allowable	\$0	\$0	N/A	On track
<b>SUBRECIPIENTS</b>														
Pacific NW Louis Stokes Alliance for Minority Participation (LSAMP)	12	NSF via UW	Debbie Padilla	Unknown	9/1/2014	8/31/2018	4 of 4	\$40,000	\$9,183	Not allowable	\$0	\$0	N/A	N/A - Provides travel funds for MESA students. Additional \$10,000 may be provided in 2018.
Title V Cooperative Agreement	15-18	U.S. Dept. of Ed via BCC	Deborah Brown	Unknown	10/1/2014	9/30/2019	4 of 5	\$1,197,254	\$609,680	Not allowable	\$0	\$0	N/A	Initial delays in Years 1 and 2, gained ground in Year 3, on track for Years 4 and 5
<b>STATE GRANTS</b>														
Basic Education for Adults (BEa) - Master Grant	19	SBCTC	Erin Holloway	Yearly	7/1/2017	6/30/2018	1 of 1	\$213,551	\$42,150	5% of salaries	\$6,962	\$1,411	Year 1 salary costs not fully expended yet	On track
BEa - IEL Civics	20	SBCTC	Erin Holloway	Yearly	7/1/2017	6/30/2018	1 of 1	\$39,049	\$23,983	5% of salaries	\$1,200	\$1,013	Year 1 salary costs not fully expended yet	On track
BEa - I-DEA Technology	21	SBCTC	Erin Holloway	Unknown	5/18/2017	3/31/2018	1 of 1	\$100,000	\$100,000	Not allowable	\$0	\$0	N/A	On track
BEa - Leadership Block Grant	N/A	SBCTC	Erin Holloway	Yearly	7/1/2017	6/30/2018	1 of 1	\$5,228	\$83	Not allowable	\$0	\$0	N/A	N/A - Provides travel funds for BEa trainings
BEa - Early Achievers Grant	22	SBCTC	Erin Holloway	Yearly	7/1/2017	6/30/2018	1 of 1	\$116,200	\$66,314	Not allowable	\$0	\$0	N/A	Enrollment and retention exceeded objectives, but GPA and completion rates were lower
Basic Food and Employment Training (BFET)	23	SBCTC	Debra Wagar	Yearly	10/1/2017	9/30/2018	1 of 1	<b>Target:</b> \$308,254	<b>Recovered:</b> \$75,897	45.9% of salaries + FB	\$43,628	\$8,582	Year 1 salary costs not fully expended yet	On track
Perkins Plan	24	SBCTC	Melissa McBurney	Yearly	7/1/2017	6/30/2018	1 of 1	\$302,179	\$142,013	Not allowable	\$0	\$0	N/A	Exceeded all objectives except non-traditional indicators.
Perkins Leadership Block Grant	N/A	SBCTC	Melissa McBurney	Yearly	7/1/2017	6/30/2018	1 of 1	\$21,000	\$4,583	Not allowable	\$0	\$0	N/A	N/A - Provides travel funds for CTE staff/faculty to attend trainings
Perkins Non-Traditional Employment & Training - WOW	25	SBCTC	Keeley Gant	Yearly	7/21/2017	6/30/2018	1 of 1	\$5,000	\$1,982	Not allowable	\$0	\$0	N/A	See Perkins Plan
Perkins Special Project	N/A	SBCTC	Melissa McBurney	Yearly	1/1/2018	6/30/2018	0 of 1	\$16,000	\$0	Not allowable	\$0	\$0	N/A	Expenses will begin in Spring 2018
WorkFirst Delivery Agreement	26	SBCTC	Debra Wagar	Yearly	7/1/2017	6/30/2018	1 of 1	\$194,638	\$89,698	5% of salaries	\$4,205	\$2,048	Year 1 salary costs not fully expended yet. Indirect billed quarterly.	Low enrollments due to decreases in the number of eligible students in our service area.
<b>PRIVATE GRANTS</b>														
Frontier Set - Guided Pathways	27	Aspen Institute	Kristen Billetdeaux	No	1/1/2017	6/30/2020	1 of 4	\$630,000	\$133,751	10% total direct	\$57,273	\$12,159	Years 1-4 direct costs not fully expended yet	On track
<b>TOTAL</b>								<b>\$15,789,693</b>	<b>\$5,427,436</b>	-	<b>\$658,576</b>	<b>\$183,062</b>	-	-

Color Key:  Met performance objectives |  Met some, but not all, performance objectives |  Did not meet objectives, or performance status is unknown |  No performance objectives listed (travel only)



# College Assistance Migrant Program (CAMP)

## Grantor: U.S. Department of Education

**Director:** Miriam Fierro

**Reports To:** Cheryl Holden

**2017-2022 Total Award:** \$2,125,000

**Term Year:** 1 of 5

**Mission:** Provide students from migrant/seasonal farmworker (MSFW) backgrounds with academic, career, financial, and support services during their first year of college.

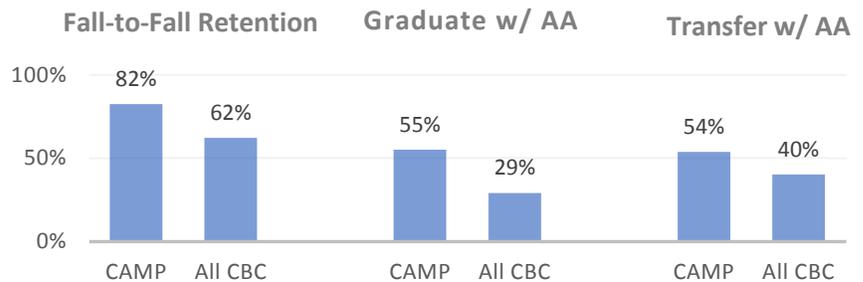
**Population Served:** Approximately 40 MSFW students annually.

### Project's Impact on CBC's Mission and Student Success

CAMP participants receive admissions assistance, financial support for tuition, books, intrusive academic advising, the benefits of a Summer Bridge Program, math-centered tutoring, and career guidance.

CAMP directly impacts Goal 1 of CBC's Strategic Plan: *Be a national leader in student retention and completion.*

CAMP students have **fall-to-fall retention rates 20% higher than the general CBC population and are 26% more likely to complete their degree.**



Source: CBC – Institutional Research, 2012-2017

Since CAMP serves only first-year students, participants are encouraged to utilize other CBC support programs in their second year.

In the previous grant cycle (2012-2017), **61% of CAMP students transitioned into Student Support Services/TRiO.**

### Financial Benefits

CAMP financially benefits CBC by successfully retaining students. For every student not retained, CBC loses \$7,146 per year in tuition, fees, and state funding (Internal Report, 2015). Additionally, since 99% of current CAMP students are Hispanic, CAMP also contributes to CBC's ability to obtain Hispanic Serving Institution funding.

### 2017-2018 Grant Objectives Performance Summary

Annual Objective	2017-2018 Actual Performance
1. Outreach to <b>500</b> potential participants and enroll <b>40</b> eligible MSFWs	Outreached to <b>&gt;1,000</b> students; enrolled <b>40</b> MSFWs
2. Provide <b>100%</b> accepted students with admissions, financial aid assistance and scholarship information to successfully complete their first year of college and continue in post-secondary education.	<b>100%</b>
3. <b>86%</b> of students will complete their first academic year (GPRA 1).	TBD
4. Provide <b>100%</b> students with academic, career, and counseling/ advising services to enable them to succeed in their first year of college.	<b>100%</b>
5. <b>85%</b> of first academic year completers will continue in postsecondary education (GPRA 2).	TBD
6. <b>100%</b> of first year completers will be referred to other state and federal projects on campus and be offered follow-up services.	TBD

### Next Steps

In our first few months of this new cycle, we were able to reach our first objective (outreach to 500 potential participants) by more than double, and we met our new enrollment goal of 40 eligible MSFW students. Moreover, we are on track to reach our GPRA 1 and 2 goals.



# High School Equivalency Program (HEP)

## Grantor: U.S. Department of Education

**Director:** Dalina Hoffman

**Reports To:** Daphne Larios

**2015-2020 Total Award:** \$2,271,390

**Term Year:** 3 of 5

**Mission:** Assist migrant and seasonal farmworkers (MSFW) and their children in earning their High School Equivalency Diploma (HSED), and, subsequently in gaining post-secondary education/training or employment.

**Population Served:** 352 MSFW students since beginning of grant term; 2,696 MSFW students total since the program began in 2000.

### Project’s Impact on CBC’s Mission and Student Success

HEP links to the overarching strategy of CBC’s Strategic Plan: **connectivity** (i.e., to be the local community’s solution to higher education needs). CBC’s service district has a high migrant population (average of 15%<sup>1</sup>), and a state study indicated a dropout rate as high as 50% for migrant students<sup>2</sup>. As one of the only HSED providers in our service area, HEP is critical for providing this local disadvantaged population with higher education and the opportunity to acquire a more livable wage.

Participants receive academic advising, tutoring, support for textbooks and supplies, career planning/advising services, college tours, referrals to postsecondary educational institutions and employment agencies, and follow-up services.

- In 2015-2017, an average of 47% of HEP students obtained their HSED.
- Within one to six months of graduating, **66% of HEP graduates continue their postsecondary education**, and 21% of HEP graduates enter the workforce.
- Of the HEP graduates that choose to continue their postsecondary education, **98% enroll at CBC**.

Note: The number of HEP graduates who earn their degree/certificate from CBC is currently unavailable, as students are often assigned new ID numbers upon enrollment.

### Financial Benefits

HEP financially benefits CBC by bringing in new student tuitions and contributing to testing income. Since 99% of HEP graduates enrolled at CBC this period are Hispanic, the program also contributes to CBC’s ability to obtain Hispanic Serving Institution funding.

### 2015-2018 Grant Objectives Performance Summary

No.	Annual Objective	Actual Performance		
		15-16	16-17	17-18
1.	Recruit <b>over 250</b> MSFW students for consideration into CBC HEP	<b>356</b>	<b>385</b>	258*
2.	Conduct <b>150</b> intakes to determine initial eligibility and enroll into CBC HEP	98	140	129*
3.	Administer HEP Educational Assessments and Occupational Evaluations to <b>150</b> students	98	140	129*
4.	Provide <b>150</b> HEP students with HSED preparation assistance and remedial instruction	98	140	129*
	<b>75%</b> of participants will obtain HSED (GPRA 1)	50%	65%	29%*
5.	<b>100%</b> of graduates receive placement referrals	<b>100%</b>	<b>100%</b>	<b>100%</b>
	Place <b>85%</b> of HEP HSED graduates into post-secondary education/careers (GPRA 2)	<b>88%</b>	<b>85%</b>	36%*
6.	Provide <b>150</b> participants with academic and career advising	98	140	129*

\* As of July 1, 2017 to present, numbers will be finalized when the APR is submitted in November 2018.

<sup>1</sup> Washington State Office of Superintendent of Public Instruction, School District Data, 2015-2016.

<sup>2</sup> Washington State Office of Superintendent of Public Instruction, Farmworker Dropout Study, 2008.

## Challenges

- Due to lack of a full-time recruiter in Year 1, the program was unable to enroll as many students as anticipated. At the time the 2015 Interim Performance Report was submitted, the national GPRA objectives were not being met, and HEP was required to submit monthly progress reports to the Department of Education (DOE). A full-time recruiter was hired in October 2016, and significant progress was made on both GPRA objectives by the end of Year 1. **HEP is on track for meeting both GPRA objectives by the end of Year 3 and is no longer required to submit monthly progress reports to DOE.**
- In 2014, the 21st GED initiative changed drastically. The new assessment measures high school equivalency and career and college readiness through a new endorsement delivered only in a computer-based format. The CBC HEP program incorporated these new initiatives into the service delivery model to meet the new standards required for all students taking the new assessment.
- Lack of a Retention Specialist for almost half of Year 2 effected student graduation rates. A Retention Specialist was hired in March 2017, but is currently on temporary leave for several months. HEP is on track for meeting graduation requirements in Year 3.
- In October through December, CBC's testing facility could not accommodate GED testing, and students had to go elsewhere to take their tests. This impeded students and reduced the number of students completing their tests.

## Next Steps

- Since Year 1, HEP has made significant improvements in meeting all grant objectives and anticipates meeting all objectives.
- Grant renewal occurs every five years. This grant renewal application will be available in 2019.



# Nuclear Scholarship Program

Grantor: Nuclear Regulatory Commission

**Director:** Vacant

**Reports To:** Janese Thatcher

**2016-2018 Total Award:** \$150,000

**Term Year:** 2 of 2

**Mission:** Increase the number of students pursuing careers in the nuclear industry through scholarships and support services that promote full-time enrollment and completion of an AAS in Nuclear Technology (NT), assist students in identifying post-graduation occupations in the industry prior to completion of their degree, and increase the participation of low-income, academically talented students in the nuclear industry careers.

**Population Served:** 24 students to date, preference given to low-income and underrepresented minority students.

### Project's Impact on CBC's Mission and Student Success

The Nuclear Scholarship Program is directly related to CBC's mission for Occupational Programs/Workforce Development: *to enable students to complete requirements that would allow them to earn degrees/certificates to assist them to gain employment and pursue life-long learning opportunities.* Participants are provided with funding to complete the NT AAS degree, academic support, and employment support services.

- 67% of scholarship recipients eligible to graduate in 2017 graduated.
- 100% of scholarship recipients eligible to graduate in 2018 are on track to graduate.
- Of the second-year students who received scholarships in 2016-17, **67% of are employed in the nuclear technology field**, and the remaining 33% are looking for employment.

### Grant Objectives Performance Report

Project Objective	Actual Performance		
	2016-2017	2017-2018*	Total/Average
1. Provide <b>(13)</b> \$6,576 scholarships to <b>1st-year</b> NT students and <b>(13)</b> \$4,576 scholarships to <b>2nd-year</b> NT students.	3 - 1st-year 3 - 2nd-year	9 - 1st year 10 - 2nd year	12 - 1st year 13 - 2nd year
2. Increase the number of academically talented <b>underrepresented minority students</b> pursuing careers in the nuclear industry.	Scholarship recipients were:		
	33% women 60% students of color	17% women 20% students of color	25% women 40% students of color
3. Provide academic support to participating scholars that will result to maintain or exceed a <b>3.0 GPA</b> and <b>persist throughout their first academic year.</b>	100% of students had a GPA $\geq 3.0$ and 100% continued to 2nd year	100% of students have a current GPA $\geq 3.0$	TBD
4. Provide job placement assistance to <b>100%</b> of the students prior to completion of the funding period.	Students are encouraged to complete industry standard tests (i.e., CORE, NUF, and POSS) to be more marketable, and workshops are held to prepare students for the tests. Mock interviews are also conducted. Services are available to 100% of students; however, not all participate.		
5. Disseminate program activities, scholarship opportunities, and provide community outreach to inform the area of the NT program.	Students participate in plant field trips and tour the B Reactor. Regular meetings are held with students to share information about scholarships, job opportunities, community events, etc. Community outreach includes a Nuke Tech day with Delta High School and a table at College Night as well as other high school/college expos.		

\* **To date** – 2017-2018 numbers will be finalized at the end of the grant period in June 2018.

### Challenges

One scholarship recipient dropped out of the Nuclear Technology program in Winter 2018. The director is currently looking for a replacement student to receive this scholarship.

### Next Steps

- Award the remaining 1st-year scholarship.
- The 2018-2020 grant application was submitted in October 2017. Notification of award is currently pending.
- Janese Thatcher is serving as interim director until a new director is appointed.

**Director:** Amy Stroud

**Reports To:** Cheryl Holden

**2015-2020 Total Award:** \$1,468,785

**Current Term:** 3 of 5

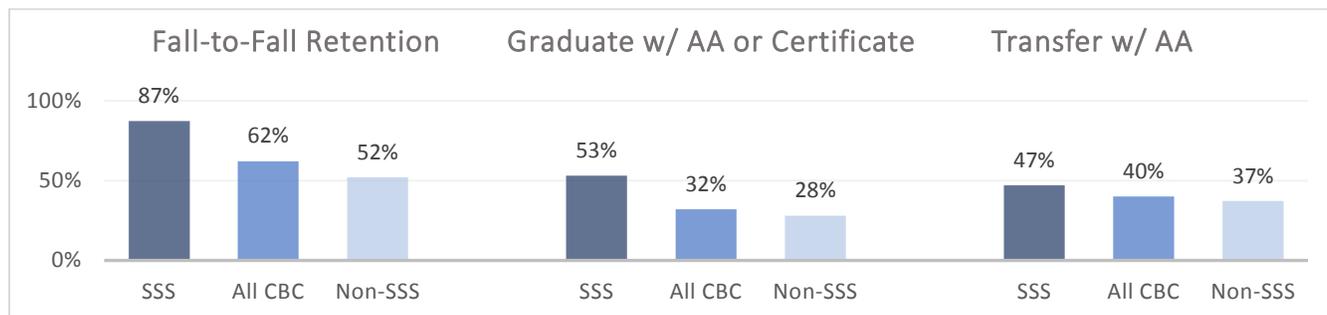
**Mission:** Provide at-risk students with the academic skills to succeed in a postsecondary institution and ultimately enter the workforce. Prepare and motivate students to continue their education at a four-year institution and complete their baccalaureate degree.

