

**COLUMBIA BASIN COLLEGE
BOARD OF TRUSTEES'**

May 8, 2017

Beers Board Room — 4:00 p.m.

Agenda

Call to Order

***Agenda Changes**

***Approval of Minutes**

Minutes of April 10, 2017 Board of Trustees

Exhibit A

Celebrating Excellence

All-Washington Academic Team

Faculty Tenure

Linkage with Community

Remarks

By Administration

President

CEO, Foundation

By ASCBC

Exhibit B

By Faculty Senate Chair

By AHE

By Classified Staff

By Board Members

Student Success

Cultural Competence End State

Exhibit C

Reports

Budget Tracking and Fund Balance

Exhibit D

***Discussion**

ASCBC Constitutional Changes

***Consent**

2016-17 S&A (Service & Activities) Budget Recommendation

Trustee Workshop

Public Comments

Executive Session

Adjournment

***(requires motion/approval)**

EXHIBIT A

Columbia Basin College
Board of Trustees' Meeting
Minutes
March 13, 2017
Beers Board Room – 7:30 a.m.

Members in attendance: Sherry Armijo, Bill Gordon, Kedrich Jackson, Duke Mitchell, Allyson Page
Interim President Thornton, Secretary to the Board; Amanda Bragg, Recording Secretary
Others in Attendance: Camie Glatt, Tyrone Brooks, Pat Campbell, Virginia Tomlinson, Michael Lee, Melissa McBurney, Brian Dexter, Jason Engle, Ericka Garcia, Monica Hansen, Mary Hoerner, Deborah Meadows, Frank Murray, Vlada Mykhailova, Jeremy Burnham, Kamran Rasul, Eduardo Rodriguez, Alissa Watkins, Chris Herbert, Janese Thatcher, Kristen Biletdeaux, Curtis Crawford, Jesus Mota, Julie Bacon, Doug Hughes, Rebecca Luttrell, Ryan Orr, Bruce Walker

The Agenda	The Discussion	Action
Call to Order	<ul style="list-style-type: none"> • Meeting called to order by Chair Jackson at 7:29 a.m. 	
Agenda Changes	<p><u>Interim President Thornton</u></p> <ul style="list-style-type: none"> • Requested to add Executive Session <ul style="list-style-type: none"> ○ RCW.42.301.10(1)(g): To review the performance of a public employee. • Move Consent Agenda and Faculty Senate Chair forward in agenda. 	
Approval of Minutes	<ul style="list-style-type: none"> • March 13, 2017 	<ul style="list-style-type: none"> • Trustee Mitchell moved and Trustee Armijo seconded the motion to approve the March 13, 2017 minutes as written. Approved unanimously.
Consent Tenure & Renewal of Contracts Faculty Senate Bylaw Changes	<ul style="list-style-type: none"> • Tenure & Renewal of Contracts • Faculty Senate Bylaw Changes 	<ul style="list-style-type: none"> • Trustee Armijo moved and Trustee Gordon seconded the motion to approve the consent agenda. Approved unanimously.
Celebrating Excellence	<ul style="list-style-type: none"> • None 	
Linkage with Community	<ul style="list-style-type: none"> • None 	
Remarks Faculty Senate Administration	<p><u>Chris Herbert, Chair</u></p> <ul style="list-style-type: none"> • New Immigrant Student Resolution • Currently discussing academic freedom • Working on shared governance and interested in getting to know board members. <p><u>Interim President Thornton</u></p> <ul style="list-style-type: none"> • Advised the board that accreditation is in the 3rd of a 7 year cycle. • Congratulations and thank you to Virginia Tomlinson for her accomplishments and great work. • Introduction of Associate Vice Presidents for Instruction, Michael Lee and Melissa McBurney. 	

Foundation	<p><u>Alissa Watkins, Executive Director</u></p> <ul style="list-style-type: none"> • Power of Connection Results <ul style="list-style-type: none"> ○ Saturday, March 11, 2017 – Pasco Red Lion ○ Generated \$145,000 for student scholarships. ○ Increase of \$11,000 over last year • FX PEO (Philanthropic Educational Organization) campus visit and student tour on Thursday, March 30 <ul style="list-style-type: none"> ○ Great turnout (20 members) ○ Led to a \$2,000 donation for scholarships • Scholarship Applications currently under review <ul style="list-style-type: none"> ○ Review committee consists of Foundation staff and board members, CBC faculty, and community members. ○ Awards should be made in early June • Requests for CBC Program Needs and Tangible Needs <ul style="list-style-type: none"> ○ Foundation has contacted Melissa McBurney and Michael Lee to ask their respective deans to submit their program needs. ○ Foundation staff will include those needs as ways that the community can “partner” with CBC. 	
ASCBC	<p><u>Vlada Mykhailova</u></p> <ul style="list-style-type: none"> • No report 	
AHE	<p><u>Rik Smith</u></p> <ul style="list-style-type: none"> • Absent, no report 	
Classified	<p><u>Michelle Pena</u></p> <ul style="list-style-type: none"> • Absent, no report 	
Board Members	<p><u>Trustee Page</u></p> <ul style="list-style-type: none"> • No update. <p><u>Trustee Armijo</u></p> <ul style="list-style-type: none"> • Presidential Search Committee is in place and applications are coming in. <p><u>Trustee Mitchell</u></p> <ul style="list-style-type: none"> • 3/14/17- Attended Richland School Board Meeting on Behalf of CBC • 3/16/17- My wife and I attended the CBC Jazz Nite at CBC Theater • 3/21/17- Purchased pizza at Sticks and Stones Pizza in Richland to help support the CBC softball team fund raiser • 3/22/17- Attended Farewell Social for Dr. Richard Cummins at CG Public House & Catering in Kennewick • 3/28/17- Attended Pasco School Board Meeting on Behalf of CBC • 4/4/17- Participated in Washington State Association of College Trustees (ACT) Two-Hour Budget Committee Conference Call for the purpose of developing a proposed 2017/2018 ACT Operating Budget to be presented at the May 2017 ACT Spring Conference at Big Bend Community College. <p><u>Trustee Gordon</u></p> <ul style="list-style-type: none"> • Will not be in attendance at the next 2 meetings. 	

