

**COLUMBIA BASIN COLLEGE
BOARD OF TRUSTEES'**

April 8, 2019

Beers Board Room — 7:30 a.m.

Agenda

Call to Order

***Agenda Changes**

***Approval of Minutes**

Exhibit A

Celebrating Excellence

Vanessa Meras, Chosen participant in the NASA Community College Aerospace Scholars on sight Experience

Debbie Padilla, Director for MESA

Agriculture Student Award Recipients: National Professional Agriculture Student (PAS) Organization Competitions: Cavan Walker, Psyche Bloodgood, Obadiah Sheriff, Chris May, Katherine Carpenter, Kala Null, Syndey Hoeft
Kerrin Bleazard, Senior Associate Professor

Linkage with Community

JoDee Garretson, Executive Director for the Support, Advocacy & Resource Center (SARC)
Camie Glatt, Vice President for Human Resources & Legal Affairs

Remarks

By Administration
President

Marketing: Logo Reveal by Marketing

CEO, Foundation
By ASCBC
By Faculty Senate Chair
By AHE
By Board Members

Reports

Quarterly Financial Statement

Exhibit B

Cash Balance Report

Exhibit C

CBC Mission Fulfillment Update: Progress After Fall Term

Exhibit D

Discussion

Resolution 19-03, Waiver of the 24 Credit Graduation Requirement for HS Freshmen

Exhibit E

ASCBC 2019-20 Budget

Exhibit F

Consent

Public Comments

Executive Session

RCW 42.30.110(1)(g): To review the performance of a public employee

Adjournment

(Requires motion/approval)If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 542-4802 as soon as possible to allow sufficient time to make arrangements.*

Exhibit A

Columbia Basin College
Board of Trustees' Meeting Minutes
March 11, 2019
Beers Board Room – 7:30 a.m.

Board Members in attendance: Duke Mitchell, Kedrich Jackson, Bill Gordon, Allyson Page, Sherry Armijo via phone

Rebekah Woods, Secretary to the Board, Darlene Scrivner

Others in Attendance: Melissa McBurney, Michael Lee, Kevin Rusch, , Cheryl Holden, Tyrone Brooks, Jason Engle, Daphne Larios, Kelsey Myers, Monica Hansen, Scott Towsley, Keri Lobdell, Deborah Meadows, Kay Lynn Stevens, Brian Dexter, Kevin Hartze, Eleanor Schroeder, Jason Engle, Kim Tucker, Su-Hyun Kim, Bill McKay, Bryan Ovens, Daphne Larios, Jesus Mota, Adam Diaz

The Agenda	The Discussion	Action
Call to Order		Meeting called to order by Chair Mitchell at 7:30 a.m.
Agenda Changes	The Facilities and Grounds staff were added to the Celebrating Excellence portion of the meeting to acknowledge and thank them for their hard work removing snow and ice during the recent inclement weather.	Trustee Jackson moved and Trustee Page seconded the motion to make the change to the agenda as written. Approved unanimously.
Approval of Minutes	February Meeting Minutes Discussion - None	Trustee Page moved and Trustee Jackson seconded the motion to approve all minutes as written. Approved unanimously.
<u>Celebrating Excellence</u> Susan Vega-Upward Bound Project Director <u>Facilities</u> Scott Towsley, Assistant Vice President for Infrastructure Services	Susan has been an employee of CBC for 30 years. She introduced her staff and explained the scope for Upward Bound. Upward Bound serves lower socio economic first generation high school students. This year the program had 100% success rate and had 18 graduates. Scott introduced the staff present. There are 30 staff that work within Infrastructure Services	The Trustees presented Susan and the Upward Bound staff with a coin of excellence. The Trustees presented Scott and the Infrastructure Services staff with a coin of excellence
Linkage to Community NISOD Winners Dr. Kim Tucker, Director for Nursing Programs/Assistant Director for Title V Cooperative Grant Dr. Su-Hyun Kim, Associate Professor, Dept. of Physics	Kim Tucker has been an employee at CBC for 21 years. Starting as a fledgling Nursing Instructor in 1996 and has been instrumental in developing the BA in nursing. Su-Hyun Kim is an Associate in the Physics department. He has spent an incredible amount of time developing engaging and compelling demonstrations for his classes, teaching an immense course-load and representing science, higher education, and CBC through presentations to K-12 and community groups	The Trustees presented Dr. Tucker and Dr. Kim a coin of excellence.
Discussion/Action Resolution 19-02, Increase Authority for Medical Science Center 4 th Floor Project for Dental Hygiene Clinic	Tyrone Brooks is requesting increased authority for the construction on the fourth floor project. For this reason competitive bids came in higher than expected. Tyrone reported that overall the bidding was tight and he would like to accept the low bid, which is a good bid. The state board must approve. The board is holding an agenda item for the board meeting this month.	Trustee Jackson moved and Trustee Gordon seconded the motion to increase Tyrone's authority for the Medical Science Center 4 th Floor Project for the Dental Hygiene Clinic. Approved unanimously.

Reports		
Variance Report	Tracking right where is should be. There are no items to note	
Cash Balance Report	Running about the same overall cash balances. There is a slight increase for tuition dollars.	
Grants Report	Overall grants are on track.	
Remarks		
Administration – President	<p><u>Rebekah Woods</u></p> <ul style="list-style-type: none"> • Dental Hygiene: The fundraising goal for the Dental Hygiene program to purchase the equipment for the new clinic has been reached. The Rural Families Education Fund gave \$480,000, with \$320,000 dedicated to the clinic and \$160,000 to fund a legacy endowment to promote continued education and subsidy of oral health care services for migrant and low-income populations. With the Murdock Foundation fully funding our \$250,000 request, we are within \$2000 to reaching our goal. • My Tri 30: The TC Regional Chamber launched the MyTri2030 results on Wednesday, February 27 at their Luncheon. The six opportunities include Education, Agriculture, Energy, Prosperity, Life, and Inclusion. Thanks to Trustees Mitchell and Armijo for joining us. • Laird Livingston: Laird, the new Associate Dean for Agriculture and Culinary Arts began on campus last week. Dr. Woods met with him on Wednesday and shares his excitement for planning around the culinary institute.. • OCCI: Dr. Woods, Laird Livingston, Melissa McBurney, and Kevin Rusch will be leaving for Coos Bay to visit the Oregon Coast Culinary Institute. This was the school that was the inspiration for what we could accomplish in the Tri-Cities. The group will have a tour and be able to spend time with their chefs, students, and administration on Tuesday morning. • Aspen Institute: On March 14-15 a site team from Aspen will visit, as part of our participation in the Frontier Set. The team will meet with individual groups from across campus including lunch with Trustees Mitchell and Armijo. After gathering input from the groups, they will be creating a full report from their visit which we will receive in the next couple months. • Delegation form Colima: A group from Colima Mexico will be on campus on Thursday, March 14 for a meeting and to consider an MOU. Sandra Haynes and Michelle Whitney have also been invited to attend. Dr. Woods, Michelle Whitney and Sandra Haynes gave brief overviews of their institutions, the differences and how they collaborate. <p><u>Brian Dexter</u></p> <p>CTC Update: Brian presented a Power Point with an overview for the project.</p>	

<p>Public Comments</p> <p>Executive Session Convened: 8:46 a.m. Reconvened: 9:14 a.m.</p>	<p>fundraising gala; 2/27 attended My Tri-Cities long range planning luncheon and the CBC Women's and Men's basketball games vs. North Idaho; 2/28 attended Kennewick Man and Woman of the Year banquet; 3/5 reviewed current CBC tenure files.</p> <p>None</p> <p>RCW 42.30.110(1)(g): To review the performance of a public employee</p>	
<p>Adjournment: 9:15 a.m.</p>	<p>Next Board of Trustees' Meeting Beers Board Room April 8, 2019 – 7:30 a.m.</p>	

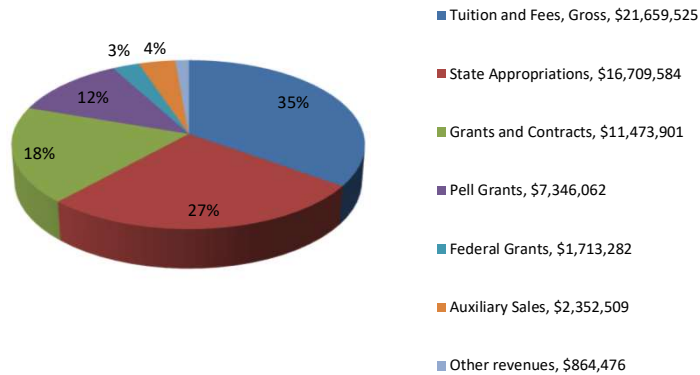
Duke Mitchell, Chair

Exhibit B

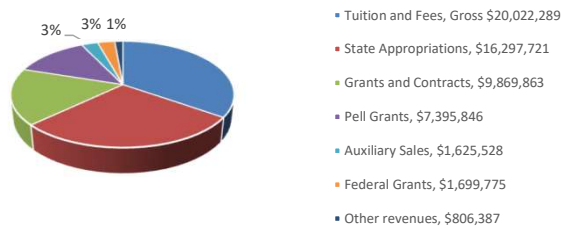
Columbia Basin College
Statement of Revenues, Expenses and Changes in Net Position
For March 31, 2019 (Unaudited)

	FY 2019 March 2019	FY 2018 March 2018
Operating Revenues		
Student tuition and fees, Gross	21,659,525	20,022,289
Auxiliary enterprise sales	2,352,509	1,625,528
State and local grants and contracts	11,473,901	9,869,863
Federal grants and contracts	1,713,282	1,699,775
Other operating revenues	864,476	806,387
Total operating revenue	<u>38,063,694</u>	<u>34,023,842</u>
 Operating Expenses		
Salaries and wages	19,494,295	19,258,327
Benefits	6,983,553	6,762,363
Scholarships and fellowships, Gross	16,904,678	15,572,569
Operating Expenses	4,097,380	3,462,613
Purchased services	1,956,678	2,522,864
Depreciation	2,940,919	2,896,334
Supplies and materials	1,930,721	1,927,183
Utilities	774,530	784,436
Total operating expenses	<u>55,082,754</u>	<u>53,186,689</u>
 Operating income (loss)	<u>(17,019,060)</u>	<u>(19,162,847)</u>
 Non-Operating Revenues (Expenses)		
State appropriations	16,709,584	16,297,721
Federal Pell grant revenue	7,346,062	7,395,846
Investment income, gains and losses	154,924	91,892
Building fee remittance	(1,646,124)	(1,530,452)
Innovation fund remittance	(433,191)	(407,788)
Interest on indebtedness	(258,095)	(308,245)
Net non-operating revenues (expenses)	<u>21,873,161</u>	<u>21,538,974</u>
 Income or (loss) before other revenues, expenses, gains, or losses	<u>4,854,101</u>	<u>2,376,127</u>
 Capital appropriations	1,597,776	531,980
 Increase (Decrease) in net position	<u><u>6,451,878</u></u>	<u><u>2,908,107</u></u>