**Population Served:** 200+ annually – low-income, first generation, and/or students with disabilities

**Project’s Impact on CBC’s Mission and Student Success**

Participants receive academic advising, financial aid information, tutoring, educational counseling, and transfer/career planning services.

SSS directly impacts Goal 1 of CBC’s Strategic Plan: **Be a national leader in student retention and completion.** SSS students have **fall-to-fall retention rates 35% higher** than non-SSS students from similar demographic backgrounds (i.e., low income, first generation, and/or students with disabilities) and are **25% more likely to complete their degree/certificate.** Additionally, SSS students are 10% more likely to transfer to a four-year institution with their AA degree or certificate than non-SSS students from similar demographic backgrounds.



Source: CBC Institutional Research, 2015-2017

**Financial Benefits**

SSS financially benefits CBC by successfully retaining students. For every student not retained, CBC loses \$7,146 per year in tuition, fees, and state funding (Internal Report, 2015). Additionally, since 75% of current SSS students are Hispanic, SSS also contributes to CBC’s ability to obtain Hispanic Serving Institution funding.

**2015-2017 Grant Objectives Performance Report**

The SSS program has consistently met and exceeded all program objectives.

Annual Objective	Actual Performance	
	2015-2016	2016-2017
<b>Objective A: Persistence Rate</b>		
72% of all participants will persist from one academic year to the beginning of the next academic year or graduate, and/or transfer from a 2-year to a 4-year institution during the academic year	<b>88%</b>	<b>91%</b>
<b>Objective B: Good Academic Standing Rate</b>		
90% of participants will meet the performance level required to stay in good academic standing at the grantee institution	<b>97%</b>	<b>96%</b>
<b>Objective C: Graduation/Transfer Rate</b>		
40% of new participants will graduate with an associate’s degree or certificate within four years	<b>64%</b>	<b>78%</b>
33% of new participants will transfer with an associate’s degree or certificate within four years	<b>48%</b>	<b>63%</b>

**Next Steps**

Grant renewal occurs every five years. This grant renewal application will be available in 2019.



# Title V Student Transitions and Achievement (STAA) Grantor: U.S. Department of Education

**Director:** Keri Lobdell

**Reports to:** Michael Lee

**2015-2020 Total Award:** \$2,624,983

**Current Term:** 3 of 5

**Mission:** Improve student success and retention by redesigning developmental Math courses, renovating the Math Center, implementing a Summer Bridge program, and creating a new Hawk Alert system.

**Population Served:** Campus-wide benefits, emphasis on low-income, first generation, and/or Hispanic students testing into developmental Math courses.

### Project's Impact on CBC's Mission and Student Success

Title V STAA impacts the following Strategic Plan objectives:

#### 1b – Create excellence in student support activities

The new Hawk Alert system allows faculty to easily identify and communicate with students who are struggling. In Fall 2017, seven faculty sent out 232 alerts to the Math Center, and **35% of these students came to the Math Center** for a tutoring session. Of the students that received tutoring, **59% of them pass their class**. There were also 32 alerts created for Counseling and 85% of them were successfully resolved.

#### 2a – Support state-of-the-art teaching practices and processes that optimize student learning

Six developmental math courses were redesigned to incorporate modular, mastery-based strategies shown to improve student success, and 10 faculty were trained in these strategies and tools for effective online teaching.

#### 4 – Be a national leader in transitioning students from Pre-College to College-levels in Math and English.

The new Math Center provides qualified tutors particularly beneficial for high-need students. Data shows that **the more students utilize the Math Center, the more likely they are to succeed**.

Additionally, the new Summer Bridge program accelerates underprepared students into college-level courses. In 2016, **85% of the students who completed the new math Summer Bridge were prepared for next level course**.

### 2015-2017 Grant Objectives Performance Summary *(abbreviated – full performance report included as Attachment A)*

Objective	Actual Performance	Comments
<b>Year 1 (2015-2016) – Objective Deadline = September 30, 2016</b>		
1. Increase by <b>five</b> the number of developmental math course options by revising courses.	<b>Two</b> courses were redesigned	<b>Two</b> more courses were redesigned later in 2016. <b>One</b> learning community linking HDEV and Developmental Math was piloted in Winter 2018 and another will be held in Spring 2018.
2. At least <b>60%</b> of students completing the 80s-level math Summer Bridge are prepared for next level.	<b>85%</b>	13 completed, 11 prepared for the next level
<b>Year 2 (2016-2017) – Objective Deadline = September 30, 2017</b>		
3. Students in new developmental math courses succeed at rates <b>10%</b> higher than those in the non-treated comparison groups.	<b>5%</b> (average of all redesigned courses)	The percent of students passing redesigned courses ranged from 3% to 6% higher than those in the non-treated comparison groups.
4. At least <b>60%</b> of students completing the 90s-level math Summer Bridge are prepared for next level.	<b>57%</b>	Not all students retook the placement exam; <b>68%</b> of students who retested increased at least one course level.
5. Increase by <b>five</b> the number of developmental math course options by revising courses.	<b>Four</b> courses were redesigned	The remaining course was redesigned in Winter 2018
<b>Year 3 (2017-2018) Objective Deadline = September 30, 2018</b>		
6. Students in new developmental math courses succeed at rates <b>10%</b> higher than those in the non-treated comparison groups.	<b>TBD</b>	Data will be available in 2018-2019.
7. Increase by <b>six</b> the number of math course options by revising face-to-face and online courses.	<b>TBD</b>	All courses have full-time faculty commitment and are currently in redesign mode.

**Challenges**

- Delays in hiring key personnel led to delays in the course redesigns. Years 1 and 2 redesigns are now complete.
- The staff involved in writing the goals and performance measurements listed in the grant are no longer employed at CBC. This has led to uncertainty in how some of the objectives were intended to be met relative to the funding provided. More clarification of objectives is needed.
- Difficulty in obtaining high school transcripts led to delays in developing a new placement rubric. We recently requested and received approval to continue developing a rubric that reflects multiple measures in Year 3, and pilot the new rubric in Year 4.

**Next Steps**

- Hawk Alerts opened for all math instructors' use in Fall 2017 and will be extended to other divisions by Spring 2019. In years 3, 4, and 5 of the grant, more areas will be included in the Hawk Alert System. With more alerts created, additional support will be needed at the Math Center/Academic Success Center to attend to the referrals.
- Title V's external evaluation visit occurred September 7-8, 2017, and the final report was provided in October 2017. Overall, the evaluator was very impressed at the amount of organization and commitment demonstrated by the Title V team.

**ATTACHMENT A**  
**2015-2017 Grant Objectives Performance Report (Full Detail)**

Objective	Actual Performance	Comments
<b>Year 1 – 2015-2016</b>		
1. By Sept. 30, 2016, increase by <b>five</b> the number of developmental math course options by revising face-to-face and online courses and by linking developmental math and English into the learning community with HDEV.	<b>Two</b> courses were redesigned	<b>Two</b> more courses were redesigned later in 2016. <b>One</b> learning community linking HDEV and Developmental Math was piloted in Winter 2018 and another will be held in Spring 2018.
a. By May 30, 2016, at least <b>10</b> faculty show increased knowledge of modular, mastery-based instruction, Learning Communities, and/or online teaching.	<b>0</b> faculty	<b>10</b> faculty trained by Spring 2017.
b. By Aug. 15, 2016, <b>five</b> redesigned developmental math options developed, ready to pilot: face-to-face Math 83, 84, and 96; online Math 96; and one Learning Community linking Engl 98/99 with Math 96 and the HDEV course.	<b>Two</b> courses were redesigned (Math 83 and 84 face-to-face)	<b>Two</b> more course redesigns (Math 96 face-to-face and online) were completed in 2016. <b>One</b> learning community linking HDEV and Developmental Math was piloted in Winter 2018 and another will be held in Spring 2018.
c. By Aug. 31, 2016, <b>100%</b> of Math Center renovation is complete, ready to be equipped for math students.	<b>90%</b> complete	Math Center renovation was <b>completed in October 2016</b> .
2. By Sept. 30, 2016, at least <b>60%</b> of students completing the 80s-level math Summer Bridge are prepared for next level course.	<b>85%</b>	19 students enrolled 13 completed 11 prepared for the next level
a. By May 31, 2016, <b>80s-level math Summer Bridge curriculum fully designed</b> and ready for pilot.	Summer Bridge curriculum <b>100%</b> designed	
b. By August 30, 2016, a total of <b>60</b> newly enrolling students pilot at least <b>two</b> sections of 80s-level math Summer Bridge.	<b>19</b> students piloted <b>two</b> 80's level sections	Enrollment low despite heavy recruitment; <b>2017 Summer Bridge enrollment = 123 students</b>
c. By Sept. 15, 2016, at least <b>60%</b> of students completing the 80s-level math Summer Bridge pilot place into Math 96 or 97.	<b>69%</b>	9 of the 13 completers placed into Math 96 or higher
<b>Year 2 – 2016-2017</b>		
3. By Sept. 30, 2017, students in pilots of new developmental math courses succeed at rates at least <b>10%</b> higher than those in the non-treated comparison group.	<b>5%</b> (average of all redesigned courses)	The percent of students passing redesigned courses ranged from 3% to 6% higher than those in the non-treated comparison group.
a. By December 31, 2016, <b>Phase I</b> of Math Center equipment and technology <b>installed and ready</b> for student and tutor use.	<b>Phase I installed and ready</b>	This objective was met one month after the deadline, on January 31, 2017.
b. By May 31, 2017, at least <b>200</b> students using new tutoring services.	<b>1,006</b> students	
<del>c. By August 31, 2017, <b>100</b> enrollees placed using new placement rubric.</del>	<del><b>0</b> enrollees</del>	Received approval to complete placement rubric development in Year 3 (see Challenges)
d. By Sept. 30, 2017, data analytics drive design of Hawk Alerts and advising dashboard; at least <b>200</b> alerts sent.	<b>296</b> alerts sent	

### 2015-2017 Grant Objectives Performance Report (Continued)

Objective	Actual Performance	Comments
<b>Year 2 – 2016-2017 (Continued)</b>		
4. By Sept. 30, 2017, at least <b>60%</b> of students completing the 90s-level math Summer Bridge are prepared to enroll in next level course.	<b>57%</b> of students tested into the next level	Not all students retook the placement exam; 68% of students who retested increased at least one course level.
a. By April 30, 2017, <b>90s-level math Summer Bridge curriculum fully designed</b> and ready for pilot.	<b>90's level math Summer Bridge fully designed</b>	
b. By Aug. 15, 2017, a total of <b>60</b> newly enrolling students pilot at least <b>two</b> sections of 90s-level math Summer Bridge.	<b>70</b> students piloted <b>two</b> sections	
c. By Sept. 15, 2017, at least <b>60%</b> of students completing the 90s-level math Summer Bridge pilot place into the appropriate next level course.	<b>57%</b>	Not all students retook the placement exam; 68% of students who retested increased at least one course level.
5. By Sept. 30, 2017, increase by <b>five</b> the number of developmental math course options by revising face-to-face and online courses (face-to-face Math 94, 95, & 97 and online Math 95 and 97).	<b>Four</b> courses were redesigned	Math 94 face-to-face, 95 online, 95 face-to-face, and 97 online were redesigned. The remaining course was (Math 97 face-to-face) was completed by Winter 2018.
a. By May 31, 2017, at least <b>8</b> developmental math instructors trained in strategies and tools for modular, mastery-based instruction and/or effective online teaching strategies	<b>10</b> instructors trained	Ryan Orr, Rebecca Luttrell, Virginia Hughes, Jose Vidot, Nick Gardner, Limin Zhang, Tracie Russel, Alexandria Anderson, Anthony Zanatta, Cristina Rodrigues
b. By Aug. 1, 2017, at least <b>210</b> students enrolled in pilots of <b>five</b> revised developmental math options.	<b>170</b> students enrolled in <b>four</b> revised courses	Math 97 face-to-face was cancelled due to low enrollment.
<b>Year 3 – 2017-2018</b>		
6. Students in new developmental math courses succeed at rates <b>10%</b> higher than those in the non-treated comparison groups.	<b>TBD</b>	Data will be available in 2018-2019.
a. By Feb. 1, 2018, <b>Phase II of Math Center equipment and technology installed and ready for use</b>	<b>Partially completed</b>	Assessment meeting held to make adjustments to the requested technology. Equipment and technology to be installed in Spring 2018.
b. By July 31, 2018, at least <b>300</b> students using new math tutoring services; <b>85%</b> rate the Math Center resources and tutoring at least 4.0 on a 5-point Likert scale	<b>TBD</b>	
c. By Aug. 31, 2018, <b>Early Alert dashboard revised to support sending undeclared majors</b> and at least <b>350</b> alerts sent.	<b>TBD</b>	702 alerts sent as of Dec. 2017.
d. By Sept. 30, 2018, new placement rubric, reflecting statewide standards and multiple measures assessment 100% developed.	<b>TBD</b>	
7. Increase by <b>six</b> the number of math course options by revising face-to-face and online courses.	<b>TBD</b>	All courses have full-time faculty commitment and are currently in redesign mode.
a. By May 31, 2018, at least 8 gateway math faculty trained in mastery-based classes and/or effective online teaching strategies	<b>TBD</b>	
b. By Aug. 15, 2018, at least <b>300</b> students enrolled in pilots of <b>six</b> redesigned math options ( <b>1</b> developmental, <b>5</b> gateway) – Math 98, 107, and 146 face-to-face and online	<b>TBD</b>	

**Director:** Susan Vega  
**2017-2022 Total Award:** \$1,779,940

**Reports To:** Cheryl Holden  
**Term Year:** 1 of 5

**Mission:** Academically prepare low-income high school students to become first-generation college graduates.

**Population Served:** 83 students annually (low-income, at risk of academic failure, and first generation students)

**Project’s Impact on CBC’s Mission and Student Success**

UB links to the overarching strategy of CBC’s Strategic Plan: **connectivity** (i.e., to be the local community’s solution to higher education needs). UB prepares disadvantaged students from three target high schools (Pasco, Chiawana, and Connell) to matriculate to college. **CBC becomes a first choice for more than half of UB participants.**

Participants receive tutoring and academic advising, visit colleges, and attend cultural events. CBC staff from Financial Aid, Recruitment, and Running Start present to students and parents. Currently, 27% of all 11<sup>th</sup> and 12<sup>th</sup> grade UB students participate in Running Start, as compared to 19% in the 2016-17 year.

Compared to other low-income, at-risk students from the three target high schools, **UB participants are 30% more likely to enroll in postsecondary education and 34% more likely to obtain a postsecondary degree or certificate** (comparative data found in Objective Report).

- 54% of UB graduates who enter college the fall immediately after graduation enroll at CBC
- 87% of UB graduates enrolled at CBC utilize CBC support services (SSS, CAMP, etc.)
- 67% of UB graduates who enroll at CBC complete their degree/certificate

**Financial Benefits**

UB financially benefits CBC by bringing in new student tuitions (including Running Start and Summer Bridge). Since 100% of UB graduates enrolled at CBC this period are Hispanic, UB also contributes to CBC’s ability to obtain Hispanic Serving Institution funding.

**2012-2017 Grant Objectives Performance Report**

Annual Objective	Actual Performance					Target Schools
	12-13	13-14	14-15	15-16	16-17	15-16
1. <b>78%</b> of participants will have a GPA $\geq 2.5$ on a 4-point scale	<b>80%</b>	<b>79%</b>	<b>81%</b>	<b>78%</b>	76%	63%
2. <b>68%</b> of UB seniors will have achieved at the proficient level on state assessments in Reading/Language Arts and Math	<b>88%</b>	<b>82%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	25% smarter balance
3. <b>85%</b> of participants continue in school at the next grade level or graduate with a regular secondary school diploma	<b>99%</b>	<b>100%</b>	<b>100%</b>	<b>98%</b>	<b>100%</b>	59% (grad. rate)
4. <b>85%</b> of all participants expected to graduate high school in the school year will complete a rigorous secondary school program of study and graduate in that school year	82%	73%	<b>85%</b>	79%	<b>96%</b>	31%
5. <b>80%</b> of all participants expected to graduate high school in the school year will enroll in a program of postsecondary education by the fall term immediately following high school or defer enrollment until the next academic semester	<b>82%</b>	<b>82%</b>	<b>85%</b>	76%	79%	45%
6. <b>60%</b> of participants who enrolled in postsecondary education attain an AA or BA degree within six years of graduation	N/A	42%	<b>67%</b>	39%	<b>64%</b>	36% AA 15% BA

**Next Steps**

Grant renewal occurs every five years. UB began its new 2017-2022 grant cycle in September.

**Director:** Debbie Padilla

**Reports To:** Curtis Crawford

**2017-2018 Total Award:** \$125,000

**Current Term:** 1 of 1

**Mission:** Provide enriching educational opportunities and practical help to prepare underrepresented students for university-level studies in science, technology, engineering, and mathematics (STEM).