	<p><u>Chair Jackson</u></p> <ul style="list-style-type: none"> • Will be attending the SBCTC ACT Conference in May as part of the Legislative Committee. • Meetings will return to 4:00 PM starting May 8. 	
<p>Reports Budget Tracking and Fund Balance</p>	<p><u>Tyrone Brooks</u></p> <ul style="list-style-type: none"> • In the next report the Financial Reports will show spring quarter revenues coming in. • Reviewed the Operating Funds Variance Report with the explanation that Running Start had a very small budget with many expenses because it is used for unexpected projects and overages on other funds. • Overall, reserves are steady. 	
<p>Student Success Academic Monitoring</p>	<p><u>Jason Engle</u></p> <ul style="list-style-type: none"> • In general, CBC does a good job helping students in Transitional Studies persist and progress. More than any administrative unit at CBC, the Transitional Studies team has been required to react to changes of demand quickly and efficiently – which has meant becoming effective at intake, registration, testing, meeting demand for courses, and dealing with often unexpected and unpredictable entries and exits. • Students are retained from registration to class time adequately, are retained through the quarter, and students report the education they receive through Transitional Studies programs is of good overall quality in environment, teaching, and in student self-efficacy. • As far as student performance, in few areas of the college is the level of self-assessment as frequent and disciplined. Students are assessed very regularly (CASAS), and by these assessments, the college saw its Transitional Studies students improve in the number of levels completed overall and saw the Adult Basic and Secondary tracks (BEEdA) do particularly well, especially given the difficulty in GED attainment. ELA, on the other hand, struggled this year in historical comparison, and will need to be monitored more closely as changes are implemented. Because changes in program composition, particularly curriculum, often have unintended effects on enrollment, student effort, and from a classroom perspective, we can expect adjustment in the short term (one to two years). • In the area of student transitions (Objective C), CBC has struggled, along with other CTCs in the system, to adapt to the unintended consequences of the GED standard change – and CBC has struggled slightly more than typical because our GED program was the bulk of CBC’s effort. We continue to develop alternate programming for these students (high school completion programs outside of the GED framework). While much of this has been challenging, some positive adjustments have come in its wake. For example, the nature of BEEdA/ELA has gone from a less structured, to a more highly structured environment, and students continue to adjust to the new learning environment. In the coming years, we hope students will also respond positively to a renewed likelihood of completion in 2016-17 and enroll/engage at higher levels and with more tailored program offerings (e.g. the very rigorous High School 21 program and take advantage of I-BEST where time and place bound students might be best served). 	

<p>Guided Pathways</p>	<ul style="list-style-type: none"> The shift in programs also presents opportunities in the coming years to better link advanced transitional students to CBC proper. In English Composition and Math, we are planning deliberate and realistic linkages to pre-college and college level work in ways that were previously not attainable. The link also works in reverse, where recent high school graduates enter CBC at lower placement levels than can be served effectively with pre-college coursework. This transitional approach fits with, and comes from, the essential idea behind Guided Pathways – reducing unnecessary barriers to student progress and upward mobility, while helping meet students at their current level of learning and giving clear directions and options. <p><u>Kristen Billetdeaux</u></p> <ul style="list-style-type: none"> Currently working with the project team preparing to review the drafted project timeline. There will be a site visit with Frontier Set on May 11 & 12. 	
<p>Discussion 2017-2018 S&A (Service & Activities) Budget Recommendation</p>	<p><u>Vlada Mykhailova & Jeremy Burnham</u></p> <ul style="list-style-type: none"> The initial process of categorizing the proposals was made by grouping the proposals in three different tiers (described below “Defining the Funding Tiers”). The proposals were categorized after thorough examination and discussion of the proposals. The committee received the same overall budget projection that it had for the last three years. Therefore, the committee had to conclude with a final total of \$1,135,900. Since the committee was given the same overall budget projection as last year that the tiers were used to basically start the discussion. 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 and still give enough funding for every group to effectively function next year. <p>• Defining the Funding Tiers The committee used the following funding tiers to categorize the proposals (a.k.a. funding requests) as they were reviewed.</p> <p>Tier A – These proposals were considered dynamic proposals with little to no errors. They 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 full funding at the amount requested.</p> <p>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 – which means the proposal was set to potentially 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 falls below the amount requested.</p> <p>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. 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 fund only certain sections of the proposal.</p> <ul style="list-style-type: none"> Board thanked ASCBC for all their effort and work put into the budget. 	<ul style="list-style-type: none"> Trustee Armijo moved and Trustee Page seconded the motion to move the 2017-2018 S&A Budget Recommendation to the May 8, 2017 Consent agenda. Approved unanimously.

ctcLink Status Update	<u>Eduardo Rodriguez</u> <ul style="list-style-type: none"> • Staff is currently attending Remediation Sessions to get an idea of concerns from the FirstLink colleges. • ctcLink team is putting together Common Process Workshops for Wave 1 colleges to learn the system. 	
Trustee Workshop	<ul style="list-style-type: none"> • None 	
Public Comments	<ul style="list-style-type: none"> • None 	
Executive Session	<ul style="list-style-type: none"> • RCW.42.301.10(1)(g): To review the performance of a public employee. 	<ul style="list-style-type: none"> • Board went into Executive Session at 9:07 a.m. for 53 minutes. Reconvened at 10:00 a.m.
Adjournment: 10:00 a.m.	<p style="text-align: center;">Next Board of Trustees Meeting Beers Board Room May 8, 2017 – 4:00PM</p>	ab

Kedrich Jackson, Chair

EXHIBIT B

Background: Why Constitutional Changes?

At the beginning of Winter Quarter, the ASCBC President (Vlada Mykhailova) discovered some minor challenges with the current ASCBC Constitution and Bylaws. In most cases, the document was thoughtful and thorough. However, there were some key areas that needed to be changed and/or updated to keep up with the current needs and desires of the ASCBC as a whole.

Changing the Constitution and Bylaws is quite a process, and Vlada needed/wanted assistance from a student committee. The committee, made up of club members and other students, met in February for over 10 hours in order to assist with the key changes to both the Constitution and the Bylaws. After these meetings, Vlada began rewriting the documents to incorporate the discussed changes.

Because of the approval stipulations of the Constitution, its changes must be approved prior to the Bylaws. The Constitution has a more rigorous approval process since it serves as the foundation of our student government. This approval includes a campus-wide vote and Board of Trustee review. The campus-wide vote is now complete with 240 students voting. 205 student voted in favor of the change with only 35 either abstaining or voting in opposition. The Constitution has now moved to the CBC Board of Trustees for final review.

The Constitution and Bylaws Committee along with the ASCBC Executive Council decided to make the following changes to the ASCBC Constitution:

1. Add the Secretary of Legislative Affairs, who will be listed in Article V Section 1

“The ASCBC Executive Council shall consist of the ASCBC President, ASCBC Vice President and the Secretary of Legislative Affairs.”