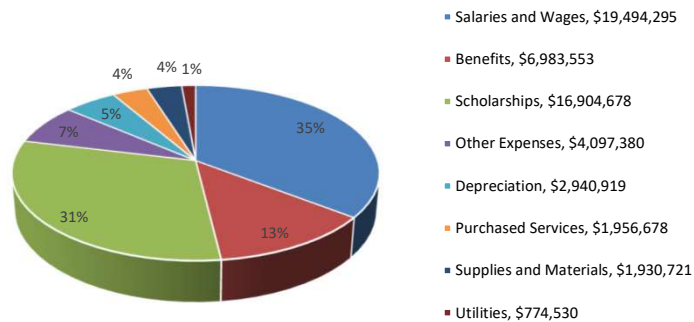
FY2019 Revenues by Source Type As of March 31, 2019 (Unaudited)



FY2018 Revenues by Source Type As of March 31, 2018 (Unaudited)



FY2019 Expenses by Functional Type As of March, 2019 (Unaudited)



FY2018 Expenses by Functional Type As of March, 2018 (Audited)

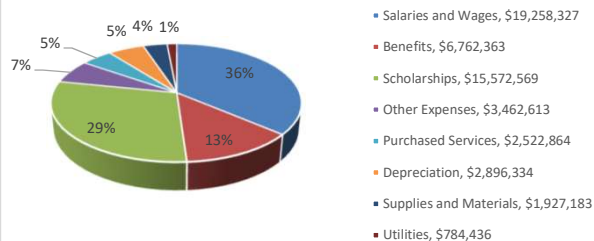


Exhibit C

FY 2019 - Estimated Cash Balances - COLUMBIA BASIN COLLEGE

ASSETS As of March 29, 2019			
CASH			
1110	In Bank	\$	14,680,424
1120	Undeposited	\$	-
1130	Petty	\$	5,504
Total		\$	14,685,928
INVESTMENTS			
1210	Investments(ST/LT)	\$	17,897,925
Total		\$	17,897,925
ACCTs RECEIVABLE			
1312	Current	\$	541,389
1318	Unbilled	\$	-
1319	Other	\$	21,587
	Allowance for Accts Rec	\$	(35,504)
Total		\$	527,472
INTER/INTRA GOV RECEIVABLES			
1351	Due From Fed	\$	20,701
1352	Due From Other Gov	\$	1,160,700
1354	Due From Other Agency	\$	36,813
Total		\$	1,218,215
TOTAL ASSETS		\$	34,329,541
LIABILITIES			
CURRENT			
5111	Accts Payable	\$	240,882
5124	Accrued Salaries Pay	\$	-
5150	Due To State Treasurer	\$	455,915
5154	Due To Other Agency	\$	66,081
5158	Sales/Use Tax	\$	2,525
5199	Accrued Liabilities	\$	-
5173	COP Current Year P&I Due	\$	1,488,326
Total		\$	2,253,730
TOTAL LIABILITIES		\$	2,253,730

Cash Balance	
(ASSETS less LIABILITIES)	\$ 32,075,811
Dedicated Balances	
1110	Student Supported Capital \$ 2,298,621
1110	3.5% - Needy Student Aid \$ 878,787
1110	Students S&A \$ 809,367
1110	Bookstore Operating Reserves \$ 500,000
1110	Student Rec Center \$ 3,000,000
1110	Technology Fee \$ 1,110,974
1110	Parking Fees \$ 407,176
1110	Basic Food Employment and Training \$ 190,696
Total	\$ 9,195,620
Reserves Policy - (BOT Policies on Reserves)	
	Values
Operating Reserve	\$ 7,600,000
Unplanned Capital Repair and Replacement	\$ 2,000,000
Real Estate Debt Fund	\$ 2,000,000
Planned Future Operations	\$ 2,336,000
Capital Facilities Projects	\$ 5,012,000
Total	\$ 18,948,000
Operating Reserves Balance	
Existing Reserve balance less Dedicated Reserves and Emergency Reserves	\$ 3,932,191

Exhibit D

FALL UPDATE: 2018-19

Fall Update of Institutional Progress: Mission Fulfillment



Fall Update:

The results for Fall reflect preliminary progress on indicators for Transfer and Professional/Technical students as of the end of Fall term.

While not “final” (Winter and Spring terms have yet to be finished), these indicators can provide meaningful insight into what we might expect given our results so far.

Fall Update of Institutional Progress: Mission Fulfillment

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INTRODUCTION

In October 2018, CBC presented its first report in a format based on new Board Policies (Mission, Vision, and Values) that center upon degree completion. These policies additionally embodied “Steps to Success”¹, which focuses on degree completion as the centerpiece of our institutional goals. Degree completion has proven to be the primary driver of both student and public value of the community college. Student and public value is based on research, is broad-based, and has been repeated/replicated over several decades. Additionally, the value of a degree, and its predictors, provide the basis for the last decade of educational interventions to affect completion - these are largely Guided Pathways and companion interventions.

The Value of CBC Degree Completion. In 2016, Economic Modeling LLC (“EMSI”) conducted an independent review of CBC’s ROI for students, the taxpayer, and a net social impact. Their review showed that student investment in CBC was returned fourfold (only measurable benefits), with an annual rate of return of 16.7% and the annual rate of return for taxpayers was 11.4%. Most of this economic value is driven by increased productivity

¹ 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. See also Washington State Board for Community and Technical Colleges (2007), Student Achievement Initiative (SAI).

HIGHER EARNINGS BY EDUCATION LEVEL AT CAREER MIDPOINT IN WASHINGTON

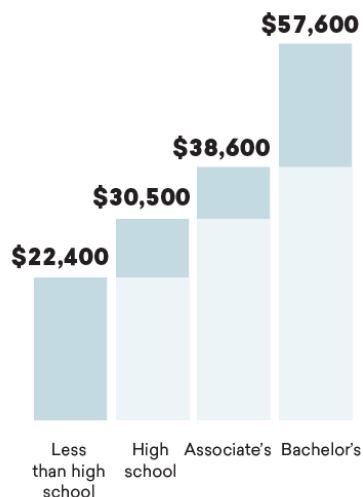


Figure 1. Washington State Average Earnings Rise with Educational Attainment (EMSI 2016)

- Of the 1881 Transfer students who enrolled and DID NOT FAIL ANY courses, 689 (36.6%) have gone on to complete a degree in 3 years.

- Of the 1124 Transfer students who enrolled and failed one course or more, only 103 (9.2%) have gone on to complete a degree in 3 years.

The simplest implication of this series of progressions is this. For a student to succeed, CBC can help by helping students:

- Take Courses toward a Degree
- Succeed in Courses
- Come Back
- Keep Succeeding

The State Board of Community and Technical Colleges (SBCTC) affirms this way of modeling and monitoring student success through its companion indicators, and CBC has strived, as much as practicable, to faithfully represent the “cohort accounting” and “success accounting” of the SBCTC and Washington Colleges. Doing so creates an environment where we can better leverage state results for benchmarking and best aligning to state performance funding measures.

One criticism of this way of viewing student success is that it does not account for what a student learns at CBC. That is, in theory, students could be passed in their coursework, and receive degrees at a lower level of learning. In practice, this theory is somewhat exaggerated, in part because standards of learning is a fundamental component of professional responsibility - and a central part of Teaching and Learning at CBC.

To demonstrate our levels of responsibility in providing a degree of value, in our year end report, we additionally report post-CBC outcomes, which allow us to monitor whether wages and employment are of value after CBC work is complete. While “quality” is difficult to assess, a process is in place for departments and divisions that allows continuous review, and upholds/demonstrates quality standards. Additionally, yearly Program Review is designed to enable programs to set goals for quality instruction and pave the way for student assessment.

This Report is “Forward Looking”. As the first progress report of its type, it deserves note that this particular update seeks to be forward looking. Traditionally, Mission Fulfillment reports of this type look into the past to look

and wages commended by a degree. At the midpoint of their career, Associate’s degree students earned over \$8,000 more annually than their peers with only a high school diploma (Figure 1).

The “Steps to Success”. We can boil down the predictors of student success into its component parts, again based on what has shown to be the best indicators of progress. Some of this may sound simple, but the simplicity focuses our attention on the lynchpin of degree attainment. Namely, to complete, students need to engage and succeed in coursework, keep coming back, and continue succeeding until a degree is achieved (and/or a committed alternate educational path in transfer).

For example, in course success, over the last three years of completion data (2013-14, 2014-15, and 2015-16):

for areas of strength and cost-effective opportunity for development. While these data cannot predict the future with certainty, we can use them to look for areas of opportunity early and respond more quickly, and

This update does not include a look at progress on every indicator of mission fulfillment. Transitional studies, transfer rates, and post-CBC success, at the end of Fall are so inconsistent predictors of “end of year outcome” currently that tracking is currently to “noisy” to be a reliable indicator of progress. The population of students in Transitional Studies is more fluid and less indicative of our CBC overall quarter markers (e.g. enrollment patterns and CASAS testing/placement), and our post-CBC success depends on external reporting (National Student Clearinghouse) that can be inconsistent and difficult to reconcile mid-term. We will keep evaluating ways to incorporate data sources in the future.

Finally, this update acknowledges that CBC has not fully implemented key pieces of its agenda in Guided Pathways (Appendix A). To fully evaluate the process of major institutional changes, a 3-5 year time horizon is standard. In that spirit, our **Target Lines** in the charts represent our longer term goals for improvement. That we lie below our targets on these metrics is not a consistent indicator of low performance per se, but coming into a period of Guided Pathways adjustment, it is *a signal of aspiration*.

EXECUTIVE SUMMARY

After the Spring 2019 term results are final, the final Mission Fulfillment Report will include all of CBC’s progress to year-end and will be comparable year to year and representative of the entire year.

This report shows how we are progressing as of the end of Fall term 2018, compared to similar progress after Fall in previous years. There are some limitations to what we might be able to infer with only Summer and Fall terms under our belt. It is wise to avoid over-interpreting early results. Gains and losses are in the context of the Fall term, where, among other factors, students are most likely to struggle with issues such as grades, self-efficacy, and socialization to college. Additionally, some results might be misleading if they do not ultimately predict year-end metrics particularly well. This is true of some Professional/Technical metrics with smaller samples or those reflective of special populations (for example, those few who may test into CBC “college ready” in reading, writing, or mathematics). Nonetheless, this update can provide the basis for early indicators of progress or areas that we still may need to work on, as well as presenting our accomplishments and challenges to date.