**Population Served:** Approximately 100 students annually who are underrepresented in STEM fields (i.e., African American, Native American, Latino, women, etc.).

**Project’s Impact on CBC’s Mission and Student Success**

MCCP began in 2009 and links to the [Academic](#) and [Cultural Effectiveness](#) aspects of CBC’s mission. Participants are provided with a dedicated study center, Academic Excellence Workshops (AEWs), academic advising, and career/professional development. University visits and research opportunities are available to MESA students via funding from WSU’s LSAMP Program.

**MESA students complete Associate’s degrees at a rate 43% higher than average CBC students and 31% higher than CBC STEM students** (CBC Institutional Research, 2017). Of MESA students who completed an AA degree in 2017, 100% of the graduates transferred to a four-year institution.

**2017-2018 Contract Objectives Performance Report**

Required Components	Provided at CBC?	Comments
Provide full-time MESA Director	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Debbie Padilla serves as the full-time MCCP Director.
Serve 100 students	In Progress	Currently 64 students are enrolled (up from last year’s total of 47).
Provide a dedicated study center	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	CBC’s MESA center meets all requirements.
Provide AEWs	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	One workshop per week is provided.
Provide an orientation course	In Progress	A one-hour orientation workshop will be offered.
Designate an academic advisor	In Progress	An advisor will be designated.
Dedicate at least 10% of funding for student activities	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$17,000 (13.6% of total funding) is dedicated for student activities.
Provide career and professional development services	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Three workshops have been held on campus to date, and students have taken one LSAMP trip.
Develop an Industry Advisory Board	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	An advisory board was developed in Fall 2017.
Promote the MESA program	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	A website, brochure, and PowerPoint were created in Fall 2017.

Key Performance Indicators	Actual Performance
1. Center Infrastructure - Provide <b>1 FTE</b> , key facilities, technology infrastructure, funding, and advocacy	<b>1 FTE</b> , all infrastructure is in place.
2. Outreach and Recruitment - <b>100</b> students enrolled ( <b>90%</b> minority, <b>80%</b> low-income, and <b>80%</b> first-gen)	<b>64</b> students enrolled to date ( <b>97%</b> minority, <b>83%</b> low-income)
3. Academic Programming and Enrichments - Provide orientation class, tutorial services, and STEM and LSAMP conferences	All to be provided
4. Student Career Development - Provide academic advising/transfer prep, and leadership development	All to be provided
5. Outcomes - No targets set for 2017-2018, data will be collected for future years on: GPA, retention, and transfer success	<b>87%</b> of MESA students have a GPA $\geq$ 2.5 <b>100%</b> of 2017 graduates transferred to a 4-year

**Challenges**

Enrollment was below the target in 2016-17. MCCP has been restructured to emphasize recruitment efforts.

**Next Steps**

Continue to increase enrollment by working with CBC’s outreach program/admissions and presenting program information to faculty and students.



# Opportunity Grant (OG) Funding Source: State Allocation

**Director:** Ana Tuiaea-Ruud  
**2017-2018 Total Award:** \$279,412

**Reports To:** Daphne Larios  
**Term Year:** 1 of 1

**Mission:** Help remove barriers in the pursuit of higher education by providing financial, advising, enrollment, and ongoing support services directly related to workforce education training programs in an environment of support, respect, and equality.

**Population Served:** 95 students served in 2016-2017. OG serves low-income adults training for high-wage, high-demand careers. These careers provide a beginning wage of \$13 per hour. Students enrolled in the following CBC Programs are eligible for funding: Automotive Technology, Computer Science, Early Childhood Education, Health Science, and Integrated Basic Education Skills Training (I-BEST) programs.

### Project's Impact on CBC's Mission and Student Success

OG supports Goal 1 of CBC's Strategic Plan: *CBC will be a national leader in student retention and completion.* CBC's OG students have proven to be leaders in retention in the State of Washington. OG's 2016-2017 retention rate (93%) was listed by the SBCTC as ranking second among Washington State Community and Technical Colleges.

OG meets objective B in Goal 1 *create excellence in student support activities* by encouraging retention and completion through student progress tracking and providing advising support services. Students are also provided with tutoring, career advising, emergency transportation and childcare assistance upon request.

OG supports Goal 3 of CBC's Strategic Plan: *CBC Professional/Technical Education students will be highly employable and highly effective once hired.* The OG program operates with the specific goal of helping low-income adults reach the educational tipping point- and beyond- in high-wage, high demand careers. The approved high-wage, high-demand career pathways provide a minimum beginning wage of \$13.00 per hour in Washington State.

### Grant Objectives Performance Report

Performance Measurement	2015-2016		2016-2017	
	Target	Actual	Target	Actual
Enrollment (FTE)	41	<b>45 (110%)</b>	41	<b>48 (117%)</b>
Retention	70%	<b>*95%</b>	70%	<b>*93%</b>

*\*Second highest retention rate in the State of Washington for Opportunity Grant*

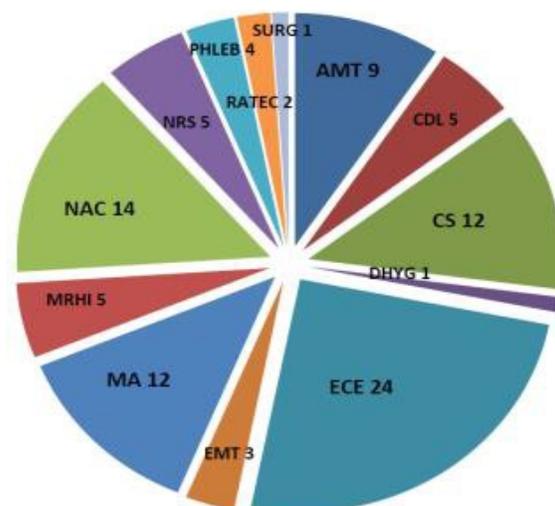
### Challenges

Enrollment can be dependent on Health Science program offerings based on community need. I-BEST program participant numbers can impact OG.

### Next Steps

Create a common database system for all WEC grants to share information to better serve and refer students between grant programs. The Worker Retraining program has purchased database software for joint WEC usage that is currently being reviewed by the college to ensure security.

**Program Funding Breakdown 2016-2017**





# Worker Retraining Program (WRT)

Grantor: SBCTC

**Director:** Michelle Mann

**Reports To:** Melissa McBurney

**2017-2018 Total Award:** \$1,712,820

**Term Year:** 1 of 1

**Mission:** Help remove barriers in the pursuit of higher education by providing financial, advising, enrollment, and ongoing support services directly related to workforce education training programs in an environment of support, respect, and equality.

**Population Served:** 381 FTE (742 headcount) students in 2016-2017; current year goal is 323 FTE with 299.80 FTE (687 headcount) currently enrolled. WRT serves students who are laid off and collecting or have exhausted unemployment insurance, working in a low-wage survival job, displaced homemakers, formerly self-employed, recently separated veterans or soon to be released from the military, or at risk of losing a job unless occupational skills are updated.

### Project's Impact on CBC's Mission and Student Success

WRT supports Goal 3 of CBC's strategic plan: **CBC Professional/Technical Education students will be highly employable and highly effective once hired.** The WRT program operates with the specific goal of moving students into high-wage, high employer demand jobs. WRT's Advisory Committee consisting of representatives from businesses and community groups directs program planning to ensure WRT's efforts are consistent with the needs of the local and regional economy. WRT funds are used to develop these programs and provide financial aid, academic/career advising, and job referral/development services to assist underserved populations in securing wage-gain employment. **Of WRT students who completed their degree/program and gained employment, 100% of those who were previously employed in low to middle wage positions are now earning higher wages than earned prior to job loss.**

### Grant Objectives Performance Report

Performance Measurement	Target	Actual Performance		
		15-16	16-17	17-18
Enrollment (FTE)	290, 293, and 323	<b>307 (106%)</b>	<b>381 (130%)</b>	299.80 (93%) <sup>(1)</sup>
Completion	60%	<b>63%</b>	<b>60%</b> <sup>(2)</sup>	TBD
Job Placement - 2 quarters after completion <sup>(3)</sup>	75%	69%	73%	TBD
Job Retention - 4 quarters after completion <sup>(3)</sup>	75%	72%	<b>77%</b>	TBD
Wage Recovery <sup>(3)</sup>	100% - middle/low wage 85% - high wage	<b>100%</b> <b>96%</b>	99% <b>91%</b>	TBD

<sup>(1)</sup> As of 3/22/18, students are still enrolling for spring quarter

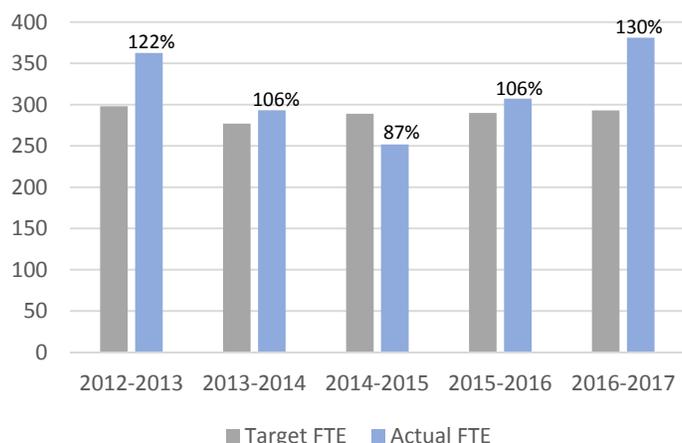
<sup>(2)</sup> Some students enrolled in 2016-17 are still working toward completion and are consequently not included.

<sup>(3)</sup> The most current State reported data for these performance measurements is from 2014-2015.

### Next Steps

- Proposed plan approved for program year 2017-2018.
- Received an additional \$158,875 from the State to support 31 more FTEs than originally proposed. Given the current enrollments, WRT is on track for meeting this new target.
- Increase connection to job placement services after program completion.
- Received an additional \$33,622 to direct to student tuition.

Worker Retraining Historical Enrollments





# Title V Cooperative

## A Partnership for Advancing Health Professions

Grantor: U.S. Department of Education via BBCC

**CBC Director:** Deborah Brown  
**2014-2019 Total Award:** \$1,197,254

**Reports To:** Melissa McBurney  
**Current Term:** 4 of 5

**BBCC Director =** Roy Salcedo

**Mission:** Collaborate with BBCC to expand postsecondary access to healthcare opportunities by establishing new certificates and AAS/BAS degrees in Simulation Technology (Sim Tech), Medical Records and Healthcare Information (MRHI), and Healthcare Administration (HCAD). Promote completion through new healthcare advising system.

**Population Served:** MRHI = 53 CBC students and BAS = 108 CBC students and 7 BBCC students, with a focus on Hispanic and/or low-income students.

### Project's Impact on CBC's Mission and Student Success

The Title V Cooperative grant has directly contributed to meeting the following Strategic Plan objectives:

#### 2a – Support state-of-the-art teaching practices and processes that optimize student learning

Title V Cooperative decreased the gaps in faculty expertise in best pedagogical practices for online courses. Thirty-six CBC faculty were trained in Quality Matters™ standards, and all new online courses meet these standards.

#### 3 – Professional/Technical Education students will be highly employable and highly effective once hired

Title V Cooperative developed community-responsive programs (MRHI AAS and HCAD BAS) to provide students with access to our region's most promising healthcare-related career opportunities.

The MRHI cohort from Fall 2016 had **100% of students who completed their first-year certificate re-enroll to begin the AAS degree**. Upon completing the new degrees, students will have the opportunity to earn average annual salaries beginning at \$44,230 (DOL, 2016). Given that 73% of all students currently enrolled are low-income, these programs provide graduates with the opportunity to **significantly uplift their socioeconomic status**.

### 2014-2017 Grant Objectives Performance Report *(abbreviated – full performance report included as Attachment A)*

Objective	Actual Performance	Current Statistics and Comments*
<b>Year 1 (2014-2015) – Objective Deadline = September 2015</b>		
1. Enroll at least <b>65</b> students in new MRHI courses (BBCC-30, CBC-35).	Total students: <b>0</b>	As of Spring 2018, <b>53 CBC</b> students enrolled.
<b>Year 2 (2015-2016) – Objective Deadline = September 2016</b>		
2. Enroll at least <b>50</b> students in new Sim Tech certificate courses (BBCC-30, CBC-20).	Total students: <b>0</b>	The number of BBCC Sim-Tech students currently enrolled is unknown. BBCC has experienced difficulty enrolling Sim Tech students.
3. At least <b>80%</b> of MRHI students complete certificate; at least <b>60%</b> of completers re-enroll to complete the AAS.	<b>0%</b> completed <b>0%</b> re-enrolled	As of Fall 2017, <b>49%</b> of Cohort 1 had completed, and <b>100%</b> of completers are re-enrolled. As of Spring 2018, <b>27%</b> of all students (Cohorts 1 and 2) have completed and <b>100%</b> have re-enrolled.
<b>Year 3 (2016-2017) – Objective Deadline = September 2017</b>		
4. At least <b>80%</b> of Sim Tech students complete; at least <b>60%</b> of completers enroll in AAS.	<b>100%</b> completed certificate	The percent of completers who enrolled in the AAS degree is unknown.
5. Enroll at least <b>65</b> students in BAS core courses ( <b>25</b> -BBCC, <b>40</b> -CBC).	Total students: <b>115</b> (BBCC-7, CBC-108)	BBCC student enrollment is low, more outreach is needed.
<b>Year 4 (2017-2018) – Objective Deadline = September 2018</b>		
6. At least <b>80%</b> of students enrolled in the first Sim Tech cohort complete their AAS degree	<b>TBD</b>	
7. At least <b>80%</b> of students enrolled in BAS core online courses succeed (grade "C" or above) and enroll in new HCAD BAS program	<b>TBD</b>	BBCC Director will request "and enroll in new HCAD BAS program" be removed from this objective.

**\*Note: Objectives not met by the designated deadline were often accomplished at a later date.**

Color Key: BBCC and CBC Objective, BBCC Objective

#### Challenges

- Hiring Delays – While Year 1 funding was awarded in October 2014, the program was not fully staffed until August 2015. Once hired, staff worked quickly to develop curriculum for the new certificates/degrees.
- Curriculum Approval Delays – At the time the grant was written, it was assumed CBC’s previous Health Information Technology (HIT) program could be revived from Inactive status. Unfortunately, after the grant was awarded, the State had already removed HIT from CBC’s program inventory, and a new program had to be developed and approved. Once approved, CBC was enrolling students in the new courses within eight months.
- Technical Delays – With the State switching to CTCLink, BBCC decided to delay development of the new Healthcare Advising system to avoid duplicating efforts. Given that CTCLink may not be in place by the end of the grant period, CBC is using one-on-one advising.
- Collaboration – Until recently, a Memorandum of Understanding (MOU) was not in place for referring students between the two colleges. An MOU between CBC and BBCC is now in place for the Sim Tech program, as well as an Affiliation Agreement to host Sim Tech practicum students at CBC. The MOU for the MRHI program has also been signed and is now in place.
- Sim Tech Enrollments – BBCC is struggling to enroll students in the new Sim Tech program and is evaluating this program’s sustainability.

#### Next Steps

Despite initial delays, the program is now moving forward as scheduled, and all goals (with the possible exception of the Healthcare Advising system) should be achieved by the end of the grant timeline. Year 4 will include:

- Continue work on BAS in Applied Management courses to ensure that all online/blended classes meet Quality Matters Standards.
- Continue outreach efforts for the BAS in Applied Management program to meet the grant goals, specifically, increasing student enrollment from the Central Washington region (BBCC students).
- Request removal of the words “and enroll in new HCAD BAS program” from Year 4, objective 7. A meeting with the BBCC Director in November 2017 concluded that this requirement should be removed from the grant based on the fact that the industry would not support this many new hires.
- Work with the Outreach Retention Specialist to better track students that are specifically seeking a degree in Healthcare Administration (currently, the coding for a BAS in Applied Management is the same as for a BAS in Applied Management – Healthcare Administration Track).