2. Add Section 5 to Article V

“All duties and responsibilities of the ASCBC Secretary of Legislative Affairs shall be listed in the Bylaws of this Constitution.”

3. Modify Article V Section 6: Removal from Office.

Delete points D, E, F. The Impeachment procedure will be later described in the Bylaws and in the Student Leader Handbook.

4. Delete Article VI: Judicial Review Board

All duties and responsibilities of the Judicial Review Board shall now be entrusted to the Leadership Council.

5. Deleted Section 2 from Article VII: Service and Activities Board (in the new document, this becomes Article VI because of the elimination of Judicial Review Board)

“In the event of a dispute or no-win tie between Executive Council officers, the Service and Activities Board shall hear testimony from each officer and, through a majority vote of its membership, decide the issue” – is no longer mentioned in the Constitution.

6. Article X (in new document, Article IX) has been simplified.

Section 1: Process and Section 2: Amendment by Convention have been moved to the Bylaws.

7. Article XI: Ratification becomes Article X in updated document. No changes were made to the content of this section.

The Constitution and Bylaws Committee was established by reaching out to both Club Council and Leadership Council in late January. The Committee had an overnight meeting in mid-February (with 8 hours of content) and a follow-up meeting (2 hours of content) two weeks later. We would like to thank the following students for giving of their time and thoughts.

Vlada Mykhailova – ASCBC President & Committee Chair

SuSu Zin – Service & Activities Board and Dreams without Borders

David Ruiz – Leadership Council and Dreams without Borders

Cynthia Deville – Leadership Council and Born this Way Alliance

Matthew Iverson – Speech & Debate Club

Austin Dennis – Psychology Club

Jeremy Burnham – Service & Activities Board and Phi Theta Kappa

Crystal Cline – Service & Activities Board and Active Minds

Tamra Neish – Leadership Council

Ahmed Zaher – Service & Activities Board, Tech Club, and Game Club

Abigail Rossi – Leadership Council

**Constitution of the Associated Students
Of Columbia Basin College**



Derivation of Power

The Board of Trustees of Columbia Basin College, acting from the authority vested in the local Board of Trustees as specifically stated in section 14, paragraphs 13 and 14, SHB 548, Chapter 8, Laws of Extraordinary Session 167, by written order included in the minutes of the regular Board of Trustees meeting held on March 13, 1969, hereby delegates the responsibility for student affairs' governance to the Associated Student Body of Columbia Basin College. Such delegation of responsibility shall confine itself to the defined articles and Bylaws as prescribed in the following Constitution of the Associated Students of Columbia Basin College.

Mission

We, the Associated Students of Columbia Basin College, do hereby establish, for our government, a mission statement, which shall be:

To establish self governance and student representation

To enhance the leadership experience as comparable to a four-year university level

To provide opportunities to develop individual leadership qualities and an understanding of group action

To serve students in their academic endeavors

To promote and serve a diverse student community through extracurricular activities

To represent and address student interests, needs, and welfare

Article I: Name

The name of the Association under this Constitution shall be the "Associated Students of Columbia Basin College", hereafter referred to as ASCBC.

Article II: Membership

All students currently registered for credit or audit in at least one (1) credit hour at Columbia Basin College shall be members of this organization and shall be granted all rights and privileges afforded them by this Constitution.

Article III: Organization

The government of the ASCBC shall consist of three branches which are the Legislative, Executive, and Service/Activities.

Article IV: Legislative Branch

SECTION 1: The Legislature

All legislative powers herein granted shall be vested in a bicameral legislative branch of the ASCBC, which shall consist of a Club Council and a Leadership Council.

SECTION 2: The Club Council

- A. The purpose of the Club Council shall be to increase the accountability of ASCBC chartered clubs, to educate clubs on ASCBC/CBC policy and procedure, to spread knowledge of student interests, and to enact legislation on behalf of the entities who are represented.
- B. The Club Council shall consist of one (1) representative chosen by each Club and Pre-Funded Club and a majority shall decide all matters, except when any special rule or article instructs otherwise.
- C. Each representative shall cast one (1) vote on behalf of their Club or Pre-Funded Club.
- D. During legislative sessions, the Club Council shall be chaired by the ASCBC Vice President, but the Chair shall have no vote except in the instance of a tie.

SECTION 3: The Leadership Council

- A. The purpose of the Leadership Council shall be to foster the growth of leadership among students and to enact legislation on behalf of the general student body.
- B. The Leadership Council shall consist of all registered members of the workshop or credited class.
- C. Each member shall have one (1) vote and a majority shall decide all matters, except when any special rule or article instructs otherwise.
- D. During legislative sessions of the Leadership Council, it shall be chaired by the ASCBC President, who shall have no vote.

SECTION 4: Powers and Duties of the Legislature

- A. The legislature of the ASCBC shall serve as the official representative body for the students of Columbia Basin College, uphold and support the ASCBC Constitution and Bylaws, oversee all student funds as required by CBC policies and Washington State Law, and approve the allocation of the S&A (Service & Activities) budget for the following fiscal year (summer through spring).
- B. The legislature is hereby given authority to act in the best interests of the student body, as represented in the votes cast by members of the Club and Leadership Councils, so long as said action is within the bounds established by this Constitution and its Bylaws, CBC policy, and all state and federal laws.

SECTION 5: Legislative Process and Presidential Veto

- A. Legislation shall follow all processes provided in the Bylaws of this Constitution.
- B. The ASCBC President has the authority to veto legislation according to the procedure given in this Constitution.
- C. The final version of all proposed legislation shall be approved by the ASCBC President. If he/she approves, the ASCBC President will support and act in accordance with the approved legislation. If not, legislation shall be returned with all objections clearly stated to the Club and

Leadership Councils. If after reconsideration, two thirds (2/3) of each Council (voting separately) agree to pass the bill it shall become enacted.

- D. If any legislation is not approved or returned to the Club and Leadership Councils within eight (8) instructional days, it shall become enacted. All legislation must be completed within the academic year (fall through spring quarter). Previously reviewed legislation can be reintroduced in the upcoming year, if resubmitted. However, the legislation will be treated as new and will go through the entire process again.

Article V: Executive Branch

SECTION 1: The Executive Council

- A. The ASCBC Executive Council shall consist of the ASCBC President, ASCBC Vice President, and the Secretary of Legislative Affairs.
- B. Members of the Executive Council shall be paid positions.