Bright spots in this analysis include:

- Our **first and second-year rate of course success** (students getting a 2.0 in a course or better) has rebounded in a meaningful way compared to previous Fall terms at this time (+2.5% for first year and +3.2% for Transfer students). This kind of move is fundamental: early success is key to student progress.
- Even though the longer term trends in credit attainment have not fully rebounded and not all indicators are positive, **there appears to have been a meaningful gain in 2-year credit attainment**.
- **Math gateway course success has inched upwards** in the Fall, though this year there is considerable uncertainty left. Because of the new developmental Mathematics sequence, it is not inconceivable that students may either (a) rush to complete the old sequence, or (b) delay Math course taking in order to take advantage of the new sequence. In either case, for this indicator, the completers were traditional students who entered CBC at college level in Math, which is not very representative of our student body. The students who have yet to complete Math are our primary target in terms of “non-completion risk”, so the next quarters are much more important to watch.

Some areas of early opportunity:

- **English gateway course taking (notably entry level Composition - ENGL&101) has dropped** in Fall 2018. Attainment of college-level English in the first year is a key indicator of future success. On one hand,

students who are not “college ready”, and are high risk, tend to take this course in the Winter and/or Spring. On the other hand, it is an indicator for which we trail other WA CTCs already and early, though incomplete, Winter and Spring enrollments do not appear to compensate. More focus is likely warranted to ensure traditional students focus on (see urgency around) this critical step, and have the sections available to follow through.

- While first-to second year retention for Professional/Technical students has increased, **Fall 2017 to Fall 2018 transfer student retention is still soft** - and neither compares favorably to the 3 year averages. We are reminded that the robust local economy / wages is enticing enough that work competes strongly for students. This said, it is still an area where we need to improve intentionally, even in the face of competitive pressure.
- Completion has been a strong area for us recently, but **student completion during the Fall term is not as strong as in previous years**. It is notable that only 4.0% more Transfer students graduated in the Fall after two years (2.0% more Professional/Technical students). Nonetheless, in this area, it might be too early to tell since Summer/Fall completions are not the norm and Fall graduation softness may not be an ironclad bellwether.

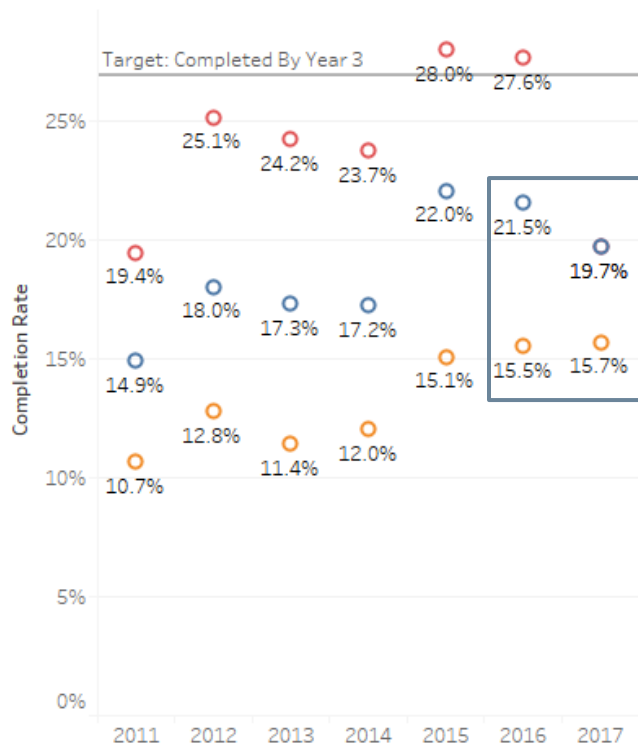
Overall, the results are mixed, but not completely surprising. We are not yet into the first year of Math redesign (starting Summer 2019), are making inroads into guided pathways that are slated to begin ramping up for Fall 2019, and several other longer-term goals for institutional evolution have been coming along, though not fully implemented (Appendix A).

Completion

Degree Completion

- Completed By Year 2
- Completed At Fall Year 3
- Completed By Year 3

3-Year Completion Rate for Transfer Students



3-Year Completion Rate for Professional/Technical Students

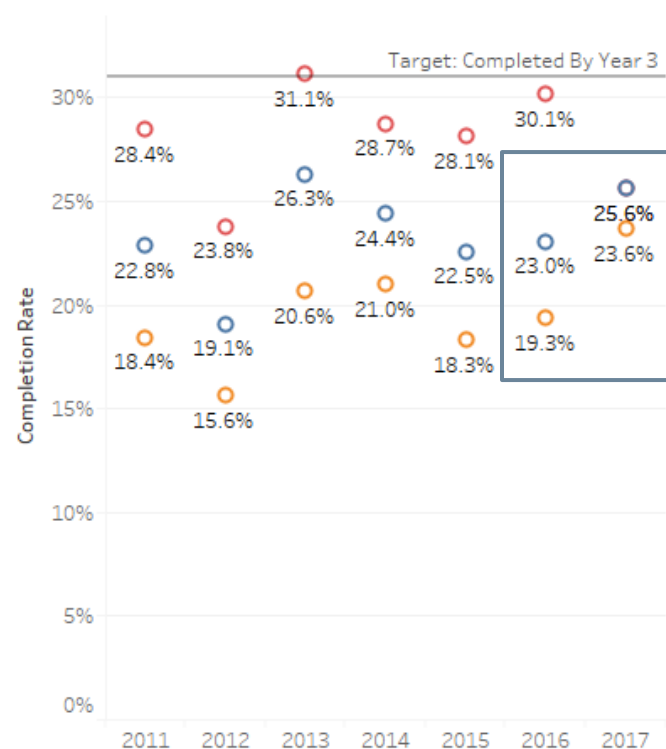


Figure 2. Three Year Degree Completion Rates at CBC

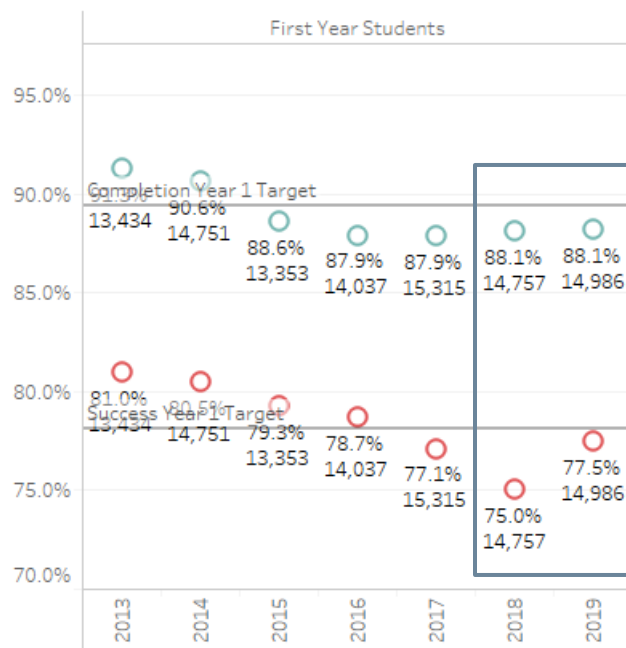
Percentages represent degree completion in 3 years. The red shows the end-of-year number for 3-year completion, and the progress to the end of year by the end of Fall term (blue). Yellow indicates the corresponding 2-year completion rates for reference.

Summary: Fall completion rates (blue) build each term to year-end. Should historical relationships hold, CBC is on track to lose ground in Transfer degree completion (-1.8% through Fall) and gain ground in Professional/Technical degree completion (+2.6% through Fall), placing Professional/Technical students above target and Transfer students slightly below.

Course Completion / Success: CBC students in their first year

■ Fall Completion
■ Fall Success (≥ 2.0)

Course Completion and Success for Transfer Students



Course Completion and Success for Professional/Technical Students

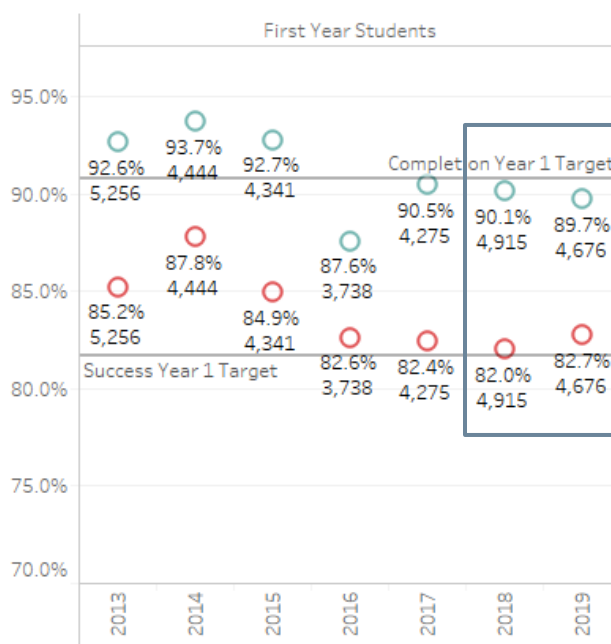


Figure 3. Course Completion and Success in the **First Year** of Study at CBC

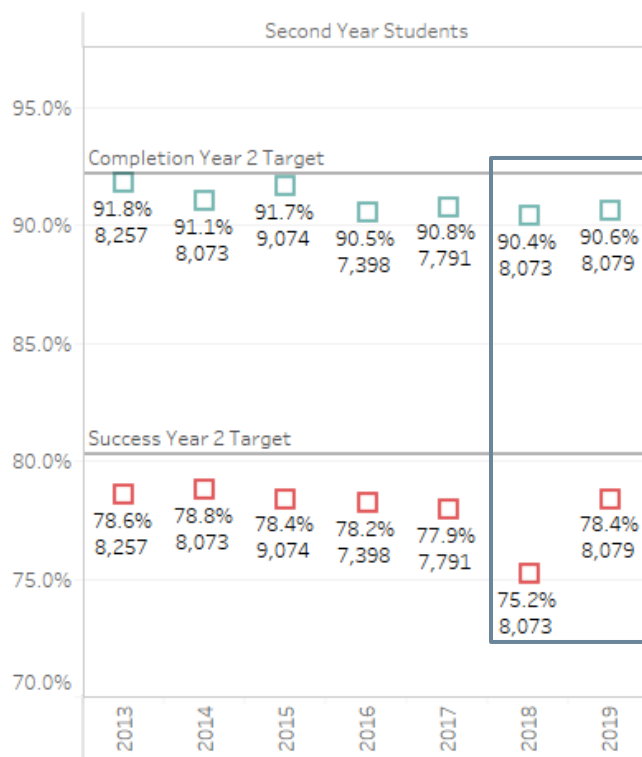
Percentages represent proportion of credits completed/succeeded. **Course “completion” is obtaining a grade of 1.0 or higher in a class, and course “success” is obtaining a 2.0 or higher.** These Fall progress rates will generally underestimate end-of-year targets. Total credits are shown (a full-time equivalent course load is 15 credits).