## Title V Cooperative

### A Partnership for Advancing Health Professions

Grantor: U.S. Department of Education via BBCC

#### ATTACHMENT A

#### 2014-2017 Grant Objectives Performance Report (Full Detail)

Objective	Actual Performance	Current Statistics and Comments*
<b>Year 1 (2014-2015)</b>		
1. By Sept. 2015, enroll at least <b>65</b> students (BBCC- <b>30</b> , CBC- <b>35</b> , at least <b>50%</b> Hispanic and/or low income) in new MRHI Certificate/AAS core courses.	Total students: <b>0</b> BBCC: <b>0</b> CBC: <b>0</b> % Hispanic/LI: <b>N/A</b>	As of Spring 2018, <b>53</b> CBC students ( <b>77%</b> Hispanic/LI) enrolled.
a. By May 2015, overall curricula plan for new Certificate/AAS option <b>100% developed and approved</b> by BBCC Instructional/CBC Curriculum Committees	% Developed: <b>100%</b> Approved: <b>No</b>	Curricula was <b>approved in July 2016</b> .
b. By Aug. 2015, at least <b>10</b> faculty from BBCC and CBC develop 55 hours of MRHI core curricula, addressing industry competencies and infusing Quality Matters™ standards for distance instruction	No. of faculty who developed 55 hours: <b>10</b>	
c. By Sept. 2015, at least <b>20 students at each institution</b> participate in Professional Speakers' presentation.	Total students: <b>90</b> BBCC: <b>20</b> CBC: <b>76</b>	
<b>Year 2 (2015-2016)</b>		
2. By Sept. 2016 enroll at least <b>50</b> students (BBCC- <b>30</b> , CBC- <b>20</b> , at least <b>50%</b> Hispanic and/or low income) in Sim Tech certificate courses.	Total students: <b>0</b> BBCC: <b>0</b> CBC: <b>0</b> % Hispanic/LI: <b>N/A</b>	The number of BBCC Sim-Tech students currently enrolled is unknown. BBCC has experienced difficulty enrolling Sim Tech students.
a. By Jan. 2016, renovation to complete BBCC Sim Tech Lab <b>100%</b> complete.	Renovation Complete: <b>100%</b>	
b. By May 2016, overall curricula plan for new Sim Tech certificate <b>100% developed and approved</b> by BBCC Instructional/CBC Curriculum Committees	% Developed: <b>100%</b> Approved: <b>No</b>	Curricula was <b>approved in July 2016</b> .
c. By Aug. 2016, at least <b>8</b> faculty from BBCC and CBC develop 23 hours of Sim Tech certificate requirements, addressing industry competencies and infusing Quality Matters™ standards for distance instruction.	No. of faculty who developed 23 hours: <b>8</b>	
3. By Sept. 2016 at least <b>80%</b> of students enrolled in new MRHI courses complete certificate; at least <b>60%</b> of completers re-enroll to complete the AAS.	<b>0%</b> completed (no students enrolled) <b>0%</b> re-enrolled in AAS	As of Fall 2017, <b>49%</b> of Cohort 1 had completed, and <b>100%</b> of completers are re-enrolled. As of Spring 2018, <b>27%</b> of all students (Cohorts 1 and 2) have completed and <b>100%</b> have re-enrolled.
a. By Aug. 2016, at least <b>70%</b> of students enrolled in MRHI courses pilot new Healthcare Advising.	<b>0%</b> (no students enrolled)	The new Healthcare Advising System has not been developed. BBCC is waiting for the new CTCLink system to be in place (see Challenges).
b. By Aug. 2016, at least <b>85%</b> of MRHI enrollees report satisfaction	<b>0%</b> (no students enrolled)	A student satisfaction survey was conducted in August 2017, and <b>92%</b> of participants reported satisfaction.

*\*Note: Objectives not met by the designated deadline were often accomplished at a later date.*

Color Key: BBCC and CBC Objective, BBCC Objective, CBC Objective

## Title V Cooperative

### A Partnership for Advancing Health Professions

Grantor: U.S. Department of Education via BBCC

#### 2014-2017 Grant Objectives Performance Report (Continued)

Objective	Actual Performance	Current Statistics and Comments*
<b>Year 3 (2016-2017)</b>		
4. By Sept. 2017, at least <b>80%</b> of students in new Sim Tech courses complete certificate. At least <b>60%</b> of completers enroll in AAS.	<b>100%</b> completed certificate	The percent of completers who enrolled in the AAS degree is unknown.
a. By June 2017, at least <b>70%</b> of students enrolled in Sim Tech courses pilot new Healthcare Advising.	<b>0%</b>	The proposed Healthcare Advising System has not been developed (see 3a).
b. By Aug. 2017, at least <b>80%</b> of students in Sim Tech pilots have grades of "C" or above.	<b>85%</b>	
c. By Aug. 2017, at least <b>12</b> faculty from BBCC and CBC develop at least 22 hours of Sim Tech AAS curricula, addressing industry competencies and infusing Quality Matters™ standards for distance instruction.	No. of faculty who developed 22 hours: <b>8 BBCC faculty</b>	BBCC's Sim Tech curricula is not yet Quality Matters infused.
5. By Sept. 2017, enroll at least <b>65</b> students ( <b>25</b> -BBCC, <b>40</b> -CBC, at least <b>50%</b> Hispanic and/or low income) in BAS core courses in online/blended format.	Total students: <b>164</b> BBCC: <b>7</b> CBC: <b>157</b> % Hispanic/LI: <b>42%</b>	BBCC student enrollment is low, more outreach is needed.
a. By May 2017, overall curricula plan for new BAS in HCAD track <b>100%</b> developed and approved by BBCC/CBC Committees.	Developed: <b>100%</b> Approved: <b>Yes</b>	CBC was well ahead of this deadline.
b. By Aug. 2017, at least <b>4</b> faculty from BBCC and CBC convert 25 hours of BAS in HCAD requirements to online/blended formats adhering to Quality Matters™ standards for distance instruction.	No. of faculty who converted 25 hours: <b>4 CBC faculty</b>	BBCC has not been involved in the creation of online/blended BAS in HCAD courses (mostly done prior to grant award). Work continues to ensure all HCAD classes meet Quality Matters standards.
c. By Aug. 2017, at least <b>85%</b> of students accessing new advising system rank the service at least 4 on a 5-point Likert scale.	<b>93%</b>	New advising system not in place, CBC is using one-on-one advising.
<b>Year 4 (2017-2018)</b>		
6. By Sept. 2018, at least <b>80%</b> of students enrolled in AAS in Sim Tech (1 <sup>st</sup> cohort) complete the degree.	<b>TBD</b>	
a. By Aug. 2018, at least <b>80%</b> of BBCC students in Sim Tech AAS pilots succeed (grades "C" or above).	<b>TBD</b>	
b. By Sept. 2018, at least <b>35</b> students ( <b>20 BBCC, 15 CBC</b> ) enroll in new Sim Tech courses leading to concentrations in Simulation Programming/Education.	<b>TBD</b>	
7. By Sept. 2018, at least <b>80%</b> of students enrolled in BAS core online courses succeed (grade "C" or above) and enroll in new HCAD BAS program.	<b>TBD</b>	BBCC Director will request "and enroll in new HCAD BAS program" be removed from this objective.
a. By Aug. 2018, at least <b>10</b> faculty from BBCC and CBC develop <b>35</b> hours of new BAS HCAD curricula.	<b>10</b> CBC faculty developed <b>35</b> hours of curricula	CBC is well ahead of this deadline – all BAS in HCAD curricula is developed and approved.
b. By Sept. 2018, at least <b>70%</b> of students in online/blended BAS core courses pilot Healthcare Advising.	<b>TBD</b>	The proposed Healthcare Advising System has not been developed (see 3a).

**\*Note: Objectives not met by the designated deadline were often accomplished at a later date.**

Color Key: BBCC and CBC Objective, BBCC Objective, CBC Objective



# Basic Education for Adults (BEa) Master Grant

Grantor: SBCTC

**Director:** Erin Holloway  
**2017-2018 Total Award:** \$213,551

**Reports To:** Daphne Larios  
**Current Term:** 1 of 1

**Mission:** Provide adult students with the integrated education and training necessary to earn a high school diploma/equivalency, transition to and complete postsecondary education programs, and advance in a career that leads to economic self-sufficiency. Instruction contextualizes and integrates reading, writing, speaking and listening, mathematics, English language acquisition (ELA), information literacy, and employability skills aligned with CBC and career readiness standards.

**Population Served:** Adults with academic skills below high school completion or who are seeking to improve their English language skills. Serves an average of 1,855 students a year.

### Project’s Impact on CBC’s Mission and Student Success

The BEa Master Grant is the primary grant supporting the Transitional Studies division programming. This work fulfills the Basic Skills section of CBC’s mission: [to prepare students for success in college-level skills courses](#). Transitional Studies encompasses ELA, Adult Basic Education (ABE), High School 21+ (HS21+), and Integrated Basic Education Skills and Training (I-BEST) programs. The grant primarily funds faculty salaries, including one full-time ELA faculty, one full-time ABE faculty, and a part-time instructional technician. The grant also funds instructional materials/supplies, including a new math curriculum for ELA and ABE.

One of the program’s primary goals is to transition students into post-secondary education. In the 2016-2017 school year, 27% of the Transitional Studies cohort transitioned into CBC’s developmental and college-level courses. [Approximately 10.6% of all CBC FTE and about 17.6% of all CBC headcount comes from students who participate in Basic Skills programs and course work.](#)

### 2016-2017 Grant Objectives Performance Report

Performance Measurement	Target*	Actual Performance
Educational functioning level increases (measurable skill gains)	41.72%	41.76%
Attained high school diploma or equivalent	-	-
Entered Employment	-	-
Retained Employment	-	-
Entered Post-Secondary Training	-	-

*\* In 2016-2017, only one performance target was established. The Workforce Innovation and Opportunity Act (WIOA) defined new common performance measurements that will be reporting objectives for future grant years, but targets have not yet been set at the state and federal level.*

### Next Steps

Though targets for the newly defined WIOA common performance measurements have not yet been set, CBC is currently preparing to meet the new objectives. Targets on progression and transition will be achieved through:

- Increased curricular rigor in lower-level coursework for both ELA and ABE students – The use of the computer based I-DEA modules in all lower-level ELA classes will significantly enhance both student measureable skill gains and employability.
- Continued expansion of I-BEST programming options – The development of Academic I-BEST programming will provide a new layer of support for degree-seeking students entering the college with basic skills.
- Continued expansion of the HS21+ program offerings – Continued growth of the HS21+ program will provide a competency-based alternative for students lacking a high school diploma or equivalency.
- Additional navigational support from Retention Specialists in the Transitional Studies division – Extra support will continue to increase successful transitions of students into college-level coursework and program completion.



**Director:** Erin Holloway  
**2017-2018 Total Award:** \$39,049

**Reports To:** Daphne Larios  
**Current Term:** 1 of 1

**Mission:** Provide adult education concurrently and contextually with workforce training for specific occupations and occupational clusters.

**Population Served:** Adults with academic skills below high school completion or who are seeking to improve their English language skills. Served 96 students during the 2016-2017 academic year, and 83 students have been served thus far in the 2017-18 academic year.

**Project’s Impact on CBC’s Mission and Student Success**

The IEL/Civics Grant is the primary grant supporting the Transitional Studies Integrated Basic Education Skills Training (I-BEST) programs. IBEST programs allow students to enroll in and complete college level credits with added support in the classroom. This work fulfills the Basic Skills section of CBC’s mission: to prepare and support students for success in college-level skills courses.

CBC currently offers I-BEST programs for a variety of professional/technical education certificates including: Nursing assistant, phlebotomy, commercial driver’s license, early childhood education, and certified logistics technician. The IEL/Civics grant provides funding for faculty salaries, instructional materials in I-BEST classrooms and partial funding for the I-BEST Retention Specialist position.

**2016-2017 Grant Objectives Performance Report**

The IEL/Civics Grant funding is provided as a supplement to the BEdA Master Grant. Data provided is based on the entire Transitional Studies 2016-2017 cohort.

Performance Measurement	Target	Actual Performance
Educational functioning level increases (measurable skill gains)	41.72%	41.76%
Attained high school diploma or equivalent	-	-
Entered Employment	-	-
Retained Employment	-	-
Entered Post-Secondary Training	-	-

*\* In 2016-2017, only one performance target was established. The Workforce Innovation and Opportunity Act defined new common performance measurements that will be reporting objectives for future grant years, but targets have not yet been set at the state and federal level.*

**Next Steps**

Transitional Studies is seeking to expand I-BEST programming to include Academic I-BEST courses. Transitional Studies is working with the Health Sciences division to pilot the first Academic I-BEST course offered at the College. The course, Medical Terminology, is scheduled for a pilot run in 2018-19.



# Integrated Digital English Acceleration (I-DEA) Technology Expansion Grant Grantor: SBCTC

**Director:** Erin Holloway

**2017-2018 Total Award:** \$100,000

**Reports To:** Daphne Larios

**Current Term:** 1 of 1

**Mission:** Provide non-native English speaking adult students with the integrated education and training necessary to earn a high school diploma/equivalency, transition to and complete postsecondary education programs, and advance in a career that leads to economic self-sufficiency. Instruction contextualizes and integrates reading, writing, speaking and listening, mathematics, English language acquisition (ELA), information literacy, and employability skills aligned with CBC and career readiness standards.

**Population Served:** Non-native English speaking adults seeking to improve their English language skills.

## **Project's Impact on CBC's Mission and Student Success**

The I-DEA Technology Expansion Grant supports the Basic Skills section of CBC's mission: [to prepare students for success in college-level skills courses](#). The purpose of the grant is to expand implementation of the I-DEA program, which consists of instructional modules that blend English language instruction with employability skills and digital literacy. The I-DEA program is designed to improve instruction for low-level English learners and prepare students for entry into the workforce and/or college coursework. The grant provided funding for the purchase of 125 new laptops and five computers-on-wheels carts for use with the I-DEA Canvas based modules.

The use of the computer based I-DEA modules in all lower-level ELA classes will significantly enhance both student measurable skill gains and employability. Use of the newly purchased laptops and full implementation of the modules began on September 25, 2017.

## **Grant Objectives Performance Report**

- Post-test rate for students enrolled in the I-DEA program through end of Winter 2018: 80%
- Measurable skills gains: Sixty-two percent of students post-tested completed at least one NRS level. In total, 182 student level gains were achieved over the first two quarters of the I-DEA module roll-out.
- Student distance education completion hours: Students completed 2,945 DE hours in Winter 2018.
- Student retention rates: Fifty-seven percent of our federally-reportable fall quarter I-DEA students were retained into winter quarter.

## **Next Steps**

N/A – Grant complete.

**Director:** Daphne Larios  
**2017-2018 Total Award:** \$116,200

**Reports To:** Michael Lee  
**Current Term:** 1 of 1

**Mission:** Provide students with the integrated education and training necessary to lead early childhood classrooms and ensure the success of Washington’s youngest learners.

**Population Served:** Washington State residents currently employed at a childcare facility, family home care, or Head Start/Early Childhood Education (ECE) and Assistance Program who are enrolled or seeking enrollment in CBC’s ECE program. Twenty-five FTE were served in 2016-2017; current year goal is 14 FTE.

**Project’s Impact on CBC’s Mission and Student Success**

The Early Achievers Grant supports the Occupational Programs/Workforce Development aspect of CBC’s mission: *to enable students to complete requirements that would allow them to earn degrees/certificates to assist them to gain employment and pursue life-long learning opportunities.* The grant provides students in the ECE program with funding for tuition, books, and wrap-around services. The grant also funds a part-time staff member to serve as point-of-contact for current and potential students and to provide outreach and additional academic support services.

The program aids students in completing the educational requirements set by the Washington State Department of Early Learning and in obtaining the State Initial ECE Certificate (offered in both Spanish and English). This certification allows students to meet the State’s current licensing requirements.

**Grant Objectives Performance Report**

Performance Measurement	2016-2017		2017-2018	
	Target	Actual	Target	Actual
Enrollment	17 FTE	25 FTE	14 FTE	TBD <sup>(1)</sup>
GPA	100% of students maintain 2.0 GPA and meet CBC’s ECE satisfactory academic progress policies	84%	100% of students maintain 2.0 GPA and meet CBC’s ECE satisfactory academic progress policies	TBD
Retention (Quarter to Quarter)	State rate was 73%	84%	-	TBD
Completion	1-19 credits	37 students <sup>(2)</sup>	-	TBD
	20-44 credits	13 students <sup>(2)</sup>	-	TBD
	45-89 credits	1 student <sup>(2)</sup>	-	TBD
	Associates Degree	2 students <sup>(2)</sup>	-	TBD

<sup>(1)</sup> *To date – the program is still accepting applicants for the 2017-2018 grant period.*

<sup>(2)</sup> *To date – some students enrolled in 2016 are still working toward completion.*

**Next Steps**

Navigational support from Retention Specialists in the Transitional Studies division and the point-of-contact will continue to increase successful program completion for eligible ECE students. Planned expansions of I-BEST programming to support the State Short ECE Certificates of Specialization, the State ECE Certificate, and the AAS degree will provide opportunities for expansion of the grant impact and FTEs in the 2018-2019 academic year.



# Basic Food Employment and Training (BFET)

Grantor: SBCTC

**Director:** Debra Wagar

**Reports To:** Melissa McBurney

**2017-2018 Target to Recover:** \$308,254 **Current Term:** 1 of 1

**Mission:** Help remove barriers in the pursuit of higher education by providing financial, advising, enrollment, and ongoing support services directly related to workforce education training programs in an environment of support, respect, and equality.

**Population Served:** Current enrollment = 177; BFET serves low-income students receiving food benefits and not receiving a Temporary Assistance for Needy Families grant who are enrolled in a professional/technical pathway.

### Project’s Impact on CBC’s Mission and Student Success

BFET directly impacts Goal 1 of CBC’s Strategic Plan: *Be a national leader in student retention and completion.* BFET students receive financial support for costs such as tuition, books, program tools, travel, clothing, and emergency expenses that often impede attendance for low-income students. Participants also receive one-on-one advising and academic/career planning support to increase the likelihood of persisting to completion.