SECTION 2: Requirements

All current officers or candidates for ASCBC Executive Council positions shall faithfully meet all requirements as set forth in the Bylaws of this Constitution.

SECTION 3: The ASCBC President

All powers and responsibilities of the ASCBC President shall be listed in the Bylaws of this Constitution.

SECTION 4: The ASCBC Vice President

All duties and responsibilities of the ASCBC Vice President shall be listed in the Bylaws of this Constitution

SECTION 5: The Secretary of Legislative Affairs

All duties and responsibilities of the Secretary of Legislative Affairs shall be listed in the Bylaws of this Constitution.

SECTION 6: Removal from Office

- A. Members of the ASCBC Executive Council may be removed from office either through a termination of their employment, as set forth in the Bylaws of this Constitution, or through the impeachment process, as established in this Constitution.
- B. A petition, signed by five (5) percent of the FTE enrollment, as calculated for the current quarter, is required to begin impeachment proceedings. The petition must first be approved by the Student Activities Director who shall ensure that the purpose of the petition is clearly stated, that it does not violate FERPA regulations, that it is not intended for personal harassment, and/or that it relates to a violation of College or ASCBC policy. The completed petition will be verified by the Student Activities Director to ensure its validity. The Director will then inform all affected parties that impeachment has been initiated.
- C. All signatures required for the above petition shall be gathered within three (3) weeks during the current academic year.
- D. All impeachment proceedings shall be conducted as set forth in the Bylaws of this Constitution.

- E. The officer being impeached will retain all privileges and power set forth in this Constitution and Bylaws during impeachment proceedings unless otherwise decided by the Student Activities Director. If the final decision is to terminate, all privileges and power shall be removed from the individual at that time.

SECTION 7: Vacancy of Office

In the event of a vacancy of office concerning a member of the Executive Council, the procedure set forth in the Bylaws of this Constitution shall be followed.

Article VI: Service and Activities Board

SECTION 1: Membership

- A. The Service and Activities Board (SAB) shall consist of students selected to organize extracurricular activities for the student body and to help facilitate success/service programs around campus. The Service and Activities Board shall consist of students selected to organize extracurricular activities and services for the student body. These activities should promote the mission of ASCBC as set forth in this Constitution.
- B. Members of SAB shall be paid positions.

SECTION 2: Rules of Operation

The SAB shall be governed by their own body of rules and regulations, to be listed in the Bylaws of this Constitution.

SECTION 3: Removal from Office

Members of the SAB may be removed from office either through a termination of their employment, as set forth in the Bylaws of this Constitution, or through the impeachment process, as established in this Constitution and its Bylaws.

Article VII: Clubs and Organizations

SECTION 1: Clubs

Any group within the student body of Columbia Basin College desiring to organize a club must seek charter through the ASCBC after meeting all qualifications set forth in the Bylaws of this Constitution.

SECTION 2: Organizations

Organizations are defined as making a substantial contribution to the mission of Columbia Basin College through representation of the College in NWAAC sports or through the co-curricular activities of vocal, instrumental, or dramatic arts. All procedures and requirements for the formation of Organizations shall be set forth in the Bylaws of this Constitution.

Article VIII: Initiative and Referendum

The students of Columbia Basin College have the right of Initiative and Referendum as described in the Bylaws of this Constitution.

Article IX: Amendment

The students of Columbia Basin College have the right of Amendment as described in the Bylaws of this Constitution.

Article X: Ratification

Done in committee and by the consent thereof on the twenty-eighth day of January in the year two-thousand and ten, we, the members of the Congress of the Associated Students of Columbia Basin College, do hereby affix our names.

**Constitution of the Associated Students
Of Columbia Basin College**



Derivation of Power

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To serve students in their academic endeavors

To promote and serve a diverse student community through extracurricular activities

To represent and address student interests, needs, and welfare

Article I: Name

The name of the Association under this Constitution shall be the "Associated Students of Columbia Basin College", hereafter referred to as ASCBC.

Article II: Membership

All students currently registered for credit or audit in at least one (1) credit hour at Columbia Basin College shall be members of this organization and shall be granted all rights and privileges afforded them by this Constitution.

Article III: Organization

The government of the ASCBC shall consist of four branches which are the Legislative, Executive, Judicial, and Service/Activities.

Article IV: Legislative Branch

SECTION 1: The Legislature

All legislative powers herein granted shall be vested in a bicameral legislative branch of the ASCBC, which shall consist of a Club Council and a Leadership Council.

SECTION 2: The Club Council

- A. The purpose of the Club Council shall be to increase the accountability of ASCBC chartered clubs, to educate clubs on ASCBC/CBC policy and procedure, to spread knowledge of student interests, and to enact legislation on behalf of the entities who are represented.
- B. The Club Council shall consist of one (1) representative chosen by each Club and Pre-Funded Club and a majority shall decide all matters, except when any special rule or article instructs otherwise.
- C. Each representative shall cast one (1) vote on behalf of their Club or Pre-Funded Club.
- D. During legislative sessions, the Club Council shall be chaired by the ASCBC Vice President, but the Chair shall have no vote except in the instance of a tie.

SECTION 3: The Leadership Council

- A. The purpose of the Leadership Council shall be to foster the growth of leadership among students and to enact legislation on behalf of the general student body.
- B. The Leadership Council shall consist of all registered members of the workshop or credited class.
- C. Each member shall have one (1) vote and a majority shall decide all matters, except when any special rule or article instructs otherwise.
- D. During legislative sessions of the Leadership Council, it shall be chaired by the ASCBC President, who shall have no vote.

SECTION 4: Powers and Duties of the Legislature

- A. The legislature of the ASCBC shall serve as the official representative body for the students of Columbia Basin College, uphold and support the ASCBC Constitution and Bylaws, oversee all student funds as required by CBC policies and Washington State Law, and approve the allocation of the S&A (Service & Activities) budget for the following fiscal year (summer through spring).
- B. The legislature is hereby given authority to act in the best interests of the student body, as represented in the votes cast by members of the Club and Leadership Councils, so long as said action is within the bounds established by this Constitution and its Bylaws, CBC policy, and all state and federal laws.

SECTION 5: Legislative Process and Presidential Veto

- A. Legislation shall follow all processes provided in the Bylaws of this Constitution.
- B. The ASCBC President has the authority to veto legislation according to the procedure given in this Constitution.
- C. The final version of all proposed legislation shall be presented to the ASCBC President. If he/she approves, the ASCBC President shall sign it. If not, it shall be returned with all objections clearly stated to the Club and Leadership Councils. If after reconsideration, two thirds (2/3) of each Council (voting separately) agree to pass the bill it shall become enacted.