Summary: 2018 Fall course success (2018-19 school year) has increased significantly for first year students. The outlook is generally positive. Fall completion and success rates typically underestimate yearly estimates slightly. Should these historical relationships hold, it is possible CBC meets its targets on two of the four course indicators for first year students (+2.5% in Transfer course success and +0.7 in Professional/Technical course success). Completion indicators are steady/down for Transfer students (+0.0%) and Professional/Technical students (-0.4%), but within historical averages. First year student indicators are key predictors of student completion, so progress in this area is more influential to a career of student success..

Course Completion / Success: CBC students in their second year.

■ Fall Completion
■ Fall Success (≥ 2.0)

Course Completion and Success for Transfer Students



Course Completion and Success for Professional/Technical Students

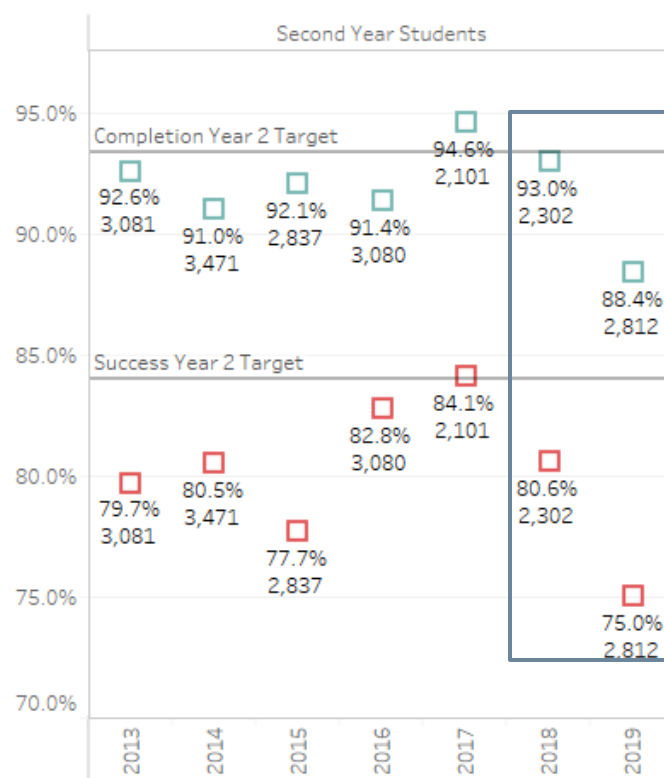


Figure 4. Course Completion and Success in the Second Year of Study at CBC

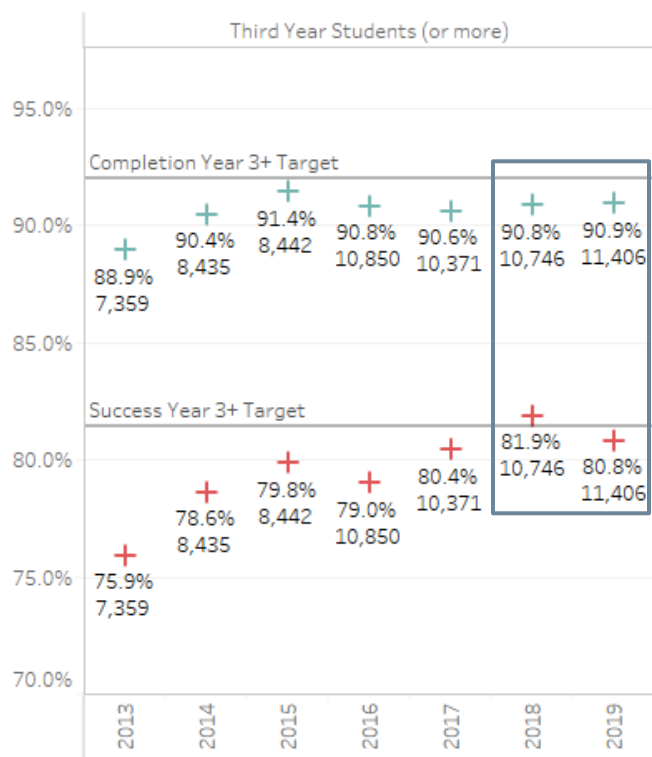
Percentages represent proportion of credits completed/succeeded. These Fall progress rates will generally underestimate end-of-year targets. Total credits are shown (A full-time equivalent course load is 15 credits).

Summary: 2018 Fall course completion and success have increased for Transfer students and decreased for Professional/Technical students. Completion is obtaining a grade of 1.0 or higher in a class, and success is obtaining a 2.0 or higher. The outlook is generally neutral/negative. Fall completion and success rates typically underestimate yearly estimates slightly. Should these historical relationships hold, CBC looks to rebound with Transfer students (+3.2%/+0.2%), but lose ground with Professional/Technical students (-5.6%/-4.6%) in course success/ completion in a student's second year.

Course Completion / Success: CBC students in their third year +.

+ Fall Completion
+ Fall Success (≥ 2.0)

Course Completion and Success for Transfer Students



Course Completion and Success for Professional/Technical Students

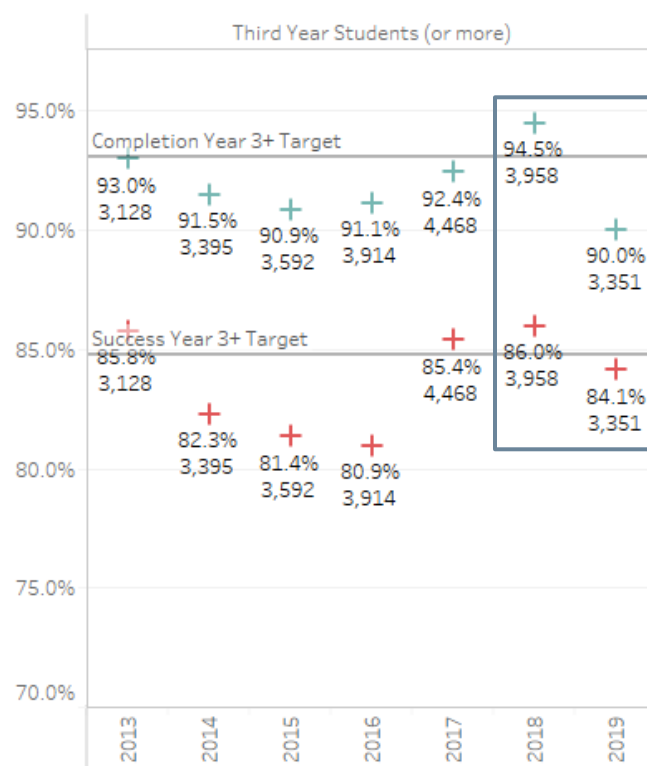


Figure 5. Course Completion and Success in the Third Year of Study + at CBC

Percentages represent proportion of credits completed/succeeded. Completion is obtaining a grade of 1.0 or higher in a class, and success is obtaining a 2.0 or higher. These Fall progress rates will generally underestimate end-of-year targets. Total credits are shown (A full-time equivalent course load is 15 credits).

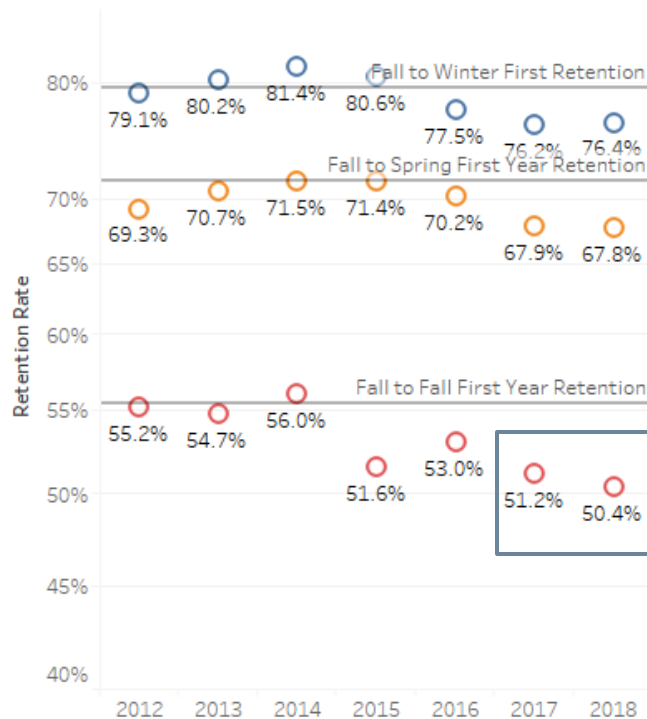
Summary: 2018 Fall results (2018-19 school year) have decreased for both Professional/Technical and Transfer students. The outlook is generally neutral/negative. Fall completion and success rates typically underestimate yearly estimates slightly. Should these historical relationships hold, CBC looks to maintain its current levels of course completion with Transfer students (+0.1%), but lose ground in Professional/Technical course completion (-4.5%), and lose ground with both Transfer and Professional/Technical students in course success (-1.1%/-1.9%).

Retention

Retention

- Fall to Fall
- Fall to Spring
- Fall to Winter

Retention Rates for Transfer Students



Retention Rates for Professional/Technical Students

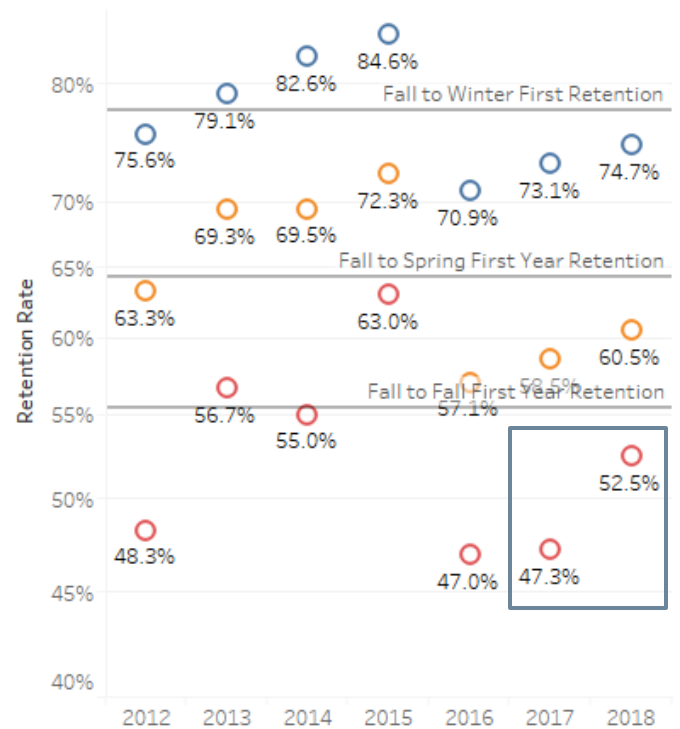


Figure 6. Retention Rates in the First Year at CBC - Fall to Winter, Fall to Spring, and Fall to Fall

Percentages represent proportion of students retained in winter (blue), spring (yellow), and the following fall (red).