- BFET students have **retention rates approximately 19% higher** than other low-income/first generation students.
- BFET students are **25% more likely to complete their degree/certificate** than other low-income/first generation students.

BFET also impacts Goal 3 of the Strategic Plan: *Professional/Technical Education students will be highly employable and highly effective once hired.* BFET serves professional/technical education students with the specific goal of moving them out of poverty and into living wage positions. Of students who completed their degree/certificate in 2016, 70% are currently employed.

### Financial Benefits

BFET is a largely self-sustaining program. The grant requires 100% upfront expenditures, 50% of which are then reimbursed. All upfront expenditures are paid for using other state funding sources. Each year, the State awards a “target” amount of funds to be reimbursed. Once BFET expends its target funds, it can rebill up to 50% of these funds, and the State refunds the money back to the college for a second time. When available, the State also provides 100% funding for administration services. **Since 2012, BFET has recovered almost \$1 million back to CBC that would otherwise not have been reimbursable.**

### 2015-2017 Grant Objectives Performance Report

Performance Measurement	2016-2017		2017-2018	
	Target	Actual	Target	Actual
Enrollment	150	172	150	177
Retention	-	70%	-	TBD
Completion	-	68	-	TBD
Transitions from Basic Skills to College Level	-	92	-	TBD
Employment (3 quarters post completion)	60%	70%	60%	TBD

### Challenges

- Funding beyond 2017-2018 is uncertain due to potential changes to the Federal budget.

### Next Steps

- BFET has exceeded the 2017-2018 enrollment goal and is on track for expending all of the target funds.
- In January, BFET had already expended its maximum budget for Emergency Housing and Utility needs. The Program Director was authorized to shift funds in the budget to cover these needs, but when the grant comes up for renewal in June 2018, CBC request for additional funding.

**Director:** Melissa McBurney  
**2017-2018 Total Award:** \$297,842

**Reports To:** Rebekah Woods  
**Term Year:** 1 of 1

**Mission:** Support career and technical education (CTE) that prepares students both for further education and the careers of their choice. Perkins funds help ensure career and technical programs are challenging and integrate academic and technical education to meet the needs of business and industry.

**Population Served:** CTE students with an emphasis on nontraditional students.

**Project’s Impact on CBC’s Mission and Student Success**

Perkins Plan funds directly support Goal 3 of CBC’s Strategic Plan: **CBC Professional/Technical Education students will be highly employable and highly effective once hired.** The grant funding provides the following services to help with student retention, completion, and ultimately the ability to acquire employment.

- A Completion Coach for CTE students
- Equipment to ensure students have access to the same equipment that is used in industry
- Professional development or industry certifications for faculty

**2016-2017 Grant Objectives Performance Report**

State Target	Annual Goal	Actual Performance
<b>Performance Indicator 1P1 – Technical Skill Attainment</b>		
1,184 CTE students will attain a degree/certificate or complete at least 45 vocational credits with a 2.0 or higher GPA	90% of target = 1,066	108.4% of target = 1,284
<b>Performance Indicator 2P1 – Credential, Certificate, or Degree</b>		
922 CTE students will attain a degree/certificate	90% of target = 830	127.5% of target = 1,176
<b>Performance Indicator 3P1 – Retention and Transfer</b>		
63% of CTE students will be retained or transfer	90% of target = 56.7%	99.7% of target = 62.8%
<b>Performance Indicator 4P1 – Placement</b>		
58% of students will be employed during the 3rd quarter after they exit	90% of target = 52.2%	98.8% of target = 57.3%
<b>Performance Indicator 5P1 – Non-Traditional Participation</b>		
18.5% of CTE students from underrepresented gender groups will enroll in non-traditional programs	90% of target = 16.7%	69.5% of target = 12.87%
<b>Performance Indicator 5P2 – Non-Traditional Completion</b>		
17.5% of CTE completers from underrepresented gender groups will earn certificates/degrees from non-traditional programs	90% of target = 15.8%	81.4% of target = 14.25%

**Challenges**

- Perkins has not met the targets for the non-traditional indicators for multiple years. Better communication with staff regarding the grant’s goals and performance indicators is needed, as well as examining data to show the impact of funding.
- A position was not hired last year, so not all the funds were spent.

**Next Steps**

- The Completion Coach was hired and is already working with CTE program staff and faculty. The Retention and Outreach Specialist was reposted and interviews will begin soon.
- The team continues to work on the project to implement changes for three specific areas: men in nursing, women in manufacturing technology, and Hispanic women in computer science. They will be attending another session in Renton on May 1st.



# Perkins Non-Traditional Employment & Training Grantor: SBCTC

**Director:** Keeley Gant  
**2017-2018 Total Award:** \$5,000

**Reports To:** Michael Lee  
**Term Year:** 1 of 1

**Mission:** Provide workshops that allow women to gain skills in non-traditional technical areas. Encourage women to enroll in non-traditional Career & Technical Education (CTE) programs at CBC such as Welding Technology and Automotive Technology.

**Population Served:** Females from local middle/high schools, as well as the community at large. One Women of Welding (WOW!) workshop was held September 12-14, 2017 and included 16 participants.

### Project’s Impact on CBC’s Mission and Student Success

WOW! is linked to Objective 3A of CBC’s Strategic Plan: [Ensure that Professional/Technical Programs provide cutting-edge technical training and skill development](#). The funding provides professional training, safety equipment, supplies, tools, and machinery for workshops. Participants are surveyed to determine event success, and 9 out of 10 survey respondents agreed or strongly agreed they had a better understanding of the skills required to weld.

The women-only workshops also support CBC’s mission of [cultural effectiveness](#) and promote recruitment by allowing prospective students to explore non-traditional careers in a safe, gender bias-free environment. At the recent workshop, nine out of 10 survey respondents agreed or strongly agreed they would consider welding a viable career option for women. After the 2016-17 workshops, several women stated they would be pursuing a non-traditional professional-technical program at CBC upon graduating from high school. Within one year of participating in the workshop, **44% of WOW! high school-age attendees enrolled at CBC.**

### 2016-2017 Grant Objectives Performance Report

Perkins Non-Traditional Employment & Training funding is provided as a supplement to the Carl D. Perkins Grant with the purpose of assisting recipients in addressing Performance Indicators 5P1 and 5P2.

State Target	Annual Goal	Actual Performance
<b>Performance Indicator 5P1 – Non-Traditional Participation</b>		
18.5% of CTE students from underrepresented gender groups will enroll in non-traditional programs	<b>90%</b> of target = <b>16.65%</b>	<b>69.54%</b> of target = <b>12.87%</b>
<b>Performance Indicator 5P2 – Non-Traditional Completion</b>		
17.5% of CTE completers from underrepresented gender groups will earn certificates/degrees from non-traditional programs	<b>90%</b> of target = <b>15.75%</b>	<b>81.42%</b> of target = <b>14.25%</b>

### Challenges

- WOW! is challenged to ignite a serious intent about entering the workforce degree program. Many participants attend the workshops for skill development, but only a few express interest in enrolling in a full-time, non-traditional CTE program. Additionally, data for the number of workshop attendees who enrolled in a non-traditional CTE program at CBC is currently unavailable.
- WOW! participants expressed a desire for a second-level workshop in Spring 2018 to build upon and further increase their welding skills. Unfortunately, we were unable to find funding to run another workshop, and the faculty did not have the scheduling freedom to conduct the workshop.

### Next Steps

- Depending on faculty and funding availability, CBC may apply for a \$5,000 grant to host a second-level workshop for women who previously attended the Girls Engaged in Automotive Repair (1<sup>st</sup> GEAR) event.

**Director:** Debra Wagar

**Department Head:** Melissa McBurney

**2017-2018 Total Award:** \$194,638

**Term Year:** 1 of 1

**Mission:** Help remove barriers in the pursuit of higher education by providing financial, advising, enrollment, and ongoing support services directly related to workforce education training programs in an environment of support, respect, and equality.

**Population Served:** 2017-2018 enrollment = 66 students. WorkFirst serves low-income student-parents who are receiving a Temporary Assistance for Needy Families (TANF) grant and seeking to earn GEDs, specific job skills, certificates, or AAS degrees.

**Project’s Impact on CBC’s Mission and Student Success**

WorkFirst supports the [Workforce Development](#) aspect of CBC’s mission. WorkFirst is specifically geared toward moving students-parents who receive public assistance out of poverty and into self-supporting careers. Participants receive Work Study opportunities and career planning/job search assistance.

- **70% of WorkFirst students who complete their GED/certificate/degree enter the workforce within six months.**
- 63% of WorkFirst students who obtain employment earn a median hourly wage over \$11.00.

WorkFirst is also geared toward supporting Goal 1 of CBC’s Strategic Plan: [Increase student retention and completion](#). WorkFirst students receive funding for tuition and books, as well as educational advising, assistance maintaining TANF compliance, and support with personal/family challenges that impact attendance. While the following numbers are low compared with CBC’s general population, remembering that WorkFirst serves a highly disadvantaged population with multiple barriers to success helps put the statistics in perspective.

- 36% of WorkFirst students enrolled in a GED program receive their degree.
- 46% of WorkFirst students who earn a GED continue their post-secondary education at CBC.
- 40% of WorkFirst students enrolled in certificate/AAS programs complete their degree/certificate.

**Grant Objectives Performance Report**

WorkFirst funding is awarded based on a State funding formula that considers enrollment, student achievement, and employment data. There are no “target” objectives, instead, an increase in performance from the previous year results in an increase in funding and vice versa.

Performance Measurement	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1. Enrollment	156	108	92	80	66
2. Retention	42%	44%	46%	38%	TBD
3. Degree/certificate completions	72	28	26	18	TBD
4. CASAS test improvements	66	42	Unknown	Unknown	TBD
5. Transitions from Basic Skills to College Level	38	26	24	37	TBD

*\*As of March 2018*

**Challenges**

Since 2012, WorkFirst enrollments have consistently decreased, resulting in less annual grant funding. This is largely due to a decrease in the number of eligible students in our service area. TANF participants have dropped to the lowest level in history (427 adults), and only a minimal percentage are eligible to pursue education/training.

**Next Steps**

- Complete and submit grant renewal application – due April 12, 2018.
- Provide weekly updated information to DSHS regarding the short-term and certificate training opportunities at CBC (programs most available to and beneficial for WorkFirst students).
- Advocate for a revised institutional financial aid policy in which all low income students participating in short-term training programs are eligible to receive financial aid.

**Director:** Kristen Billetdeaux  
**2017-2020 Total Award:** \$630,000

**Reports to:** Melissa McBurney  
**Current Term:** 1 of 4

**Mission:** Develop clear educational pathways and program maps that progress students through their courses and programs more efficiently to reach their educational goals.

**Population Served:** Campus-wide

### Project’s Impact on CBC’s Mission and Student Success

Guided Pathways directly aligns with Goal 1 of CBC’s Strategic Plan: *Be a national leader in student retention and completion* by addressing the first objective under this goal: *Create empirically-based student pathways*. The Frontier Set grant provides funding for two faculty coordinators to work in collaboration with the Director on faculty and campus outreach and workshops. Faculty are currently developing course pathways into Academic Maps, as well as defining suggested quarter-by-quarter plans for each degree. The Director regularly meets with the Deans and leads within the Schools to ensure the smooth development of the maps. The goal remains that **most course pathways are anticipated to be developed by the end of the 2017-2018 academic year.**

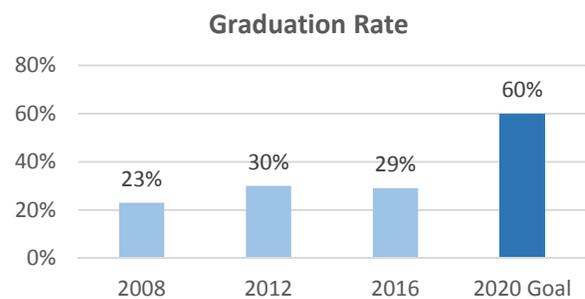
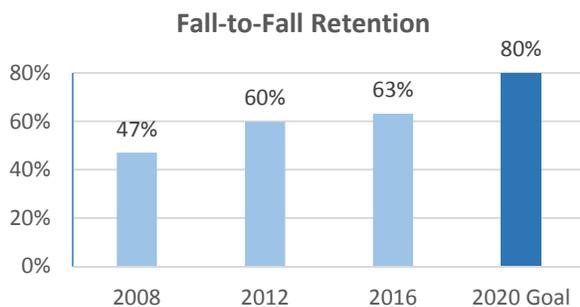
Guided Pathways also impacts Goal 4 of the Strategic Plan: *Be a national leader in transitioning students from Pre-College to College-levels in Math and English*. In coordination with the Title V Student Transitions and Achievement Grant program, Guided Pathways provided a foundation for remedial math by creating six distinct pathways from pre-college to college-level curriculum. In Winter 2018, Title V and the Math department welcomed Dr. Uri Treisman, Executive Director of the Dana Center. Dr. Treisman met with students, math faculty, and senior-level administration and conducted an open campus forum and presentation. This spring, the Math faculty will review and develop a possible sequence of developmental math courses at CBC where students reach college-level math within their first year. Curriculum, placement practices, and alignment would occur over the next academic year, with the goal of implementation in Fall 2019.

### 2017-2020 Grant Objectives Performance Report

Guided Pathways has two primary objectives to meet by the end of the grant period in December 2020.

1. Increase the fall-to-fall retention rate to 80%
2. Increase the annual graduation rate to 60%

**Through multiple pathways efforts beginning in 2012, CBC’s fall-to-fall retention rate has already increased from 47% in 2008 to 63% in 2016.**



Source: CBC – Institutional Research, 2008-2016

### Next Steps

- The work within the taskforces will continue through AY 17-18. In Spring 2018, the College plans to expand the faculty-supported work by appointing additional faculty coordinators who will serve as co-leads for each School.
- A long-term implementation plan has been developed and discussed with the President, VPs, and Guided Pathways Steering committee, with an anticipated launch date for Pathways in Fall 2019.

# Exhibit F

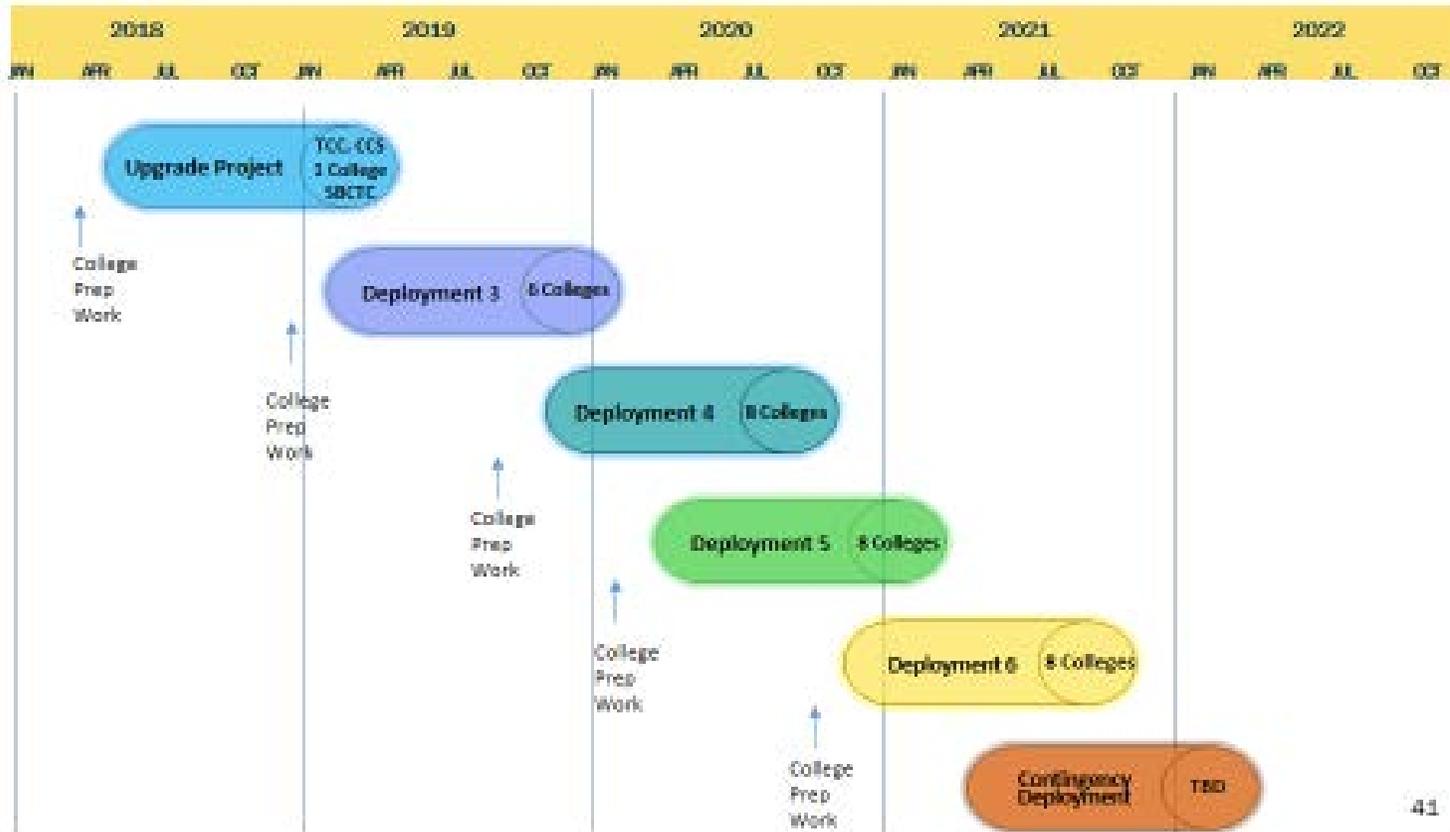
# CBC ctcLink Update



# CBC is Scheduled for Deployment 4



## etcLink DEPLOYMENT APPROACH & TIMELINE





## DRAFT COLLEGE ALIGNMENT TO DEPLOYMENT GROUPS

#	Deployment 3 (6)	Deployment 4 (8)	Deployment 5 (8)	Deployment 6 (8)
1	Peninsula College	Columbia Basin College	Green River College	Walla Walla Community College
2	Lower Columbia College	Wenatchee Valley College	Shoreline Community College	Renton Technical College
3	Olympic College	Centralia College	Grays Harbor College	Bates Technical College
4	Pierce College District (2)	Highline College	Skagit Valley College	South Puget Sound Community
5	Cascadia College	Bellevue College	Big Bend Community College	Lake Washington Institute of Technology
6	Seattle College District (3)	<b>Seattle College District (3)</b>	Bellingham Technical College	Clover Park Technical College
7	Edmonds Community College	<b>Edmonds Community College</b>	Whatcom Community College	Yakima Valley College
8			Everett Community College	
Total	6	9	8	7



# Redesign and Optimize the Chart of Accounts



## CHART OF ACCOUNT REDESIGN

- Reviewing our original design for this foundational element.
  - Analyze currently implemented Chart of Account design
  - Review sufficiency of proposed design
  - Longevity and scalability of solution
  - Employ Lessons Learned
  - Ensure Optimization of Automation Opportunities
  - New Design First Session of Global Design Review



# Redesign Security Based on Tasks and not Position Titles



## SECURITY RE-DESIGN

- Resolving Internal Control Audit Concerns
- Aligning to Task Based Security Role Definition
- Addressing Key Concerns on Data Access Across Colleges.