- D. If any legislation is not signed or returned to the Club and Leadership Councils within eight (8) instructional days, it shall become enacted. All legislation must be completed within the academic year (fall through spring quarter). Previously reviewed legislation can be reintroduced in the upcoming year, if resubmitted. However, the legislation will be treated as new and will go through the entire process again.

Article V: Executive Branch

SECTION 1: The Executive Council

- A. The ASCBC Executive Council shall consist of the ASCBC President and ASCBC Vice President.
- B. Members of the Executive Council shall be paid positions.

SECTION 2: Requirements

All candidates for elected, selected, or appointed ASCBC Executive Council positions shall faithfully meet all requirements as set forth in the Bylaws of this Constitution.

SECTION 3: The ASCBC President

- A. All other powers and responsibilities of the ASCBC President shall be listed in the Bylaws of this Constitution.

SECTION 4: The ASCBC Vice President

- A. All other duties and responsibilities of the ASCBC Vice President shall be listed in the Bylaws of this Constitution.

SECTION 5: Removal from Office

- A. Members of the ASCBC Executive Council may be removed from office either through a termination of their employment, as set forth in the Bylaws of this Constitution, or through the impeachment process, as established in this Constitution.
- B. A petition, signed by five (5) percent of the FTE enrollment, as calculated for the current quarter, is required to begin impeachment proceedings. The petition must first be approved by the Office of Student Success & Engagement (OSSE) Director who shall ensure that the purpose of the petition is clearly stated on each page, that it does not violate FERPA regulations, that it is not intended for personal harassment, and/or that it relates to a violation of the CBC Student Employee Handbook or the CBC Student Rights & Responsibility document. The completed petition shall be submitted to the OSSE Director who shall ensure its validity and inform all affected parties of impeachment.
- C. All signatures required for the above petition shall be gathered within two (2) weeks during the current academic year (fall through spring quarters).
- D. All signatures shall be accompanied by a printed name to ensure accurate verification and any signature without such will not be counted toward the requirement.
- E. All impeachment proceedings shall be conducted by the Judicial Review Board.

- F. The officer being impeached will retain all privileges and power set forth in this Constitution and Bylaws during impeachment proceedings unless otherwise decided by the Judicial Review Board. If the final decision is to impeach, all privileges and power shall be removed from the individual at that time. The OSSE Director under the counsel of the Vice President of Student Services has the right to suspend privileges immediately after the allegation (superseding that of the Judicial Review Board) in the case of an alleged violation of the Student Rights & Responsibility Code, such as but not limited to criminal activity, violence, physical threats, etc.

SECTION 6: Vacancy of Office

In the event of a vacancy of office concerning a member of the Executive Council, the procedure set forth in the Bylaws of this Constitution shall be followed.

Article VI: Judicial Review Board

SECTION 1: Membership

- A. The committee shall consist of five (5) members; two (2) of which shall be elected by the Club Council from its membership; two (2) of which shall be elected by the Leadership Council from its membership; and one (1) who shall be elected by the Service and Activities Board from its membership.
- B. The members of the Judicial Review Board shall elect, from their membership, one member to serve as the Chair who shall facilitate discussion and keep order.
- C. Each member of the Judicial Review Board, including the Chair, shall cast one (1) vote.
- D. Quorum for the Judicial Review Board shall follow the procedure set forth in the Bylaws of this Constitution.

SECTION 2: Powers and Duties of the Judicial Review Board

- A. The ASCBC Judicial Review Board shall be the sole ASCBC interpreters of the ASCBC Constitution and its Bylaws and they shall have responsibility over the powers of impeachment, as well as any other powers or duties given in this Constitution or its Bylaws.
- B. The Judicial Review Board shall have the responsibility to review proposed legislation and ensure it does not violate this Constitution. Any piece of legislation deemed unconstitutional will be returned to the author with an explanation of the ruling. The author may choose to rework the legislation to be resubmitted.

SECTION 3: Rules of Operation

- A. All meetings of the Judicial Review Board shall have the OSSE Director or his/her designee present who may solicit the assistance of expert counsel.
- B. A majority vote of the Judicial Review Board is required for all decisions of review and impeachment.
- C. The Judicial Review Board must adhere to the rules of operation set forth in the Bylaws of this Constitution.

SECTION 4: Impeachment Proceedings

- A. Appropriate due process shall be afforded in all cases of impeachment and shall never be infringed upon by any party or person.
- B. Impeachment proceedings shall be carried out as set forth in the Bylaws of this Constitution.

Article VII: Service and Activities Board

SECTION 1: Membership

- A. The Service and Activities Board (SAB) shall consist of students selected to organize extracurricular activities for the student body and to help facilitate success/service programs around campus.
- B. Members of SAB shall be paid positions.

SECTION 2: Duties of the Service and Activities Board

- A. In the event of a dispute or no-win tie between Executive Council officers, the SAB shall hear testimony from each officer and, through a majority vote of its membership, decide the issue.

SECTION 3: Rules of Operation

The SAB shall be governed by their own body of rules and regulations, to be listed in the Bylaws of this Constitution.

SECTION 4: Removal from Office

- A. Members of the SAB may be removed from office either through a termination of their employment, as set forth in the Bylaws of this Constitution, or through the impeachment process, as established in Article V, Section 5 of this Constitution.

Article VIII: Clubs and Organizations

SECTION 1: Clubs

Any group within the student body of Columbia Basin College desiring to organize a club must seek charter through the ASCBC after meeting all qualifications set forth in the Bylaws of this Constitution.

SECTION 2: Organizations

Organizations are defined as making a substantial contribution to the mission of Columbia Basin College through representation of the College in NWAAC sports or through the co-curricular activities of vocal, instrumental, or dramatic arts. All procedures and requirements for the formation of Organizations shall be set forth in the Bylaws of this Constitution.

Article IX: Initiative and Referendum

The students of Columbia Basin College have the right of Initiative and Referendum as described in the Bylaws of this Constitution.

Article X: Amendment

SECTION 1: Process

Any legislation which proposes amendments to this Constitution must be approved by two thirds (2/3) of each Council, voting separately. Amendments approved by the legislature shall be reviewed by the Office of the Attorney General of the State of Washington to ensure compliance with all state and federal laws. Following review, the proposed amendment will be made known to the student body and elections will be held, in compliance with all election procedures as given in the Bylaws of this Constitution. A two thirds (2/3) majority of voting students will be needed for approval. The amendment will then be sent to the Board of Trustees for final approval. The text of all amendments, once enacted, shall be recorded in a separate historical log maintained by the ASCBC Vice President.