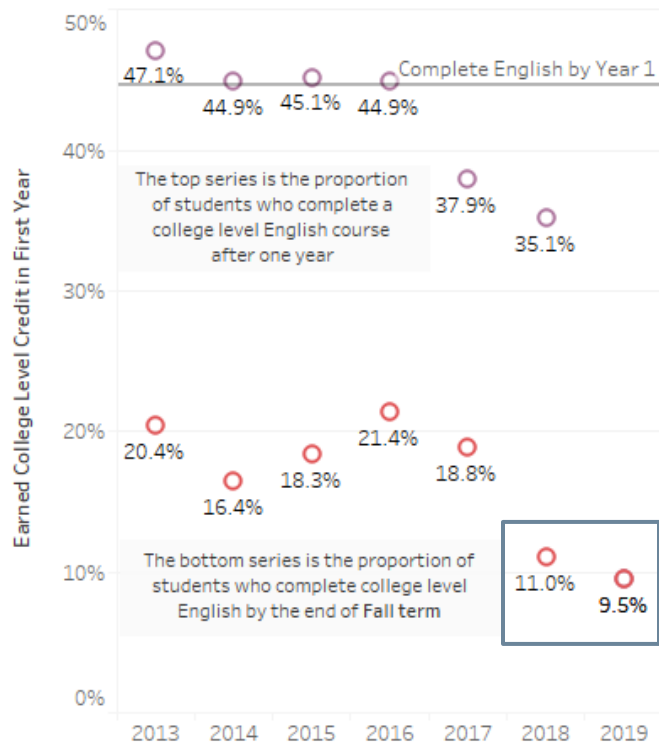
Summary: CBC edged lower with Transfer students (-0.8%), but bounced up in Professional/Technical Fall to Fall student retention (+3.2%), but both fall below target.

Gateway Course Completion: College Level English

Gateway

- English At Fall
- English By End of First Year

College Level Course Completion in First Year for Transfer Students



College Level Course Completion in First Year for Professional/Technical Students

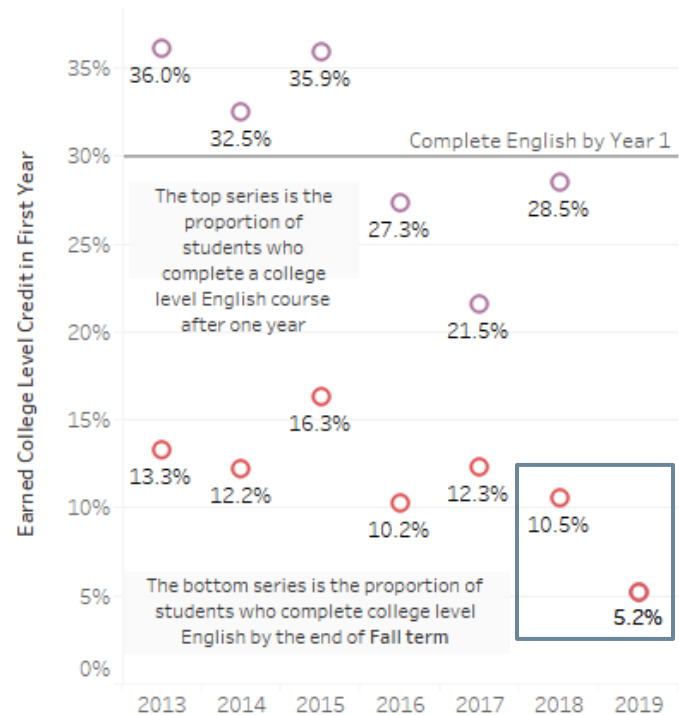


Figure 7. Completion of College Level English in the First Year at CBC

Percentages represent proportion of students who have finished college level English in their first year. The purple shows the end-of-year number while the red highlights the progress to the end of year by the end of Fall term.

Summary: Fall college level English course completion rates build each term to year-end. Should historical relationships hold, CBC will lose ground (-1.5% Transfer, -5.3% Professional/Technical) at a very low level in both.

Gateway Course Completion: College Level Math

Gateway
Math At Fall
Math By End of First Year

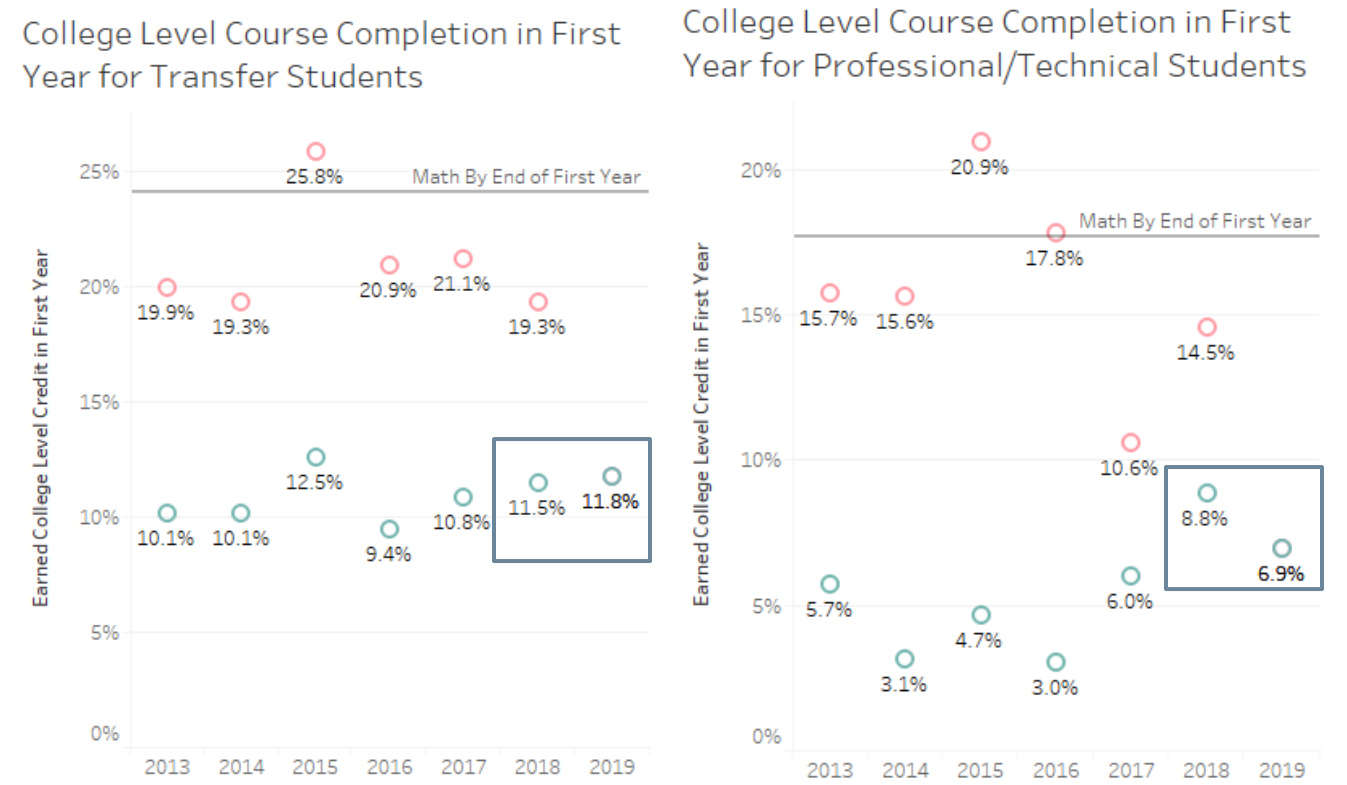


Figure 8. Completion of College Level Math in the First Year at CBC

Percentages represent proportion of students who have finished college level Math in their first year. The pink shows the end-of-year number while the blue highlights the progress to the end of year by the end of Fall term.

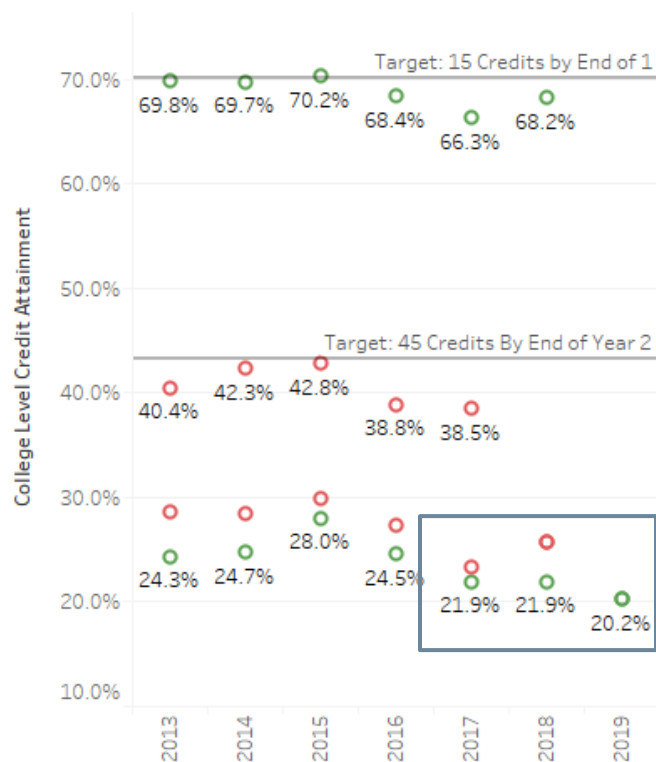
Summary: Fall college course completion rates in Math build each term to year-end. Should historical relationships hold, CBC is on track to maintain its rates of Math completion for Transfer students (+0.3%) and lose ground with Professional/Technical students (-2.9%). This year, first year Math completion rates will not be very predictable. With a new curriculum starting in the Summer of 2019, students may potentially either wait for the new course sequence or finish the sequence before the new sequence takes effect.