Two overlapping spreadsheets are shown. The top spreadsheet is a security role definition matrix with columns for roles and tasks, and rows for various system functions. The bottom spreadsheet is a data access matrix with columns for data sources and rows for various user roles. Both spreadsheets contain 'X' marks indicating access permissions.

Priority	0000	Account/Password	App	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Marketing	A	Account Administration																											
	A	Account Registration																											
	A	Account Login																											
	A	Account Logout																											
Administration	A	System Administration																											
	A	System Configuration																											
	A	System Monitoring																											
	A	System Backup/Restore																											

# CBC Readiness Assessment

- Readiness score of 75% based upon self assessment performed several months ago.
- Expecting a Project Task Plan from the State Board project team to measure our readiness and progress involving a detailed analysis of over 1300 tasks.
- CBC project team working on developing project team members roles and responsibilities.



# Exhibit G

# COLUMBIA BASIN COLLEGE: DRAFT QUARTERLY REPORT OF INSTITUTIONAL PROGRESS



4/4/18

Review of Key Metrics and Critical Conditions

# Draft Quarterly Report of Institutional Progress

## REVIEW OF KEY METRICS AND CRITICAL CONDITIONS

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The following draft quarterly report uses CBC Data Warehouse data, State Board college access dashboards (primarily for comparison/benchmarking), and other data sources (National Student Clearinghouse). These data sources provide the basis for a set of indicators that provide the most relevant measures for institutional progress to degree completion, and gaining greater understanding of student progression. The individual measures are constructed to be as comparable to external metrics as possible, as simple and replicable as possible, interpretable, and representative.

The primary target is degree completion, which embodies the successful college experience. Additionally, we acknowledge that completion requires several successive milestone markers across a student career, which we call critical basic conditions to success.<sup>1</sup> Within these milestones are periods of skill attainment and learning that are driven by groups of faculty around specific course and program goals (Program Surveys and Student Learning Outcomes). In the context of these measures, CBC can more meaningfully set standards, follow periodic change, and develop a common dialogue around institution-wide improvement that depends on student success.

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<sup>1</sup> Among others, Moore, C., Offenstien, J., & Shulock, N. (2009). *Steps to success: Analyzing milestone achievement to improve community college student outcomes*. California State University, Sacramento, Institute for Higher Education Leadership & Policy.

## SUMMARY

After reworking CBC's mission statement, this report is a first step toward a quarterly report based on that mission. One key part of this draft is an introduction and consideration of **cohort-based reporting**. Cohort reporting follows students every year who enter in Summer/Fall of their first year with an intent to pursue a degree, and are not dual enrolled (Running Start). This kind of reporting creates a greater degree of comparability with external reporting, which include IPEDS, SBCTC SAI cohorts, Frontier Set KPIs (forthcoming from NSC), National Student Clearinghouse, and other national reporting conventions (Achieving the Dream, NCES). It also creates similar comparisons within CBC across years.

However, the cohort approach notably does not include some subpopulations of students:

- Running Start students (14.2% of new entrants), who are largely college-ready, are completed and retained at higher levels. Increased Running Start enrollments, like this year (Fall 2017), may make CBC progress look much better than other colleges, if added to the cohort.
- Students who begin in the Winter and Spring terms (29.4% of new entrants) are not included in standard entering cohorts and have distinctive characteristics (gaps in study). These students do not have the opportunity to show progress on traditional timelines, yet can be a substantial portion of enrollment.

Examined in this way, a few of the metrics used in previous years will be lower:

- Retention, in previous years, mixed both continuing and new students and included Running Start students. In a cohort-based approach, **the retention rates are 8-10% lower**.
- Completion, likewise, will omit Running Start students who completed at higher rates in previous measures, resulting in **completion that is 8-10% lower for Transfer students**.

**Professional/Technical and Transitional Studies - State Comparisons.** When looking at state and national benchmarks, Transfer students will be most comparable. AA transfer sequences are largely similar between colleges. However, the composition of Professional/Technical programs and Transitional Studies may vary substantially, and make comparisons much less reliable. State benchmarks are reported here, however setting goals will be better accomplished by examining CBC trends and identifying colleges with similar programs.

In Professional/Technical trades, there are many different AAS/Certificate programs, varying degree requirements/difficulties, more variation in starting wage, and differing levels of certificates that create higher/lower rates of success and credit attainment. A decision to focus on more high-value and/or shorter/longer terms of education may alter our "standing" statewide.

Transitional Studies, as well, accommodates students with sometimes vastly different abilities and with a very high turnover. They also react to a changing state/national policy environment with changing metrics. While the same general structure applies, these measures may be subject to change.

**Next Steps – Standards, Objectives (NWCCU), and Overall Mission Fulfillment.** With feedback, the leadership team looks forward to improving these measures, setting standards, aligning our reporting with NWCCU expectations, and using this framework toward an overall report of mission fulfillment.

Jason Engle – Dean for Organizational Learning, Columbia Basin College

↑/↓ indicates an increase (decrease) over 3 year average, or whether CBC falls above ↑ the 60<sup>th</sup> state percentile (below ↓ the 40<sup>th</sup>)

## TRANSFER STUDENTS SUMMARY

### Critical Basic Conditions

Indicator	Goal	CBC 3 Year Average	CBC Current Year (2016-17)	CBC WA CTC 3 Year Percentile	Cohort Year
Course Completion (Student Year 1)		88.4	88.0 ↓	n/a	2016-17
Course Completion (Student Year 2)		91.5	91.0 ↓	n/a	2016-17
Course Completion (Student Year 3+)		91.2	91.1 ↓	n/a	2016-17
Course Success (>2.0 Student Year 1)		76.5	75.2 ↓	n/a	2016-17
Course Success (>2.0 Student Year 2)		79.0	78.5 ↓	n/a	2016-17
Course Success (>2.0 Student Year 3+)		80.0	80.5 ↑	n/a	2016-17
Gateway Course (Math Year 1)		22.6	21.2 ↓	16 ↓	2016-17
Gateway Course (English Year 1)		45.1	40.3 ↓	44 ⇌	2016-17
Retention Year 1 (Fall to Winter)		78.0	76.2 ↓	79 ↑	2016-17
Retention Year 1 (Fall to Spring)		69.7	67.8 ↓	85 ↑	2016-17
Retention Year 1 (Fall to Fall)	80%	51.8	50.9 ↓	85 ↑	2016-17
College Level (15 Credits, Year 1)		69.4	66.3 ↓	72 ↑	2016-17
College Level (30 Credits, Year 1)		39.0	34.3 ↓	78 ↑	2016-17
College Level (45 Credits, Year 1)		9.6	7.8 ↓	41 ⇌	2016-17
College Level (45 Credits, Year 2)		41.3	38.9 ↓	32 ↓	2015-16

### Completion

Indicator	Goal	CBC 3 Year Average	CBC Current Year (2016-17)	CBC WA CTC 3 Year Percentile	Cohort Year
Degree Completion (3 Years)	60%	25.2	28.0 ↑	66 ↑	2014-15
Completion + Non-completion Transfer (3 Years)		34.2	35.7 ↑	n/a	2014-15

National Average Total Same-Institution 4 Year Completion = 27% (National Student Clearinghouse, 2017)

### Post-CBC Outcomes

Indicator	Goal	CBC 3 Year Average	CBC Current Year (2016-17)	CBC WA CTC 3 Year Percentile	Cohort Year
*Employment %		45.7	43.7 ↓	93 ↑	2011-12
*Wages (\$000)		22.9	21.4 ↓	65 ↑	2011-12
*4-2 Transfer		22.6	21.6 ↓	52 ⇌	2011-12
3-1 Non-completion transfer		12.8	13.6 ↑	n/a	2013-14
3-1 Completion transfer		12.8	14.9 ↑	n/a	2013-14

\*WA State UI - SBCTC Guided Pathways

Source: CBC Student Data Warehouse Files, Intent = 'B' (Academic Transfer), Benchmarks from SBCTC Research Student Achievement Initiative (SAI) Dashboard, Guided Pathways Dashboard, all rates are "Cohort" (students starting in Fall, State Start).

↑/↓ indicates an increase (decrease) over 3 year average, or whether CBC falls above ↑ the 60<sup>th</sup> state percentile (below ↓ the 40<sup>th</sup>)

## PROFESSIONAL/TECHNICAL STUDENTS SUMMARY

### Critical Basic Conditions

Indicator	Goal	CBC 3 Year Average	CBC Current Year (2016-17)	CBC WA CTC 3 Year Percentile	Cohort Year
Course Completion (Student Year 1)		90.0	90.6 ↑	n/a	2016-17
Course Completion (Student Year 2)		93.4	93.0 ↓	n/a	2015-16
Course Completion (Student Year 3+)		92.4	92.8 ↑	n/a	2014-15
Grades (>= 2.0 Student Year 1)		80.2	79.9 ↓	n/a	2016-17
Grades (>= 2.0 Student Year 2)		82.7	82.9 ↑	n/a	2015-16
Grades (>= 2.0 Student Year 3+)		83.7	86.1 ↑	n/a	2014-15
Gateway Course Math (Year 1)		16.4	10.6 ↓	35 ↓	2016-17
Gateway Course English (Year 1)		29.4	22.8 ↓	53 ⇌	2016-17
Retention Year 1 (Fall to Winter)		76.5	73.1 ↓	56 ⇌	2016-17
Retention Year 1 (Fall to Spring)		62.9	58.3 ↓	25 ↓	2016-17
Retention Year 1 (Fall to Fall)	80%	52.5	46.5 ↓	85 ↑	2016-17*
College Level (15 Credits, Year 1)		67.0	59.4 ↓	38 ↓	2016-17
College Level (30 Credits, Year 1)		36.3	32.6 ↓	22 ↓	2016-17
College Level (45 Credits, Year 1)		12.9	12.9 ⇌	13 ↓	2016-17
College Level (45 Credits, Year 2)		41.1	27.4 ↓	19 ↓	2015-16

\*-includes Fall 2018 data

### Completion

Indicator	Goal	CBC 3 Year Average	CBC Current Year (2016-17)	CBC WA CTC 3 Year Percentile	Cohort Year
*Degree Completion (3 Years)	60%	29.4	28.2 ↓	57 ⇌	2014-15
BAS Degree Completion (3 Years)		79.4	77.1 ↓	n/a	2014-15

\*All awards (including <20 Vocational Ed Credits), benchmarks adjusted. Certificates included.  
**National Average Total Same-Institution 4 Year Completion = 27% (National Student Clearinghouse, 2017)**

### Post-CBC Outcomes

Indicator	Goal	CBC 3 Year Average	CBC Current Year (2016-17)	CBC WA CTC 3 Year Percentile	Cohort Year
Employment %*		47.3*	44.2 ↓	82 ↑	2011-12
Wages (\$000)*		24.4*	23.2 ↓	47 ⇌	2011-12

\*- WA State DLOA data from SBCTC Guided Pathways

Source: CBC Student Data Warehouse Files, Intent = 'M/F/G' (Prof/Tech), Benchmarks from SBCTC Research Student Achievement Initiative (SAI) Dashboard, Guided Pathways Dashboard, all rates are "Cohort" (students starting in Fall, State Start).

# TRANSITIONAL STUDIES STUDENTS SUMMARY

↑/↓ indicates an increase (decrease) over 3 year average, or whether CBC falls above ↑ the state average (below ↓ the state average)

## Critical Basic Conditions

Indicator	Goal	CBC 3 Year Average	CBC Current Year (2016-17)	CBC WA CTC Average	Cohort Year
<b>Yearly Results:</b>					
*Federally Reportable (%)		76	79 ↑	n/a	2016-17
*Post-Test Takers (%)		65	62 ↓	n/a	2016-17
*Level Progression (CASAS) (%)		57	59 ↑	n/a	2016-17
<b>3-Year Cohorts:</b>					
^45 Hours or better BEdA		81	83 ↑	85 ↓	2014-15
^45 Hours or better ELA		80	81 ↑	85 ↓	2014-15
^Made ELA Gains		52	52 ⇔	55 ↓	2014-15

- \* Federally reportable students are those that complete 12 hours of instruction
- \* Post-Test Takers complete a term without withdrawal
- \* Level progression is by standardized (mandatory) CASAS testing
- ^ Benchmarked metrics provided from Provisional BEdA analyses/SBCTC in progress

## Completion

Indicator	Goal	CBC 3 Year Average	CBC Current Year (2016-17)	CBC WA CTC Average	Cohort Year
<b>3-Year Cohorts:</b>					
^Completed HS Equivalent / GED		21	25 ↑	19 ↑	2014-15
^Completed any College Level Credits		20	20 ⇔	37 ↓	2014-15

- ^ Benchmarked metrics provided from Provisional BEdA analyses/SBCTC in progress (ABE Levels 4-6)

## Post-Transitional Outcomes

Indicator	Goal	CBC 3 Year Average	CBC Current Year (2016-17)	CBC WA CTC Average	Cohort Year
<b>3-Year Cohorts:</b>					
^6 College level Credits		16	18 ↑	33 ↓	2014-15
^15 College Level Credits		7	8 ↑	29 ↓	2014-15
^30 College level Credits		3	3 ⇔	22 ↓	2014-15

- ^ Benchmarked metrics provided from Provisional BEdA analyses/SBCTC in progress (ABE Levels 4-6)

Source: CBC Student Data Warehouse Files, Wabers/Wabers+ Database, Benchmarks from Provisional BEdA analyses/SBCTC in progress

## APPENDIX A: DATA DICTIONARY

**Cohort definition:** Students who enter in Summer/Fall for first time as a CBC traditional student, whether enrolled Full Time or not, whose intent is a Transfer or Professional/Technical degree, and is not enrolled in Transitional Studies (Adult Basic Skills or English Language Acquisition).

**Table 1. Critical Basic Conditions.** These indicators are milestones/steps in a student’s career at CBC that must be satisfied in order to remain eligible for a degree or, when not done, represent a serious risk factor for non-completion of a degree. These indicators represent more recent data that may result in lower/higher achievement over a longer period – often occurring in the transitional, important first year of study.