SECTION 2: Amendment by Convention

- A. The legislature, whenever three fourths (3/4) of each Council (voting separately) deems it necessary, may develop a Constitutional Convention Board. If enacted, the Board will convene. It will consist of two (2) members of the Leadership Council, two (2) members of the Club Council, one (1) student at large, and the Director of OSSE or designee. The Director will oversee the process and advise the Board.
- B. The Constitutional Convention Board shall draft a new Constitution and Bylaws and present their finalized product to the legislature. This new Constitution and Bylaws, if approved by a three fourths (3/4) majority vote of each Council (voting separately) shall be sent to the Office of the Attorney General of the State of Washington to ensure compliance with all state and federal laws. Following review, a student vote must be held in which a three-fourths (3/4) majority of voting students is needed for approval. The Board of Trustees is the final approving body.

Article XI: Ratification

Done in committee and by the consent thereof on the twenty-eighth day of January in the year two-thousand and ten, we, the members of the Congress of the Associated Students of Columbia Basin College, do hereby affix our names.

EXHIBIT C

Columbia Basin College
Cultural Competence End State Monitoring Report
May 2017

CBC exists to enable students to perform effectively in the multi-cultural, diverse environments that are present in higher education, in the globally competitive 21st century workplace, and in the increasingly diverse and globally oriented culture in which we live.

The cultural competence end state has been an evolving end state for Columbia Basin College. It is also an evolving concept nationally – and carries with it, at times, overtones that have become controversial. Years ago, this end state was called “Cultural Enrichment” and focused mainly on the variety of cultural offerings in theatre, lectures, concerts, and exhibitions and some attention was paid to student enrollment in language and multicultural course offerings. Over time, this shifted to a more research-based treatment of culture as “Cultural Awareness” more broadly. Faculty and committees tried to move from measures of convenience toward a more grounded approach to assess what it means to promote both a practical and an intellectual understanding of self and others based on the best scholarly work available. It was soon discovered in the literature that other peer institutions were integrating student cultural effectiveness (“competence”), the ability to function effectively in a culturally diverse environment, rather than whether students were merely aware of the cultures around them, or whether they were engaged or exposed to cultural material. Additionally this competence was a key area of need for developing skills that help students create value in their work lives, personally, and as part of a larger understanding and intellectual development (Deardorff 2011); critical thinking about one’s beliefs and assumptions; openness to other viewpoints and belief systems; ability to see issues from other perspectives; and continual development of behaviors and skills that aid in career development outside of CBC.

Our conception of Cultural Competence, therefore, is primarily *skill-based*. Out of the last years of survey and deliberation, one theme was constant: ***cultural competence is an essential, learned, and pre-requisite skill for effective professionals***. As was reported in the last two years, CBC students generally demonstrated a very positive openness to other cultures and beliefs and respondents seemed sensitive to cultural aspects of communications of those of differing background, and expressed strong beliefs in the rights of others, including those of different racial/ethnic, religious, or sexual orientation.

For annual tracking of student progress, we inspect a few different options for evaluating student abilities to understand self, others, and the nature of learning in order to prospectively evaluate whether skills of cultural evaluation and understanding are being adequately learned. First, to this end, it was agreed that the Association of American College and Universities “Intercultural Knowledge and Competence Value Rubric,” which was aligned with the same theoretical framework, would be an excellent measurement tool. A faculty approved version of this will be piloted this Spring to evaluate student sample work and will be implemented in Fall 2017 as the first annual evaluation of Student Learning Outcomes (SLOs) which include other skills such as critical thinking, quantitative reasoning, written communication, and use of technology.

A “once in five year” study may not be sufficient to evaluate yearly progress for reporting under this proposal, so an alternate set of measures is considered in this report. This year’s report of Cultural Competence includes modified objectives and indicators that we believe can be carried forward from year to year (either in whole or in part) and provide a basis for meaningful self-evaluation:

1. The college-wide course SLO Assessment (“the matrix”) that inventories the learning objectives taught in each course collected (the current version includes an inventory from Winter 2017),
2. Cultural Competence questions in the Fall Student Survey derived from work in the Department of Defense (Firestone 2009; from DEOCS v 3.3),

3. Student Survey self-report of the Cultural Competence SLO, and
4. A third outcome measure was attempted (and rejected) based on material from intellectual development literature (Perry 1970; Bateman and Donald 1987), failing to produce meaningful results.¹

Several cultural items were included on this year's student survey. Last year, we reported results for questions that indirectly measured skill in terms of personal acceptance of others (and to our credit, we scored very well overall). Two difficulties emerged in trying to construct meaning from these items: overall valence of these questions was quite positive, such that no negative alternative was acceptable in some questions, and the questions measured "attitude" and not pre-requisite value of cultural competence that is required (by the workforce) after CBC coursework is completed.

This year, we changed some of the measures to include pre-requisite student self-assessment for Cultural Effectiveness borrowed from the Department of Defense:

- Team members who understand their cultural differences perform more effectively together than those who don't.
- Understanding my own cultural background will help me to work more effectively with my own team.
- Understanding my own cultural background will help me to interact more effectively with those from different backgrounds.
- Understanding differences between cultures is important to effectiveness in a multicultural team setting.
- Understanding the cultures of others improves organizational effectiveness.

These questions, though they are very similar, probe dimensions of the qualities of mind that are valued in organizations with a common mission in more diverse environments and flow from an idea of what is effective in a team environment.

Cultural Competence Objectives

Academic, Workforce, and Transitional Studies reports follow the same general themes of multiple outcomes based on program (course) intent which follows progression of output to outcomes.

- Objective A: Does CBC teach adequately to the outcome/skill?
- Objective B: Are collected outcomes at acceptable levels overall?
- Objective C: Do collected outcomes increase as credits accumulate?
- Objective D: Do collected outcomes appear similarly among advantaged/disadvantaged populations?

Objective A: Representation of Cultural Competence Goals in Coursework. Is Cultural Competence taught at CBC at adequate levels (syllabi and course-taking)?

- A1: CBC has Adequate Coursework Coverage of the Cultural Competence SLO

Objective B: Adequate Cultural Knowledge and Comprehension. Do students have a basic grasp of cultural competence?

¹ Appendix (slides 17-18): The first stage of a college environment (1-2 years) stresses a transition from received learning, obedience, and fact-based accumulation of knowledge to one that grows to seek independence, multiple sources and ideas, and may view knowledge authority in a more critical light. The very nature of this kind of development may, at intermediate stages, reject our institutional ideals of critical thought (Culver and Hackos 1982).