Credit Attainment

Attainment

- 45 Credits At Fall Year 2
- 15 Credits At Fall Year 1
- 45 Credits By End of Year 2
- 15 Credits By End of Year 1

Credit Attainment for Transfer Students



Credit Attainment for Professional/Technical Students

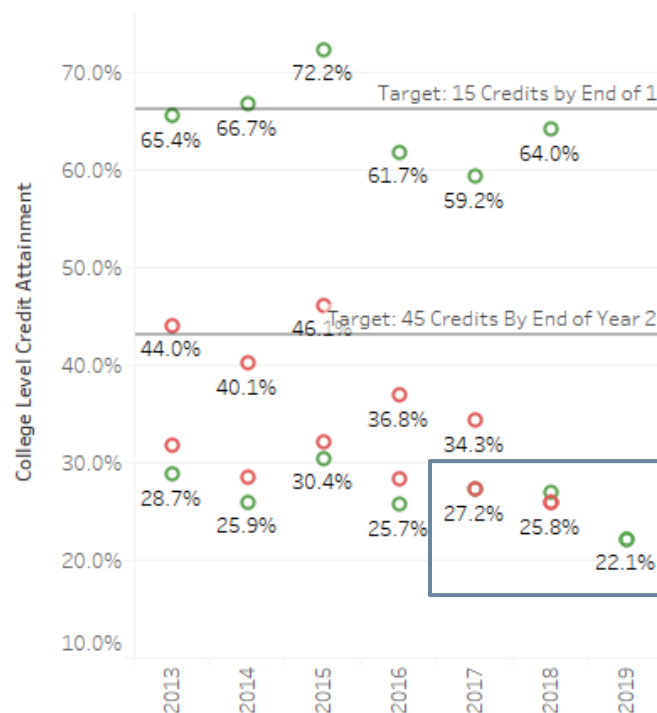


Figure 9. Credit Attainment Milestones at CBC. 15 College Level Credits by End of First Year (Green) and 45 College Level Credits by End of Second Year (Red)

Percentages represent credit attainment milestones relevant to the first Fall term. The top green shows the end-of-year percentage of students attaining 15 credits within the first year, and the bottom green shows progress by the end of Fall term; developmental coursework not included. The top red shows the end-of-year number for attaining 45 credits within two years, and the bottom red shows progress by the end of Fall term; developmental coursework not included.

Summary: Fall credit attainment rates build each term to year-end. Should historical relationships hold, CBC projects to decrease its rates of 15 first year credit attainment in Fall for both Transfer and Professional/Technical students - "students who take a full load in their first Fall and pass across the board" (-1.7%/-4.8%) even though this may not represent students who struggle most. Alternately, 45 credit completion by 2 years by the Fall term increased for Transfer students (+2.3%) and decreased for Professional/Technical students (-1.4%).

APPENDIX A: CURRENT PROJECTS DESIGNED TO IMPROVE STUDENT LEARNING

	Name of Intervention	When	Direct Impact Areas	Description (Evidence Base / Demonstrated Need)
1	<ul style="list-style-type: none"> Guided Pathways Institution of Transfer Academic maps / Meta-majors / Student Services contact / completion coaches 	<ul style="list-style-type: none"> Started in January 2017 Currently creating program maps and starting to identify students with schools 	<ul style="list-style-type: none"> Completion Retention 	<ul style="list-style-type: none"> High theory base. CCRC theoretical work on transforming community colleges. Supports development in other evidence-based areas
1	<ul style="list-style-type: none"> Math Developmental Coursework Restructure 	<ul style="list-style-type: none"> Initial work Spring/Summer 2018 Coursework starts Summer 2019 	<ul style="list-style-type: none"> Gateway course completion by Year 1 All Year 1 objectives (course completion / success) 	<ul style="list-style-type: none"> Developmental reform is often considered a "Guided Pathways" intervention. High Need / Large Service Population
1	<ul style="list-style-type: none"> English Co-requisite / Bridge instruction (Baltimore modified model being piloted) 	<ul style="list-style-type: none"> Started in Winter 2019 (pilot) 	<ul style="list-style-type: none"> Gateway course completion by Year 1 All Year 1 objectives (course completion / success) 	<ul style="list-style-type: none"> High evidence base (WWC) High Need / Large Service Population
2	<ul style="list-style-type: none"> Title V Math Center 	<ul style="list-style-type: none"> Started in Winter 2017 	<ul style="list-style-type: none"> Gateway course completion by Year 1 All Year 1 objectives (course completion / success) Course Performance 	<ul style="list-style-type: none"> Supplemental instruction is widely accepted as beneficial High Need Moderate / Targeted Service Population
3	<ul style="list-style-type: none"> Title V TAP expansion, refining (Summer Bridge) 	<ul style="list-style-type: none"> Started Summer 2017, Expanded Summer 2018, TAP offered Winter 2019 	<ul style="list-style-type: none"> Gateway course completion by Year 1 All Year 1 objectives (course completion / success) 	<ul style="list-style-type: none"> High evidence base (WWC) High Need (Gap in Course taking) Smaller Service Population (~100)
3	<ul style="list-style-type: none"> English/Math Placement Enhancements 	<ul style="list-style-type: none"> In Development 	<ul style="list-style-type: none"> Gateway course completion by Year 1 	<ul style="list-style-type: none"> Evidence base mixed. Moderate Need Small / Targeted Service Pop
3	<ul style="list-style-type: none"> Title V Early Alert Title V Advising / Risk Information 	<ul style="list-style-type: none"> Expanded Fall 2018 from Math to other divisions Continuing, with formative evaluation/ next steps in Spring for Fall 2019 	<ul style="list-style-type: none"> All Year 1 objectives (course completion / success) 	<ul style="list-style-type: none"> Indirect / Mixed results / Undocumented Demonstrated Need (No Campus-Wide Solution) Moderate / Targeted Service Pop

APPENDIX B: MISSION FULFILLMENT PROCEDURE

Board Policy

CBC uses the Carver model of board governance (Carver & Mayhew, 1994; Carver, 1997) in which the mission is specified in greater detail through the use of several End States. Each of the End States, the objectives / goals associated with the End States, and the indicators that make up each objective / goal are provided in detail in the core theme sections. Each annual monitoring report (this Mission Fulfillment report) provides the Board with a statement of the End State, a set of four to six goals to be achieved for that End State, a set of indicators for each goal, results of the indicators, and a status of institution-wide improvement efforts and any new actions to be taken to address performance of the indicators. Quarterly reports, including updates on progress on trends, are provided to supplement data for leading indicators of End State performance, ensuring the Board is reviewing and assessing the College Mission on a regular basis.

The primary structure of Mission Fulfillment is evaluated through:

- End States / Core Themes (3 End States: Transfer, Professional/Technical, and Transitional Studies) which contain multiple
- Goals / Objectives (16 Goals) and are tracked by multiple
- Indicators (54 separate metrics with corresponding performance ratings)

End States / Core Themes are codified in Board policy through degree types and are the foundation of Mission Fulfillment reporting. CBC's Board Policy states: "Mission fulfillment at CBC is characterized by the following metrics to which the Board, with the President and Leadership Team, will define measures for success, and monitor on a specified, periodic basis:

1. A.A. degree completion, which enable students to begin their chosen careers or transfer to 4-year schools to complete their Bachelor's or higher degree programs,
2. A.A.S. or B.A.S./B.S.N, 4-year degree completion, which enable students to begin their chosen careers,
3. Professional and Technical certificates as proof of enhanced training and skills to continue in or change their careers,
4. GED and HS-Equivalent credentials which allow students to transition to college or begin their chosen careers."

Goals / Objectives include completion and post-completion success, in addition to the research-supported necessary, but insufficient conditions to degree completion. The Board Policy also outlines objectives/goals: "There are several Critical Basic Conditions that are key factors to students achieving completion at CBC. The Board, with the President and Leadership Team, will define and monitor these on a specified basis as well. Some examples of these Conditions are:

1. Retention
2. Level Completion
3. Course Completion
4. Grades (> 2.0)
5. Gateway Course Completion
6. Completion (AA)
7. Transfer to 4-Year"

Measures / Indicators

Indicators provide the basic pieces of analysis that serve to represent coverage of the goal / objective and provide detailed understanding in the area. Indicators of Mission Fulfillment are included within each End State (see Core Theme section). An overall rationale for indicator development is provided in the core theme section and follows the **basic values of measurement** that include:

- Fidelity to goals / objectives and coverage of concept (best impacts, Brand et al., 2014),
- Reliable, valid, and widely accepted measurement properties (non-descriptive, evaluated observed behavior, and "cohort" based),

- Comparability, as much as practicable, with externally reported measures (IPEDS, State Board, and independent agency metrics like NCES/NSC and State Board performance funding metrics),
- Representativeness of CBC degree-seeking population (including GED/HS equivalent seekers), and
- Transparency and ease of replication from administrative data.

One key aspect of these measurement values is **cohort-based reporting**. Cohort reporting is based on incoming classes, those 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, external standards that 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.

The measures that reflect the mission and critical conditions are selected with an eye toward their relationship with the mission of degree completion. Students who succeed in the steps and milestones have demonstrated in research, and in CBC's own history, a higher (sometimes staggeringly high) propensity toward degree completion in a 3 year time span.

For purposes of reporting here and for the Northwest Commission (NWCCU), it has been convention to separate similar indicators into "Objectives" that have similar meaning. These objectives outline different outcomes we want to track in each Core Theme (Transfer, Professional/Technical Trades, and Transitional Studies). Based on our mission, our indicators across the quarterly report fit neatly into 16 distinct objectives (Figure 3), each consisting of several indicators.

- Under 3 Core Themes > 16 Objectives > 54 Indicators

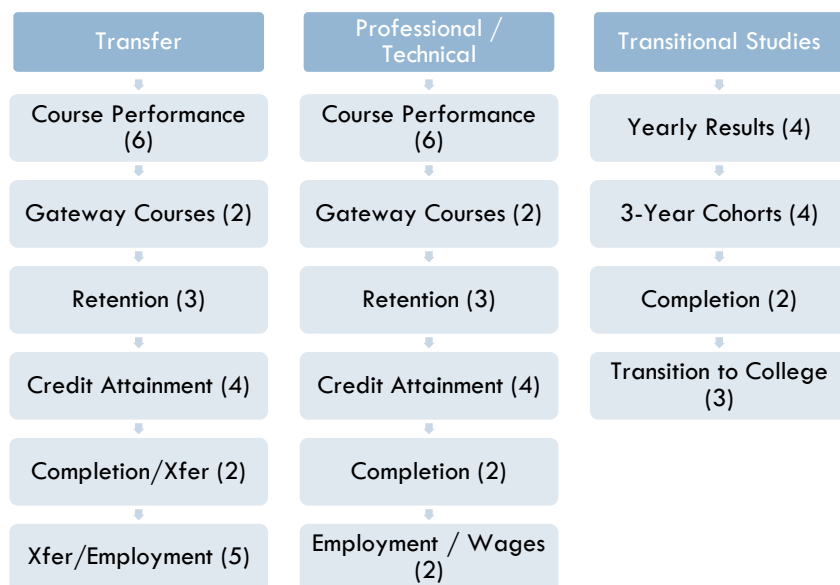


Figure 10. Mission Fulfillment Objectives / Proposed Target Performance Categories

Exhibit E

Columbia Basin College
Resolution No. 19-03

WHEREAS, the Board of Trustees of Community College District No. 19, Columbia Basin College, recognizes the critical role Columbia Basin College plays in partnering with local school districts in Benton and Franklin counties for the purpose of serving the educational needs of these communities, AND

WHEREAS, the legislature passed E2SSB 6552 (Chapter 217, Laws of 2104), which raises the number of credits required for graduation to 24 credits beginning with the Class of 2019, AND

WHEREAS, Columbia Basin College provides instruction to local students, including those of our district partners, AND

WHEREAS, Columbia Basin College developed high school level courses meeting the Office of Superintendent of Public Instruction curriculum standards to fulfill all credit requirements for the 24 credit high school diploma, AND

WHEREAS, RCW 28A.230.090 and E2SSB 6552 provide for school districts and community colleges to request a waiver from the Washington State Board of Education and delay implementation of the 24 credit requirement until 2020 or 2021, AND

WHEREAS, our local school district partners have applied for and received waivers from the Washington State Board of Education to implement the Career- and College-Ready Graduation requirements beginning with the graduating class of 2021, AND

WHEREAS, the Board of Trustees of Columbia Basin College requests from the Washington State Board of Education, a waiver of the 24 credit graduation requirement for freshmen entering high school in 2015 and 2016 (graduating classes of 2019 and 2020, respectively), to align with the graduation credit requirements of its existing school district partners.