<i>Indicator</i>	<i>Definition</i>
<i>Course Completion</i>	<p>A student earned credit in a class, of all cohort students who enrolled in all classes during the year (not withdrawn). Earned credit can include grade points of 0.7 (D-) or higher.</p> <p>Data Source: CBC Data Warehouse (Transcripts EARN_IND) State Benchmarking Source: (none)</p>
<i>Course Success</i>	<p>A student succeeded in passing a class with a 2.0 (C) or better, of all students who enrolled in all classes during the year (not withdrawn). To graduate, a C average in course GPA is required.</p> <p>Data Source: CBC Data Warehouse (Transcripts) State Benchmarking Source: (none)</p>
<i>Gateway Course</i>	<p>A student satisfies Gateway course completion when a college level course (non-developmental) credit is earned in the first academic year, Summer to Spring. These gateway courses include primarily: the English (ENGL&amp;101 and ENGL103) and Math (any college level).</p> <p>Data Source: CBC Data Warehouse (Transcripts) State Benchmarking Source: SBCTC SAI College Data Access</p>
<i>Retention</i>	<p>A student enrolled in the Fall term is Retained when they enroll in courses in the first Fall term and subsequently re-enroll in: Winter, Spring, and the following Fall. Degree completions omitted.</p> <p>Data Source: CBC Data Warehouse (Student Enrollment) State Benchmarking Source: SBCTC SAI College Data Access</p>
<i>Credit Attainment</i>	<p>College level (non-developmental) credit milestones achieved since the start of a student’s enrollment in their first year. These measures are 15 credits (the equivalent of a full-time 3 course load per term), 30 credits, and 45 credits.</p> <p>Data Source: CBC Data Warehouse (Transcripts) State Benchmarking Source: SBCTC SAI College Data Access</p>

**Table 2. Completion, Transfer, and Post-CBC Outcomes.** These indicators are the more developed targets over student careers, representing dedicated effort over time. Often, they show sustained student effort and institutional performance, but over a period of 3 (or more) years.

<i>Indicator</i>	<i>Definition</i>
<i>Degree Completion</i>	<p>For Transfer and Professional/Technical students, whether a student has completed a degree or certificate (including short term) within 3 years.</p> <p>Data Source: CBC Data Warehouse (Student Enrollment and Completion) State Benchmarking Source: SBCTC SAI College Data Access</p>
<i>BAS Degree Completion</i>	<p>For BAS students, whether a student has completed a degree or certificate within 3 years of initial BAS enrollment.</p> <p>Data Source: CBC Data Warehouse (Student Enrollment and Completion) State Benchmarking Source: (none)</p>
<i>3-1 Transfer (SAI Cohort)</i>	<p><b>Completion:</b> a student transfers within 4 years of start at CBC to a 4-year institution after having completed a degree at CBC within 3 years.</p> <p><b>Non-completion:</b> a student transfers within 4 years of start at CBC to a 4-year institution without completion of a degree or certification at CBC within 3 years.</p> <p>Data Source: CBC Data Warehouse (Student Enrollment and Completion), National Student Clearinghouse State Benchmarking Source: (none)</p>
<i>4-2 Transfer (State GP Cohort)</i>	<p><b>4-2 transfer comparison</b> (for state benchmarks): a student transfers to a 4-year institution within 2 years of exit, if they exited within the first 4 years of study.</p> <p>Data Source: SBCTC Guided Pathways College Data Access State Benchmarking Source: SBCTC Guided Pathways College Data Access</p>
<i>Employment</i>	<p>First Washington State full-time employment, employed 2 years after exit within 4 years, and 4 calendar quarters after exit.</p> <p>Data Source: SBCTC Guided Pathways College Data Access State Benchmarking Source: SBCTC Guided Pathways College Data Access</p>
<i>Wages</i>	<p>Median of highest yearly full-time Washington State earnings, 2 years after exit within 4 years, and 4 calendar quarters after exit.</p> <p>Data Source: SBCTC Guided Pathways College Data Access State Benchmarking Source: SBCTC Guided Pathways College Data Access</p>

**Table 3. Transitional Studies Progress Indicators.** These indicators are more specific to the structure of Basic Education for Adults and English Language Acquisition. Because of WIOA requirements, some of these may change as the reporting structure of BEdA evolves over the next five years.

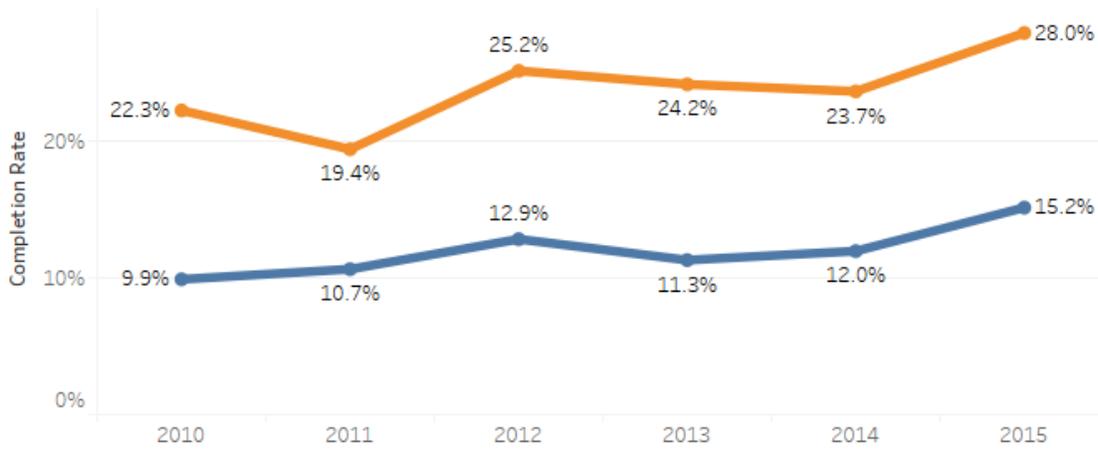
<i>Indicator</i>	<i>Definition</i>
<i>*Federally Reportable</i>	<p>Student is federally reportable upon receiving 12 hours of instruction. This percentage indicates a baseline of students who enroll and enter CBC.</p> <p>Source: WABERS/WABERS+ databases</p>
<i>*Post-Test Takers</i>	<p>Post-Test takers are students who complete a term without a withdrawal and can be assessed with CASAS testing.</p> <p>Source: WABERS/WABERS+ databases</p>
<i>*Level Progression (CASAS)</i>	<p>Level progression is attained by increasing the CASAS scores from entrance to Post-Test.</p> <p>Source: WABERS/WABERS+ databases</p>
<i>^45 Reported Hours or better BEdA</i>	<p>Percent of federally reportable BEdA students started in year who were enrolled for at least 45 hours or achieved level gains within 3 years.</p> <p>Source: BEdA provisional</p>
<i>^45 Reported Hours or better ELA</i>	<p>Percent of federally reportable ELA students started in year who were enrolled for at least 45 hours or achieved level gains within 3 years.</p> <p>Source: BEdA provisional</p>
<i>^Made ELA Gains</i>	<p>Percent of federally reportable ELA students started in year who achieved level gains within 3 years.</p> <p>Source: BEdA provisional</p>

**Table 4. Transitional Studies Completion and Transition Indicators.** These indicators represent completion (degree attainment) and transitional outcomes.

<i>Indicator</i>	<i>Definition</i>
<i>^Completed HS Equivalent / GED</i>	Percent of Students in ABE Levels (4-6) started in year who completed a high school equivalent or GED within 3 years.  Source: BEdA provisional
<i>^Completed any College Level Credits</i>	Percent of Students in ABE Levels (4-6) started in year who completed any college level credits within 3 years.  Source: BEdA provisional
<i>^6 College level Credits</i>	Percent of Students in ABE Levels (4-6) started in year who completed 6 or more college level credits within 3 years.  Source: BEdA provisional
<i>^15 College Level Credits</i>	Percent of Students in ABE Levels (4-6) started in year who completed 15 or more college level credits within 3 years.  Source: BEdA provisional
<i>^30 College level Credits</i>	Percent of Students in ABE Levels (4-6) started in year who completed 30 or more college level credits within 3 years.  Source: BEdA provisional

## APPENDIX B: CHARTING EXAMPLES (COMPLETION)

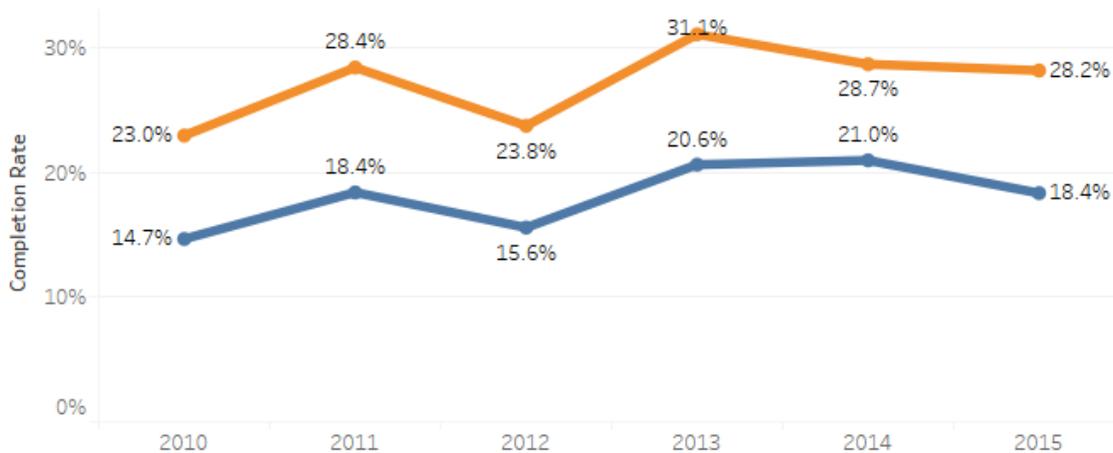
### 3-Year Completion Rate for Transfer



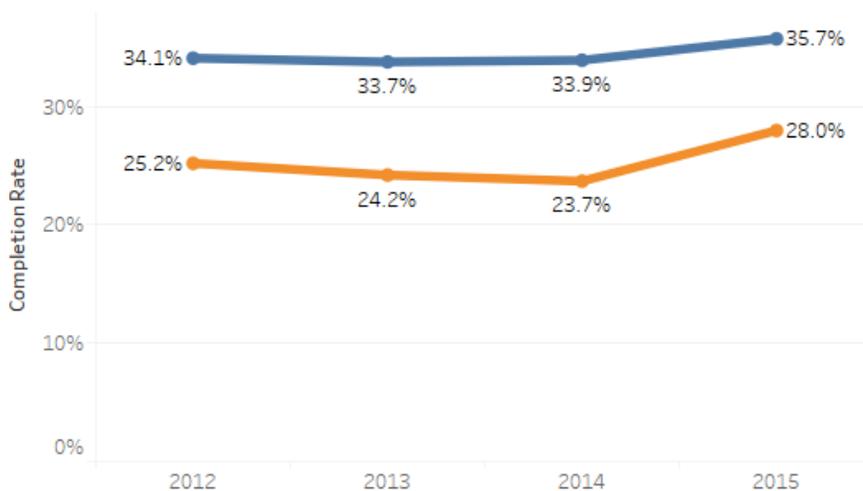
The bottom line represents 2 Year completion rate.

The top line is 3 Year completion rate.

### 3-Year Completion Rate for Professional/Technical



### 3-Year Completion + Non-Completion Transfer Rate



Many students transfer to 4-year schools without receiving a degree.

This rate shows CBC's completion rate (bottom line) and adds students who progress without completing an AA (top line).

# Exhibit H

## Service & Activities Budget Recommendation 2018-19

### Detailed Report

This document can be used to better understand the three-year budget recommendation spreadsheet. This is a recommendation by the S&A Budget Committee (also known as Leadership Council).

#### **Tier Selection**

**Tier A** – These proposals were well thought out with their values and contributions clearly stated. The proposals were detailed, showed student initiative and/or exemplary service to students. If categorized in this area, the committee was recommending baseline funding or higher. Baseline funding means the proposal was/is set to receive the same amount of funding as compared to what it received the previous year. In the case of a new proposal, the committee agrees to fund the proposal at a reasonable amount that is close to the amount requested. Because this is the highest tier, the committee may recommend increased funding for groups who fall into this category.

**Tier B** – These proposals were adequate/average proposals with a fair amount of detail. These proposals showed need but not necessarily the need for increased funding. If categorized in this area, the committee recommended baseline funding or slightly below. Groups who fall into this category will not receive more than they received in the previous year. In the case of a new proposal, the committee will give them less than what was initially requested.

**Tier C** – These proposals were considered below average (in comparison to the other proposals). They were vague in details with little to no explanation of certain items and/or the amounts requested seemed disproportionate to the activity or service provided. Because of budget limitations, these proposals were slotted as receiving less than the amount given the previous year. In the case of a new proposal, the committee may choose not to fund the proposal or partially fund the proposal.

**Tier D** – This tier contains proposals that were considered well below average and needed vast improvements. Because of the limited amount of funds, it is recommended that these proposals not receive any support through the S&A budget committee process this year.

*Those proposals falling into Tiers C or D will receive feedback from the budget committee as to how to improve for next year.*

The proposals were categorized after thorough examination and discussion of the proposals. The 11 person committee used technical review coversheets as a guide for grading the proposals individually. They also had weekly online discussions in Canvas. From these coversheets, online discussions, and face-to-face group discussions, the committee determined each proposal's tier and award amount. The committee spent 8 weeks working on this. 12.5 hours of meeting time, and 16+ hours of proposal review time.

The committee received the same overall budget project from the CBC Business Office that it had last year. Therefore, the committee concluded with a final total of \$1,135,900.

If the committee wanted to fund new ideas, increase funding in some areas or support new proposals, they had to cut in other areas in order to balance the budget. Even though cutting is difficult, the committee did their best to make cuts fairly.

Another important area to note was in the increase in state minimum wage and how that is affecting wages and overall costs of some of these groups.

## **ORGANIZATIONS**

Organizations make a substantial contribution to the mission of the College by representing the College in NWAACC sports or through the co-curricular activities of vocal, instrumental, or dramatic arts.

### **ACL – Orchestra:**

Total Recommendation: \$5,000

- Tier B
- The group was asking for the same amount as last year, and the committee felt that the proposal was strong enough to continue the same level of funding.

### **ACD – Band**

Total Recommendation: \$40,000

- Tier B
- The group provided an adequate proposal; the committee would like to see more itemization especially in the area of travel next year.

### **ACE – Vocal Music**

Total Recommendation: \$49,000

- Tier B
- The committee appreciated the amount of detail in the proposal.
- The committee was given the same overall budget projection as last year. Therefore, the committee could not increase funding for many of the proposals who requested increases. This is not a reflection on the value of the group; it is circumstantial.

### **ACF – Drama/Theatre**

Total Recommendation: \$50,000

- Tier B
- The proposal was well-received, and the committee appreciated the organization of the proposal.
- The committee was given the same overall budget projection as last year. Therefore, the committee could not increase funding for many of the proposals who requested increases. This is not a reflection on the value of the group; it is circumstantial.

**ADA – Baseball, ADB – Basketball (M), ADC – Soccer (M), ADE – Golf (M), AEA – Basketball (W), AEB – Volleyball, AED – Soccer (W), AEF – Golf (W), AEG – Softball**

Total Recommendations for Each Sport:

Baseball - \$27,000

Basketball (M) - \$21,000  
Soccer (M) - \$18,000  
Golf (M) - \$5,500  
Basketball (W) - \$21,000  
Volleyball - \$21,000  
Soccer (W) - \$18,000  
Golf (W) - 5,500  
Softball - \$21,000

- Tier A
- The proposal had a well-developed argument on requested funds with adequate detail and breakdown.
- The committee appreciated the level of fundraising that the group does as a whole.
- Both Men's and Women's Golf was given a modest increase (\$500 per group) based on the merit of the proposal. These were the only two areas increased.

## **SERVICES**

Services enhance the student experience either through on-going student involvement (game room, activities, clubs, gallery, etc.), through self-governance (ASCBC operating budgets) or through ways other than activities (tutoring, disability testing, childcare re-imburement, veterans resources, etc).

The following budgets ACB – SAL were collectively on the same proposal. This group was increased slightly overall by \$8,700 mostly due to the increase in both minimum wage and salary COLA increases. In addition to minimum wage increases, the group was also awarded \$2,000 more in club funding. They have a record number of progressively funded clubs this year and expect the same in the future.

The group, as a whole, fell into Tier A.

### **ACB – Service to Students (coordinated by Service & Activities Board)**

Total Recommendation: \$7,400

### **ACC – Towne Hall Lecture**

Total Recommendation: \$0 (the group did not request money in this area)

### **AFB – Travel and Training (for paid and volunteer student leaders)**

Total Recommendation: \$13,434

### **AFC – Office Expenses (ASCBC Office/HUB Maintenance)**

Total Recommendation: \$13,500

### **AFG – Club Funding (Progressively Funded Clubs)**

Total Recommendation: \$26,000

**AFH – Activities (coordinated by Service & Activities Board)**

Total Recommendation: \$40,000

**AGD – Music Copyrights**

Total Recommendation: \$4,700

**AKC – Stipends (paid student leaders)**

Total Recommendation: \$57,000

**AFI – Game Room/Intramurals**

Total Recommendation: \$22,500

**SAL – Office of Student Activities Salaries**

Total Recommendation: \$119,466

- As stated in paragraph 2 of this section, ASCBC proposed all 10 of their budget accounts on the same proposal.
- Overall, the proposal was extremely strong. Committee acknowledged the impact ASCBC has on the entire student body.
- Because of funding restraints, the committee did reduce the travel and training fund for the group in order to free up additional funding for progressively funded clubs.