- B1: Students Understand Value of Understanding Culture in Order to Be Effective
- B2: Students Report Developing Cultural Competence

Objective C: Growth in Understanding by Credit Level and Course-Taking. Does exposure to CBC foster greater skill levels?

- C1: CBC and Coursework Increase Cultural Competence
- C2: Increasing Credits Increase Self-Perceptions of Cultural Competence Learning

Objective D: Measures of Understanding and Progress are Shared

- D1: Hispanic/White, Male/Female, Age Groups report similar levels of understanding
- D2: Hispanic/White, Male/Female, Age Groups report similar levels of SLO

Evaluation of Cultural Competence

For each of the following objectives of the model objectives and indicators were chosen to include principles of standards-based measurement – a CBC survey standard and a standard of impact in terms of general effect size (0.10 to 0.20 ES) that is minimally meaningful given in an educational setting (Lipsey 2012). For coursework, there was not an explicit standard, even though cultural competence did not rise to the coverage that Effective Communication (81.2% of courses) and Critical Thinking (98.2%) displayed. Critical Thinking, for example, was almost universally identified as a course objective. However, there is no consensus about what levels of Cultural Competence instruction would be desired or appropriate in each field’s context, though it can be argued persuasively that “softer” skills are key components even in “hard science” (Culver and Hackos 1982). At the very least, at 42.5% coverage in the Winter 2017 course collection, Cultural Competence as an SLO has ample room for improvement.

Evaluation Standards 2015-16 Cultural Competence

Outcomes for Scales (summary scores across survey items):

- Scale mean > 3.75= Good performance (2 points)
- Scale mean 3.0 to 3.75= Neutral (1 point)
- Scale mean < 3.0= Poor performance (0 points)

Development Standard: Survey item mean change (Lipsey 2012):

- > 0.20 Very High (generally significant and substantive effect) (2 points)
- > 0.10 High (likely significant and substantive) (2 points)
- > 0.00 Neutral (probable substantive, but not significant) (1 point)
- < 0.00 Low (non-substantive and likely negative effect) (0 points)

Subgroup Standard: Survey item differences (Lipsey 2012):

- > (-0.10: Little substantive difference) 3/3 categories (2 points)
- > (-0.10 : Little substantive difference) 2/3 categories (1 point)
- > (-0.10 : Little substantive difference) 0-1/3 categories (0 points)

Evaluation of 2015-16 Cultural Competence

A: Coursework (slides 5-6):	Scale Mean= 42.5% Coverage,	Outcome= NA (No standard)
B1: Understanding (slide 7):	Scale Mean= 3.53,	Outcome= 1 (Neutral performance)
B2: SLO Level (slide 8):	Scale Mean= 3.70 (-0.06),	Outcome= 1 (Neutral performance)
C1: Understanding Δ (slide 10): By CC Credit Level	Change= +0.21 to one term,	Outcome= 2 (Good performance)
C2: SLO Level Δ (slide 11): By CC Credit Level	Change=+0.09 to one term,	Outcome= 1 (Neutral performance)
D1: Understanding (slide 12):	Gaps = 1/3 (-0.13: Male Only),	Outcome= 1 (Neutral performance)
D2: SLO Level (slide 13):	Gaps = 1/3 (-0.15: Male Only),	Outcome= 1 (Neutral performance)

Using the performance core metrics used on other end states, CBC scored a “good” rating in 1 of 6 categories, “neutral” in 5 categories and received a “poor” rating in 0 categories. This results in 7 of 12 points or a 58.3% rating which translates to 69 performance points and the College earning a “D+” evaluation score. See the chart below.

very sparse comments. Out of 101 written comments, over half (depending on the interpretation) explicitly reacted in either a hostile or dismissive way to the cultural questions' perceived intent.

Another set of factors are year to year changes from a qualitative review (potentially ambiguous standards) to more quantifiable measures which may have resulted in a change in the “difficulty” of the standard areas: (a) a substantive shift in questions from high valence questions of climate on which we scored well to potentially more challenging skills-based material, (b) a shift toward a less qualitative assessment to one we hope to ground in reasonable quantitative metrics, and (c) a dimension of critical thinking that is not included this year, on which we previously scored very well.

Action Items

As far as content, one important issue is determining what levels of Cultural Competence can and should be taught, whether in class or campus-wide, for which disciplines, and how. There is ample evidence here that students who take courses with Cultural Competence as an explicit component are more highly rated in this skill and value. Additionally, there is evidence that this skill and value is also associated positively with institutionally important student outcomes: notably GPA and retention. Self-selection aside, the circumstantial case for increasing Cultural Competence levels in instruction appears strong where appropriate to the material. Nonetheless, characterizing the quality of our standard coverage is one that needs some discussion. The fact that we are collecting and reporting this information is a notable step in starting to formulate ways in which to improve as an institution, and some reactions to the contentious debate around culture have already materialized at CBC: discussion about social media and news, news quality (critical thinking), etc. More can be done, but how best to do this is still emerging.

Appropriate measurement is another issue for this End State going forward and this report takes some necessary first steps. The goal in this report was to create a set of measurements and standards that reflect our **definition** (skills-based) and **aspirations** (standards) in this category. It is worth repeating that this particular End State has been in transition and a set of coherent definitions and standards that can be reliably repeated and tracked year after year is warranted. We hope this will move us toward a set of metrics that can be both (a) agreed-upon and (b) codified. The implication is that these standards and conceptions may change again, and we hope toward measurable standards that are defensible.

Second, we will continue to develop student assessment according to rubric for reporting next year in both our Academic and Cultural Competence – either for in-class assignments or for a common assignment (Teaching and Learning Committee), even if the work required by faculty makes collection less frequent (the five-year cycle).

Third, Institutional Research and the Teaching and Learning Committee will continue to refine (add) student measures of cultural competence. Several options are currently on the table that are relatively cost-effective data options: (a) resurrecting a few items around CBC climate from Fall 2015 as they fit into a more skills-based conception, (b) trying again to find a more targeted intellectual development item battery based on transition theory in the first years of college, (c) continuing the Department of Defense measures, and (d) gathering more detail on more of our SLO course content from our catalogue, possibly rating content coverage in tiers that might help leverage grades.