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 the majority of the members of the Columbia Basin College Board of Trustees present at a meeting of said Board on the ____ day of ____, 2019, at which a quorum was present.

BOARD OF TRUSTEES
Columbia Basin College

By: _____
Dr. Rebekah S. Woods
President, Columbia Basin College

By: _____
David L. Mitchell
Chair of the Board of Trustees

Exhibit F

Service & Activities Budget Recommendation 2019-20

Detailed Report

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

Committee Process and Increasing the S&A Fee

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 discussions. From these coversheets and 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. With expenses growing and the S&A fee not being raised for 10 years, the committee elected to implement an increase to the S&A fee over a series of years to raise it eventually to the state maximum level. This gentle increase will not overburden the students, but it will allow our S&A funded programs ample funding to remain competitive with CTCs across the state who's S&A fees are currently at the state maximum. It will also assist with the rising expenses such as travel costs and the increase to minimum wage. The current S&A fee is \$7.10 per credit which is almost \$4.00 under the current state maximum.

FY20: \$9.10 = \$1,425,000

FY22: \$11.10 = \$1,740,000

FY21: \$10.10 = \$1,580,000

FY23: \$11.75 = \$1,840,000*

*FY23 is a projection of where we think the max S&A fee will be in 2023. It tends to increase by \$0.23-0.25 per year. The goal is by 2023 to be at the state max. This number may be adjusted slightly to ensure that we are right at the state max. Continually after 2023, we will increase or maintain the current fee to maintain the state max.

The Use of S&A Fees

While reviewing the proposals, the committee had robust discussions on how and what constitutes S&A fees. By definition, S&A fees "refers to any college co-curricular or extracurricular activity participated in by students in the furtherance of their education (Killian Outline, 2018, p. 2)." Merriam-Webster Online Dictionary describes co-curricular as "being outside of but usually complementing the regular curriculum," and it describes extra-curricular as "not falling within the scope of regular curriculum." Therefore, items that seems to solely benefit instructional classes and/or where students in certain instructional programs are required/expected to participate were called into question. By the nature of the definition of extra-curricular or co-curricular, participation in S&A activities should be a choice versus a requirement. Students should be strongly encouraged to participate but their lack of participation should not result in the student being penalized academically.

The Killian Outline and RCW 28B.15.041 also disclose that S&A fees should be used to benefit the student body, as it is part of the tuition they pay to the institution. Therefore, any expenses or activities where community members or community organizations were disproportionately served in comparison to students were also questioned.

With an updated version of the Killian Outline being released in October 2018, this is a good time for ASCBC and the College to review all S&A supported groups and their activities to see how: 1) they adhere to the definition of S&A fees, extra-curricular activities, and/or co-curricular activities, 2) they directly support the student population and not

disproportionately support community activities or instruction, and 3) the programs funded meet measurable standards that can be documented and reported upon annually to show how they are serving currently registered students.

The S&A Budget Committee has started that process. Therefore, this report reflects discussions and recommends that may question some traditional S&A expenses at CBC that no longer fit within the definition of S&A fees, extra-curricular programs, or co-curricular activities.

Projection & Continual Expenses

As part of the S&A fee process, the committee chose to allocate money to two continual expenses and two pilot projects. The two continual expenses are:

- ASCBC/Student Activities Salaries – This allows S&A fees to pay staff and students who contribute to ASCBC/S&A as a whole, per the ASCBC Constitution & Bylaws. Previously, these salaries were voted upon annually by the budget committee. However, to not have these positions would violate ASCBC's Constitution & Bylaws and/or require a discontinuation of traditional services provided by ASCBC. Therefore, it is recommended that this be an understood annual expense to the S&A fee.
- HUB Facelift Reserve – In order to maintain the Hawk Union Building and improve it as a facility, the committee recommends a continuous annual contribution to a reserve account specifically for this purpose. Whatever is not used in this account in 2019-20 will remain in the account for future use. The student budget committee can recommend additional money be added as the initial funds are spent in the future.

Temporary Expenses are:

- CBC Food Pantry Pilot – The Killian Outline allows the partial subsidization of a student food bank if the benefits are reserved for current students. There is currently an initiative group on campus composed of faculty, students, and staff who are developing a plan for a CBC food bank. The budget committee would like to recommend a small amount of funding for this group as a two-year pilot. After two years any funds not spent on start-up efforts for a student food bank would return to the S&A reserve account.
- S&A Emergency Fund – The committee recommends piloting a one year emergency fund to assist current S&A groups with unexpected expenses. A small student majority committee will review funding requests which need this consideration on a case by case basis. At the end of the pilot, the fund may be moved to a continuous expense per additional approval from the S&A budget committee and the Board of Trustees.

Proposal Review & Tier Information

The committee used the following funding tiers to categorize the proposals (a.k.a. funding requests) as they were reviewed. They also took into consideration the fundamental definitions of Service & Activities fees, extra-curricular activities, and co-curricular activities.

Tier A – These proposals amply justified the amount of funding requested. If additional funding is available, these proposals would be eligible to receive more than what they received in a previous year. In the case of a new proposal, the committee will fund the proposal at a reasonable amount, close to the amount requested.

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 was recommending baseline funding. This means groups falling into this category will not receive more than they received in the previous year. In the case of a new proposal, the committee will not fund them more than 75% of their proposal ask.

Tier C – These proposals were considered below average. 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. 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 to partially fund the proposal at no more than 50% of their ask or less.

Tier D – This tier contains proposals that were considered well below average and needed vast improvements. Proposals falling into this tier will not receive support through the S&A budget committee process this year. *We had no proposals who fell into this Tier.*

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 adequate 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.
- There was also discussion about whether some of the clinicians, as referenced in their proposal, were for Jazz Unlimited which is primarily a high school festival. This festival is mostly attended by community members versus CBC students. A clearer understanding of that in the proposal for next year would be helpful.

ACE – Vocal Music

Total Recommendation: \$49,000

- Tier B
- The group provided a detailed proposal; the committee recommends double-checking the math on the spreadsheet before next year's submission.

ACF – Drama/Theatre

Total Recommendation: \$60,600

- Tier A
- The proposal was clear, concise, and showed direct student benefit.

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 - \$39,000

Basketball (M) - \$29,000

Soccer (M) - \$27,000
Golf (M) - \$13,000
Basketball (W) - \$29,000
Volleyball - \$29,000
Soccer (W) - \$27,000
Golf (W) - \$13,000
Softball - \$29,000

- Tier A
- The proposal had a well-developed argument on requested funds with above average detail and breakdown.
- The committee appreciated the level of fundraising that the group does as a whole.
- This group is limited on the amount they can receive from the College per state law. Due to NWACC rules, they are mandated to play all of their games and adhere to certain safety and organizational guidelines. This has caused these sports to continuously go over budget due to no fault of their own.
- The cost to run this comprehensive program has increased while S&A fees have not; now that we are hopefully increasing the fee with the Board's approval, Athletics made a good case to receive additional support.

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-imbursement, veterans resources, etc.).

The following budgets ACB – AFI were collectively on the same proposal.

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

Total Recommendation: \$9,000

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

Total Recommendation: \$14,300

AFC – Office Expenses (ASCBC Office Expenses)

Total Recommendation: \$13,500

AFG – Club Funding (Progressively Funded Clubs)

Total Recommendation: \$40,000

AFH – Activities (coordinated by Service & Activities Board)

Total Recommendation: \$45,000

AGD – Music Copyrights

Total Recommendation: \$5,000

AFI – Game Room/Intramurals

Total Recommendation: \$32,208

- Tier A
- Overall, the proposal was strong. The committee acknowledged that ASCBC provides services and extra-curricular activities that could be utilized by the entire student body versus those in a particular area of interest or study.
- Because we are recommending an increase to the S&A fee, we would like to increase their funding as they have self-sacrificed in previous years to provide more funding for other programs.
- They also made a good case as to how their program has been impacted by the minimum wage increase.

AVT – Veterans Resource Center

Total Recommendation: \$7,000

- Tier B
- The proposal was adequate and showed how it would increase activities for veteran and active duty students.
- The committee found value in sending students employed by the VETS Center to a national conference. However, it was unclear whether the 10 students attending were student employees of the VETS Center or student club members. Because S&A fees fund both the center and the club, it is blurred as to which category this would fall – because the Club and the Center must remain independent of each other when it comes to activities per the ASCBC bylaws. Instead of fully funding the trip without that clarity, this group would be eligible to ask for S&A emergency funds to send additional student workers from the VETS Center.

AGL – Athletic Promotions

Total Recommendation: \$1,500

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

ADG – Game Management (Athletics)

Total Recommendation: \$82,577

- Tier A; received a modest bump to support the increase given to the athletic teams.

ACG – Esvelt Gallery

Total Recommendation: \$21,310

- Tier A; given a modest bump so they could fulfill their full vision as it was described in their proposal.
- The proposal was clear, concise, and showed direct student benefit.

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

Total Recommendation: \$55,234

- 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: \$31,500

- Tier A
- This will allow up to 70 students to go through disability testing to improve their academic progress at CBC and also improve their personal well-being.

AFE – Grants in Aid (Athletic Scholarships)

Total Recommendation: \$127,680

- Tier A
- NWACC Standards have clear guidelines as to scholarships and talent grants. That was explained well and allows our athletic programs to give scholarships based on that regional standard to remain competitive.

AFT – Talent Grants (Drama)

Total Recommendation: \$15,000

- Tier B; adequately addressed in the proposal.

AFF – Talent Grants (Vocal Music)

Total Recommendation: \$25,800

- Tier A; addressed well in the proposal.

AFZ – Talent Grants (Band)

Total Recommendation: \$22,500

- Tier A; addressed well in the proposal.

AFR –Talent Grants (Orchestra)

Total recommendation: \$1,500

- Tier C; based on past expenditures of the previous two years, the funding allocated to Orchestra talent grants has not been used. Even though, we know this to be circumstantial and believe there will be improvement in the future. The committee feels a decrease is warranted.

NOTE on AFT through AFR (Performing Arts Talent Grants): The committee values talent grants. The committee sees need and student benefit in this area. However, there are no regional or national standards in which to judge or distribute performing arts talent grants at CBC. The committee recommends a review of these grants to ensure they consistently meet vetted, measurable standards that can be documented and reported upon annually.