**AVT – Veterans Resource Center**

Total Recommendation: \$7,000

- Tier B
- Because of funding restraints, the committee funded the group at \$1,450 less than requested. The proposal was well written. The committee was glad to see them proposing again this year after taking a funding break in 2017-18.

**AGL – Athletic Promotions**

Total Recommendation: \$1,500

- Tier B; received what was requested – same as last year

**ADG – Game Management (Athletics)**

Total Recommendation: \$81,366

- Tier B; received what was requested – same as last year

**ACG – Esvelt Gallery**

Total Recommendation: \$19,500

- Tier A
- The committee was highly impressed with the proposal and wished they could have fully funded the group. Because of budget restraints, they were given a modest increase of \$500.

**ACJ – Tutor Center (a.k.a. Academic Success Center)**

Total Recommendation: \$39,500

- Tier A
- The Academic Success Center is an important resource for a large number of students at CBC.
- The increase given was due to the increase in state minimum wage.

**ACK – Disability Testing**

Total Recommendation: \$30,150

- Tier A
- The committee increased this budget by one disability test (\$450). This increase will allow one more student to benefit from this program.

**AFE – Grants in Aid (Athletic Scholarships)**

Total Recommendation: \$121,524

- Tier B – received what was requested; same as last year.
- The committee was given the same overall budget projection as last year. Therefore, it was impossible to increase the budgets of all areas. The committee recommends keeping the athletic scholarships at the same level, per the proposal.

**AFT – Talent Grants (Drama)**

Total Recommendation: \$15,000

- Tier B

**AFF – Talent Grants (Vocal Music)**

Total Recommendation: \$20,400

- Tier A
- The committee suggested a modest increase.
- Of all of the arts proposals asking for talent grants, the committee felt this proposal did the best job explaining its need in this area.

**AFZ – Talent Grants (Band)**

Total Recommendation: \$20,000

- Tier B

**AFR –Talent Grants (Orchestra)**

Total recommendation: \$3,000

- Tier B

**AFL – Childcare Reimbursement**

Total Recommendation: \$45,000

- Tier B
- The committee valued this service but did not have enough funding to increase in this area.

### **TRA – Travel Reimbursement for Low Income Students**

Total Recommendation: \$21,850

- Tier A
- The committee agreed on a modest increase of \$150.00. This amount helps one additional student during a quarter.

### **APL – Planetarium**

Total Recommendation: \$10,000

- Tier C
- This group was given a slight decrease of \$1,600.
- The committee felt like the funding requested was better spent in other areas where there were minimum wage increases or other high priority needs.
- There was some confusion within the proposal of when the licenses to some of the full dome movies expire and why the group needed funding this year to renew a license.

### **000 – Student Conduct Board**

Total Recommendation: \$0

- No proposal submitted

### **AKA – Diversity Programming**

Total Recommendation: \$0

- Tier D
- This group submitted their proposal one week late and was given a 15% penalty based on their previous allocation (\$2000). The committee reviewed the proposal with the understanding that the group, if funded, could not receive more than \$1700 due to this penalty.
- After much consideration, the committee decided not to fund this group this year. The focus of the proposal was starkly different than previous years, and the changes were not well understood or well defended. The math in the template section of the proposal did not make sense.
- The committee values diversity and encourages this group to apply again in the future.

## **PRE-FUNDED CLUBS**

These clubs meet two of four criteria in order to apply for pre-funding with the S&A Budget Committee each year: 1) They compete for the college; 2) They are tied to an instructional department or area; 3) They are part of a national organization; 4) They are a recognized honor society.

### **AGF – Speech & Debate Club**

Total Recommendation: \$6,860

- Tier B
- This budget will allow speech and debate to attend 3-4 competitions next year, depending upon student participation and the choices they make when it comes to travel expenses.
- The committee recommends increasing detail in the future when breaking down travel costs.

### **AHK – Hockey Club**

Total Recommendation: \$10,000

- Tier B
- The committee was given the same overall budget projection as last year. Therefore, the committee could not increase funding for many of the proposals who requested increases. This is not a reflection on the value of the group; it is circumstantial.

### **AGE – Auto Performance Club**

Total Recommendation: \$10,000

- Tier A
- The committee applauds the fundraising happening inside of the club.
- The proposal emphasized their attention on well-rounded education and opportunities for participation.

### **ASK – SkillsUSA**

Total Recommendation: \$25,000

- Tier C
- This group submitted their proposal one week late and was given a 15% penalty based on their previous allocation (\$40,600). The committee reviewed the proposal with the understanding that the group, if funded, could not receive more than \$34,510 due to this penalty.
- The proposal this year was not well done. It had partial changes and many mistakes. It definitely needed additional proof-reading.
- The committee also felt the amount of the proposal was swelling well past that of other prefunded clubs. The club requested \$40,000 to take 15-19 people to one national competition. This is more than both the soccer teams get for an entire season combined.
- The committee values the club and its fundraising efforts, but it feels that the group should look for funding elsewhere within the college to supplement their larger competitions.

### **ANS – Splitting Image**

Total Recommendation: \$7,000

- Tier C
- This group submitted their proposal one week late and was given a 15% penalty based on their previous allocation (\$8,750). The committee reviewed the proposal with the understanding that the group, if funded, could not receive more than \$7437.50 due to this penalty.
- Overall, the committee thought the proposal was adequate. The committee suggests improvement in the area of itemization. The committee did recommend a modest cut to the group after the penalty.

### **ATC – Tech Club**

Total Recommendation: \$11,000

- Tier A
- Their proposal was nicely done, and the request for an increase was well defended.
- Unfortunately, the committee did not have a lot of wiggle room due to financial restraints. Therefore, the committee could only increase this club by \$1,000.

**AGG – Post-Secondary Agricultural Student Organization (PAS)**

Total Recommendation: \$12,750

- Tier B
- The committee appreciated the community outreach, fundraising, and career experience that this club provides. However, due to having the same budget projection as last year, the committee did not feel the proposal was strong enough to warrant an increase at this time.

**APY - Psych Club**

Total Recommendation: \$5,500

- Tier A
- The committee recommends a slight increase in the group's funding, as the student involvement in this club continues to increase.
- Their proposal clearly expressed the need to support young professionals, who are interested in or pursuing psychology majors. However, with the budget projection remaining the same as last year, the increase in funds was minimal.

**AN5 – Phi Theta Kappa Honor Society**

Total Recommendation: \$6,000

- Tier B
- The committee recommends approving the proposed amount. They did not ask for an increase.

**Recommended Budget 2018-19**

		2016-17	2017-18	2018-19
		Budget	Budget	Budget
CODE	INCOME AMOUNTS:			
	Service & Activities Fee	\$ 1,123,400.00	\$ 1,123,400.00	\$ 1,123,400.00
AAB	Miscellaneous Income			
	Athletics	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
	Drama	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
	Activities/Lecture	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
	Interest/Room Rental	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
	<b>Total</b>	<b>\$ 1,135,900.00</b>	<b>\$ 1,135,900.00</b>	<b>\$ 1,135,900.00</b>
	<b>Organizations</b>			
ACL	Orchestra	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
ACD	Band	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00
ACE	Vocal Music	\$ 49,000.00	\$ 49,000.00	\$ 49,000.00
ACF	Drama/Theater	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
ADA	Baseball	\$ 27,000.00	\$ 27,000.00	\$ 27,000.00
ADB	Men's Basketball	\$ 21,000.00	\$ 21,000.00	\$ 21,000.00
ADC	Men's Soccer	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00
ADE	Men's Golf	\$ 5,000.00	\$ 5,000.00	\$ 5,500.00
AEA	Women's Basketball	\$ 21,000.00	\$ 21,000.00	\$ 21,000.00
AEB	Volleyball	\$ 21,000.00	\$ 21,000.00	\$ 21,000.00
AED	Women's Soccer	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00
AEF	Women's Golf	\$ 5,000.00	\$ 5,000.00	\$ 5,500.00
AEG	Softball	\$ 21,000.00	\$ 21,000.00	\$ 21,000.00
	<b>Services</b>			
	<b>Services Managed by ASCBC</b>			
ACB	Service	\$ 9,750.00	\$ 7,400.00	\$ 7,400.00
ACC	Towne Hall Lecture	\$ 2,000.00	\$ -	NO PROPOSAL
AFB	Travel/Training	\$ 14,300.00	\$ 14,300.00	\$ 13,434.00
AFC	Office Expense	\$ 13,000.00	\$ 13,500.00	\$ 13,500.00
AFG	Club Funding	\$ 24,900.00	\$ 24,000.00	\$ 26,000.00
AFH	Activities	\$ 45,000.00	\$ 40,000.00	\$ 40,000.00
AGD	Music Copyrights	\$ 4,500.00	\$ 4,500.00	\$ 4,700.00
AKC	Stipends	\$ 40,842.00	\$ 53,500.00	\$ 57,000.00
AFI	Game Room/Intramurals	\$ 18,570.00	\$ 22,500.00	\$ 22,500.00
SAL	Student Activities Staff Salaries	\$ 130,000.00	\$ 115,600.00	\$ 119,466.00
	<b>Services Managed outside of ASCBC</b>			
AVT	Veterans Resource Center	\$ 6,900.00	NO PROPOSAL	\$ 7,000.00
AGL	Athletic Promotions	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
ADG	Game Management	\$ 81,366.00	\$ 81,366.00	\$ 81,366.00
ACG	Esvelt Gallery	\$ 19,000.00	\$ 19,000.00	\$ 19,500.00
ACJ	Tutoring Center	\$ 31,966.00	\$ 38,000.00	\$ 39,500.00
ACK	Disability Testing	\$ 29,700.00	\$ 29,700.00	\$ 30,150.00
AFE	Grants in Aid (Athletic scholarships)	\$ 121,524.00	\$ 121,524.00	\$ 121,524.00
AFT	Talent Grants (Drama)	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
AFF	Talent Grants (Vocal Music)	\$ 17,000.00	\$ 20,000.00	\$ 20,400.00
AFZ	Talent Grants (Band)	\$ 19,000.00	\$ 20,000.00	\$ 20,000.00
AFR	Talent Grants (Orchestra)	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
AFL	Childcare Reimbursement	\$ 45,000.00	\$ 45,000.00	\$ 45,000.00
TRA	Travel Reimbursement for Low Income Students	\$ 20,700.00	\$ 21,700.00	\$ 21,850.00
APL	Planetarium	\$ 12,500.00	\$ 11,600.00	\$ 10,000.00
	Student Conduct Board		\$ 1,000.00	NO PROPOSAL
AKA	Diversity Programming	NO PROPOSAL	\$ 2,000.00	\$ -
	<b>Prefunded Clubs</b>			
AGF	Speech Debate Club	\$ 6,860.00	\$ 6,860.00	\$ 6,860.00
AHK	Hockey Club	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
AGE	Automotive Performance Club	\$ 9,000.00	\$ 9,000.00	\$ 10,000.00
ASK	SkillsUSA	\$ 40,000.00	\$ 40,600.00	\$ 25,000.00
ANS	Splitting Image	\$ 8,550.00	\$ 8,750.00	\$ 7,000.00
ATC	Tech Club	\$ 10,000.00	\$ 10,000.00	\$ 11,000.00
AGG	Post-Secondary Agricultural Student Org (PAS)	\$ 12,472.00	\$ 12,750.00	\$ 12,750.00
APY	Psych Club	\$ 5,000.00	\$ 5,250.00	\$ 5,500.00
AN5	Phi Theta Kappa	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
	<b>16-17 Total:</b>	<b>\$ 1,135,900.00</b>	<b>\$ 1,135,900.00</b>	<b>\$ 1,135,900.00</b>
	<b>17-18 Total:</b>	<b>\$ 1,135,900.00</b>	<b>\$ 1,135,900.00</b>	<b>\$ 1,135,900.00</b>
	<b>18-19 Total:</b>	<b>\$ 1,135,900.00</b>	<b>\$ 1,135,900.00</b>	<b>\$ 1,135,900.00</b>

Orchestra  
ASCBC  
Band  
Vocal Music  
Drama/Theater  
Athletics  
Resource Center  
Manages One Budget

TIER A			TIER B			TIER C			TIER D		
<b>ORGANIZATIONS</b>											
Athletics	\$158,000	(+\$1,000)	Drama	\$50,000	(Baseline)						
			Vocal	\$49,000	(Baseline)						
			Band	\$40,000	(Baseline)						
			Orchestra	\$5,000	(Baseline)						
<b>SERVICES</b>											
ASCBC	\$304,000	(+\$8,700)	Athletics T.G.	\$121,524	(Baseline)	Planetarium	\$10,000	(-\$1,600)	Diversity*	\$0	(-\$2,000)
Tutoring Center	\$39,500	(+\$1,500)	Sports Mgmt	\$81,366	(Baseline)						
Resource Center	\$97,000	(+\$600)	Band T.G.	\$20,000	(Baseline)						
Esvelt Gallery	\$19,500	(+\$500)	Drama T.G.	\$15,000	(Baseline)						
Vocal T.G.	\$20,400	(+\$400)	VETS	\$7,000	(Baseline)						
			Orchestra T.G.	\$3,000	(Baseline)						
			Sports Promotions	\$1,500	(Baseline)						
<b>PREFUNDED CLUBS</b>											
Tech Club	\$11,000	(+\$1,000)	PAS	\$12,750	(Baseline)	SkillsUSA*	\$25,000	(-\$15,600)			
Auto	\$10,000	(+\$1,000)	Hockey	\$10,000	(Baseline)	Splitting Image*	\$7,000	(-\$1,750)			
Psych	\$5,500	(+\$250)	Speech & Debate	\$6,800	(Baseline)						
			PTK	\$6,000	(Baseline)						

\* Late proposals were automatically reduced 15% of last year's amount prior to review. The amounts shown here reflects the 15% decrease + any additional dollars decreased.

# Exhibit I

## CBC Mission, Vision and Value Statements

### **Mission**

Columbia Basin College inspires, educates, and supports students in an environment of academic excellence leading to the completion of degrees, certifications, and educational transfers, while fostering meaningful employment, engaged citizenship, and a life-long joy of learning.

### **Vision**

Columbia Basin College will be the educational home that transforms students' lives through economic and social mobility and strengthens the communities we serve through meeting the ever changing educational needs of our region and state.

### **Values**

#### Student Learning

Our first priority is to work collaboratively to ensure student learning, success, and completion in an environment of open inquiry, respect, critical thinking, and creativity. We strive to create community and belonging where students mature and develop intellectually, emotionally, ethically, and physically both inside and outside of the classroom.

#### Culture of Excellence

We provide excellent teaching and services through a theory-driven and data-informed culture of innovation, collaboration, continuous improvement of performance, and a commitment to professional growth and development for all employees.

#### Diversity, Equity and Inclusion

We celebrate diversity in all its forms and we believe that our many unique perspectives makes us stronger. Diversity among our team enriches our institution and our students' experience. We are dedicated to eliminating barriers to success through intentional and equitable efforts to provide quality learning opportunities.

#### Sustainability

We consciously practice and model broad-based sustainability for our students, and our communities, through the balancing of economic, societal, and environmental factors when considering campus development of facilities, processes, programs, and curricula.

#### Wellbeing

We create a healthy environment that encourages physical and emotional wellness and enjoyment of learning.

# Exhibit J



Columbia Basin College  
Resolution No. 18-02

Medical Science Center 4<sup>th</sup> Floor Project for Dental Hygiene Clinic

WHEREAS, the Board of Trustees of Community College District No. 19, Columbia Basin College, recognizes the critical role Columbia Basin College plays in providing first-rate educational programs and training in Benton and Franklin counties, AND

WHEREAS, Columbia Basin College desires to provide expanded dental hygiene instruction and community access to low cost dental care, AND

WHEREAS, Columbia Basin College will request authority to expend up to \$3,750,000 for design, construction, fixtures, furnishings, and equipment, AND

WHEREAS, Columbia Basin College will use local, grant, and donor funds, AND

WHEREAS, the Board of Trustees of Columbia Basin College and the College President desire to show their strong support for this project, AND

WHEREAS, Columbia Basin College has legal authority, and that Tyrone Brooks, Vice President for Administrative Services, is hereby authorized, for and on behalf of Columbia Basin College, to do and perform any and all acts which may be necessary to carry out the foregoing resolution including the preparing, making and filing of plans, applications, reports and other documents; the execution, acceptance, delivery and recordation of agreements, and other instruments pertaining to the Columbia Basin College's Medical Science Center 4<sup>th</sup> Floor Project for the Dental Hygiene Clinic.

NOW, THEREFORE, BE IT RESOLVED by The Board of Trustees of Columbia Basin College hereby approves that the foregoing resolution is a true and correct copy of the resolution adopted by the vote of a majority of the members of the Columbia Basin College Board of Trustees present at a meeting of said Board on the \_\_ day of \_\_\_\_\_, 2018, at which a quorum was present.

BOARD OF TRUSTEES  
Columbia Basin College

By: \_\_\_\_\_  
Kedrich Jackson, Chair of the Board of Trustees