AFL – Childcare Reimbursement

Total Recommendation: \$50,000

- Tier A; due to the increased cost of childcare, the committee agrees that this account warrants an increase.

TRA – Travel Reimbursement for Low Income Students

Total Recommendation: \$36,000

- Tier A; In keeping with rising costs, we recommend an increase.

APL – Planetarium

Total Recommendation: \$5,400

- Tier C
- The committee appreciates the free theatrical movie nights with popular movies and sees them as a valued, extracurricular activity that may build awareness about the Planetarium and its offerings. The committee is happy to continue to fund this effort.
- However, the committee is choosing not to fund the full dome, educational film. The committee sees these films as an instructional cost and/or a community outreach cost versus being extra-curricular or co-curricular in nature.

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: \$5,500

- Tier C
- The Club has been struggling with membership over the past two years; and due to current circumstances, they have not been able to travel to conferences as easily.
- We hope these struggles are temporary, but we recommend reducing their budget until a stronger membership and increased competitions can be re-established.

AHK – Hockey Club

Total Recommendation: \$15,537

- Tier A
- Due to rising costs and the athletic nature of this club, the committee would like to recommend an increase. The proposal was clear, thoughtfully written, and showed need.

AGE – Auto Performance Club

Total Recommendation: \$0 (No Proposal Submitted)

ASK – SkillsUSA

Total Recommendation: \$25,000

- Tier B
- The proposal was an improvement over the previous year's proposal. However, the committee sees the amount of the proposal still swelling well past that of other prefunded clubs. The club requested \$30,000 to take 14-17 students to one national competition. This amount alone for one trip exceeds the amounts given to both Hockey and PAS Clubs combined, who are also competitive clubs.
- The committee does value this club and its fundraising efforts, but it feels that the group should look for funding elsewhere within the college to supplement their larger competitions.
- This group would also be eligible to apply for S&A Emergency funds if needed.

ANS – Splitting Image

Total Recommendation: \$6,000

- Tier C
- The committee noticed mathematical errors and procedural errors in connection to the club handbook.
- The proposal also states that “every student who is enrolled in the CBC Rad Tech program becomes a member of the Splitting Image Club automatically...” This calls into question whether the club is an extension of an instructional program with expectations to participate or if it is a co-curricular/extra-curricular activity where students can freely make a choice.
- The committee does value this club and its fundraising efforts, but it feels that the group should look for funding elsewhere within the college to supplement their annual conference if they plan to take the whole of their membership.
- This group would also be eligible to apply for S&A Emergency funds if needed.

ATC – Tech Club

Total Recommendation: \$5,000

- Tier C
- This club, which formerly had Cyber-Hawks inside of their membership, asked for less funding due to their split with Cyber-Hawks. This was a necessary and positive split due to the mission and vision of the two groups becoming less and less similar.
- Possibly because of this split, there were some inconsistencies and outdated material in the Tech Club proposal. Also, at times, the proposal felt unprofessional and scattered.
- In comparison to previous years, it appears that Tech Club lost a good deal of their funding. However, they only asked for \$6,200 this year. The group was funded at \$1,200 less than their ask.

AGG – Post-Secondary Agricultural Student Organization (PAS)

Total Recommendation: \$12,750

- Tier B
- The committee appreciated the fundraising and career experience that this club provides to their students.
- The committee would recommend checking the math on the proposal. There were errors. These errors caused a little confusion within the committee of the amount of funding they actually needed.
- This group would also be eligible to apply for S&A Emergency funds if needed.

APY - Psych Club

Total Recommendation: \$5,500

- Tier B
- Their proposal clearly expressed the need to support young professionals, who are interested in or pursuing psychology majors. This is appreciated.
- The bulk of the funding requested is for a competitive trip to California. The committee felt like the \$5,500 was a good start in getting the club moving forward toward their travel goals.

NEW - Game Club

Total Recommendation: \$5,771

- Tier A

- For a first time pre-funded club, they did a good job writing their proposal. They have plans for next year that appear attainable and measurable.
- Considering that they are hoping to improve their competitiveness in e-sports, their expenses are reasonable and well-researched.
- They have a strong membership for an extracurricular club.

NEW – Dental Hygiene

Total Recommendation: \$3,295

- Tier C
- The committee chose to fund them for 50% of their ask, which is on average for a first time proposer.
- The proposal lacked detail. The proposal via the questions asked should paint a picture of the overall club – its overall health and its strengths. The committee recommends that the club use this first proposal as a jumping off point for next year and thoughtfully expand their next submission.
- The proposal also stated that every student enrolled in the dental hygiene program is part of the club. It's not clear on whether this is an expectation for being in the academic program or whether it is an optional extracurricular activity for the students. This calls into question whether the club is an extension of an instructional program with expectations to participate or if it is a co-curricular/extra-curricular activity where students can freely make a choice.
- Overall, good first effort. This group would also be eligible to apply for S&A Emergency funds if needed.

NEW – Cyber Hawks

Total Recommendation: \$3,500

- Tier C
- Some of the answers to the questions were ambiguous and/or had errors which made it difficult to understand if this club is an expansion of an instructional program or a truly extracurricular/co-curricular team.
- For a first time club (having lived inside Tech Club for a couple of years), the committee recommends \$3,500 to either off-set travel costs for the larger competitions or to send them to one or two league competitions.
- The committee does value this club, but it feels that the group should look for funding elsewhere within the college to supplement their larger competitions.
- The committee admires the fundraising the group wants to accomplish.
- This group would also be eligible to apply for S&A Emergency funds if needed.

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.

ASCBC Service & Activities Fee
S&A Budget Recommendation

		2017-18	2018-19	2019-20
		Budget	Budget	Budget
CODE	Projection & Continual Expenses			
	Service & Activities Fee	\$ 1,135,900.00	\$ 1,135,900.00	\$ 1,425,000.00
	ASCBC Salaries (continual)			\$ 200,000.00
	HUB Facelift Reserve (continual)			\$ 55,000.00
	Food Pantry Pilot (up to 2 years)			\$ 14,538.00
	S&A Emergency Fund (1-year allocation)			\$ 30,000.00
	Organizations			
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	\$ 60,600.00
ADA	Baseball	\$ 27,000.00	\$ 27,000.00	\$ 39,000.00
ADB	Men's Basketball	\$ 21,000.00	\$ 21,000.00	\$ 29,000.00
ADC	Men's Soccer	\$ 18,000.00	\$ 18,000.00	\$ 27,000.00
ADE	Men's Golf	\$ 5,000.00	\$ 5,500.00	\$ 13,000.00
AEA	Women's Basketball	\$ 21,000.00	\$ 21,000.00	\$ 29,000.00
AEB	Volleyball	\$ 21,000.00	\$ 21,000.00	\$ 29,000.00
AED	Women's Soccer	\$ 18,000.00	\$ 18,000.00	\$ 27,000.00
AEF	Women's Golf	\$ 5,000.00	\$ 5,500.00	\$ 13,000.00
AEG	Softball	\$ 21,000.00	\$ 21,000.00	\$ 29,000.00
	Services			
	Services Managed by ASCBC			
ACB	Service	\$ 7,400.00	\$ 7,400.00	\$ 9,000.00
AFB	Travel/Training	\$ 14,300.00	\$ 13,434.00	\$ 14,300.00
AFC	Office Expense	\$ 13,500.00	\$ 13,500.00	\$ 13,500.00
AFG	Club Funding	\$ 24,000.00	\$ 26,000.00	\$ 40,000.00
AFH	Activities	\$ 40,000.00	\$ 40,000.00	\$ 45,000.00
AGD	Music Copyrights	\$ 4,500.00	\$ 4,700.00	\$ 5,000.00
AKC	Stipends	\$ 53,500.00	\$ 57,000.00	
AFI	Game Room/Intramurals	\$ 22,500.00	\$ 22,500.00	\$ 32,208.00
SAL	Student Activities Staff Salaries	\$ 115,600.00	\$ 119,466.00	
	Services Managed outside of ASCBC			
AVT	Veterans Resource Center	NO PROPOSAL	\$ 7,000.00	\$ 7,000.00
AGL	Athletic Promotions	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
ADG	Game Management	\$ 81,366.00	\$ 81,366.00	\$ 82,577.00
ACG	Esvelt Gallery	\$ 19,000.00	\$ 19,500.00	\$ 21,310.00
ACJ	Tutoring Center	\$ 38,000.00	\$ 39,500.00	\$ 55,234.00
ACK	Disability Testing	\$ 29,700.00	\$ 30,150.00	\$ 31,500.00
AFE	Grants in Aid (Athletic scholarships)	\$ 121,524.00	\$ 121,524.00	\$ 127,680.00
AFT	Talent Grants (Drama)	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
AFF	Talent Grants (Vocal Music)	\$ 20,000.00	\$ 20,400.00	\$ 25,800.00
AFZ	Talent Grants (Band)	\$ 20,000.00	\$ 20,000.00	\$ 22,500.00
AFR	Talent Grants (Orchestra)	\$ 3,000.00	\$ 3,000.00	\$ 1,500.00
AFL	Childcare Reimbursement	\$ 45,000.00	\$ 45,000.00	\$ 50,000.00
TRA	Travel Reimbursement for Low Income Students	\$ 21,700.00	\$ 21,850.00	\$ 36,000.00
APL	Planetarium	\$ 11,600.00	\$ 10,000.00	\$ 5,400.00
	Prefunded Clubs			
AGF	Speech Debate Club	\$ 6,860.00	\$ 6,860.00	\$ 5,500.00
AHK	Hockey Club	\$ 10,000.00	\$ 10,000.00	\$ 15,537.00
AGE	Automotive Performance Club	\$ 9,000.00	\$ 10,000.00	No Proposal
ASK	SkillsUSA	\$ 40,600.00	\$ 25,000.00	\$ 25,000.00
ANS	Splitting Image	\$ 8,750.00	\$ 7,000.00	\$ 6,000.00
ATC	Tech Club	\$ 10,000.00	\$ 11,000.00	\$ 5,000.00
AGG	Post-Secondary Agricultural Student Org (PAS)	\$ 12,750.00	\$ 12,750.00	\$ 12,750.00
APY	Psych Club	\$ 5,250.00	\$ 5,500.00	\$ 5,500.00
	Game Club			\$ 5,771.00
	Dental Hygiene			\$ 3,295.00
	Cyberhawks			\$ 3,500.00
AN5	Phi Theta Kappa	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
		17-18 Total:	18-19 Total:	19-20 Total:
		\$ 1,132,900.00	\$ 1,135,900.00	\$ 1,425,000.00

Represents S&A increase in 19-20

Moved from Services

Orchestra

ASCBC

Band

Vocal Music

Drama/Theater

Athletics

Resource Center

Manages One Budget

Moved to top; continual expense

Moved to top; continual expense

New Proposer

New Proposer

New Proposer