Conclusion

If institutions of higher education are going to be able to help their students to learn, grow and develop, then the institutions themselves must look for ways to learn, grow and develop. One of the areas that colleges can grow to meet student needs is by finding new and effective ways to measure what and how students learn (Ewell, 2011). In the area of student learning outcomes for cultural competence, CBC is in

the process of learning and developing ways to accurately and appropriately measure how well students can function in a culturally diverse setting. These measures will likely change somewhat over time, and in the process, CBC will better understand this skill and how to better encourage student growth in cultural competence.

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Background Data for Cultural Competence Report

May 2017

Definition, Objectives, and Measures of Cultural Competence

CBC exists to enable students to perform effectively in the multi-cultural, diverse environments that are present in higher education, in the globally competitive 21st century workplace, and in the increasingly diverse and globally oriented culture in which we live.

Cultural Competence Objectives:

- A: Coursework**
- B: Levels of Knowledge**
- C: Growth in Knowledge**
- D: Shared Understanding**

Survey item means:

- 4.0 High
- 3.5- 4.0 Moderate
- 3.0- 3.5 Low
- < 3.0 Very Low

Outcomes for Scales (summary scores across survey items):

- Scale mean > 3.75= Good performance (2 points)
- Scale mean 3.0 to 3.75= Neutral (1 point)
- Scale mean < 3.0= Poor performance (0 points)

Survey item mean changes:

- > 0.20 Very High (generally significant and substantive effect) (2 points)
- > 0.10 High (likely significant and substantive) (2 points)
- > 0.00 Neutral (probable substantive, but not significant) (1 point)
- < 0.00 Low (non-substantive and likely negative effect) (0 points)

Survey item differences:

- > (-0.10: No substantive difference) 3/3 categories (2 points)
- > (-0.10 : No substantive difference) 2/3 categories (1 point)
- > (-0.10 : No substantive difference) 0-1/3 categories (0 points)

2017 Notes: Differences in Cultural Competence This Year

Metrics reflect skill-based approach. The Cultural Competence Student Learning Objective (SLO) plays a key role, along with the measures of cultural competence that emphasize the role of understanding culture of self/others to further a common objective.

Development reinforces skill-based performance gaps by credit and sub-group. In order to assess skill level growth, we can look at how skill is developed. Some development comes from exposure to CBC, and other development comes from explicit offering of material that furthers this intellectual/skill development. As such, offerings and subscription to coursework affecting these skills will be an important condition.

- **Objective A:** Does CBC teach adequately to the outcome/skill?
- **Objective B:** Are collected outcomes at acceptable levels?
- **Objective C:** Do collected outcomes increase as credits accumulate?
- **Objective D:** Do collected outcomes appear similarly among advantaged and disadvantaged populations?

Questions: Department of Defense; DEOCS – Organizational Climate Survey v3.3

- Students were asked the extent to which they agreed with the following statements that communicate the value of cultural knowledge in an effective team setting.
 1. Team members who understand their cultural differences perform more effectively together than those who don't.
 2. Understanding my own cultural background will help me to work more effectively with my own team.
 3. Understanding my own cultural background will help me to interact more effectively with those from different backgrounds.
 4. Understanding differences between cultures is important to effectiveness in a multicultural team setting.
 5. Understanding the cultures of others improves organizational effectiveness.

Questions: Student Report of SLO

- Students were asked the extent to which they believed they were gaining skills that the college emphasizes. One such skill is “cultural awareness”.

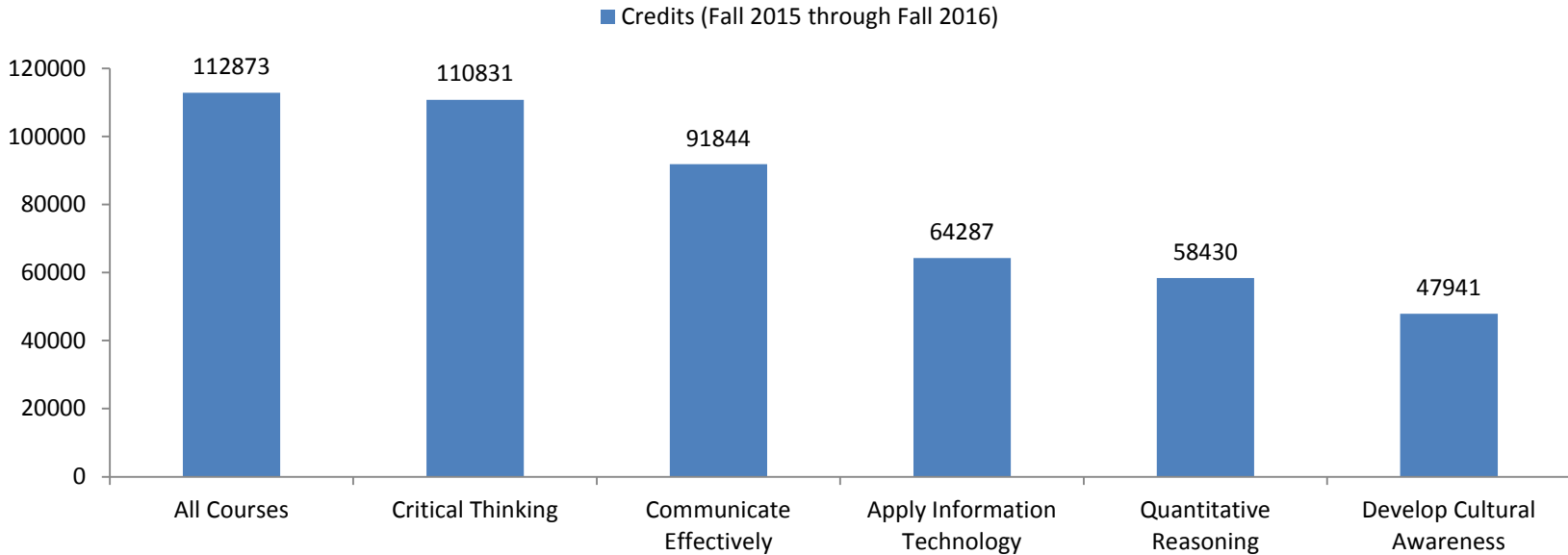
Questions (Not suitably valid at this time): Intellectual Development

- Students were asked to rank values of learning that would serve as a pre-requisite skill to cultural competence which college students progress through in their first two years of college. For measurement validity reasons, this set of questions performed rather poorly (Appendix).

Objective A: Cultural Competence in Coursework by Subject

Total Credits Accumulated of Enrolled Students in Fall 2016

SLOs Associated with Reported Courses



Courses were identified as either “teaching to” or “not teaching to” each college SLO

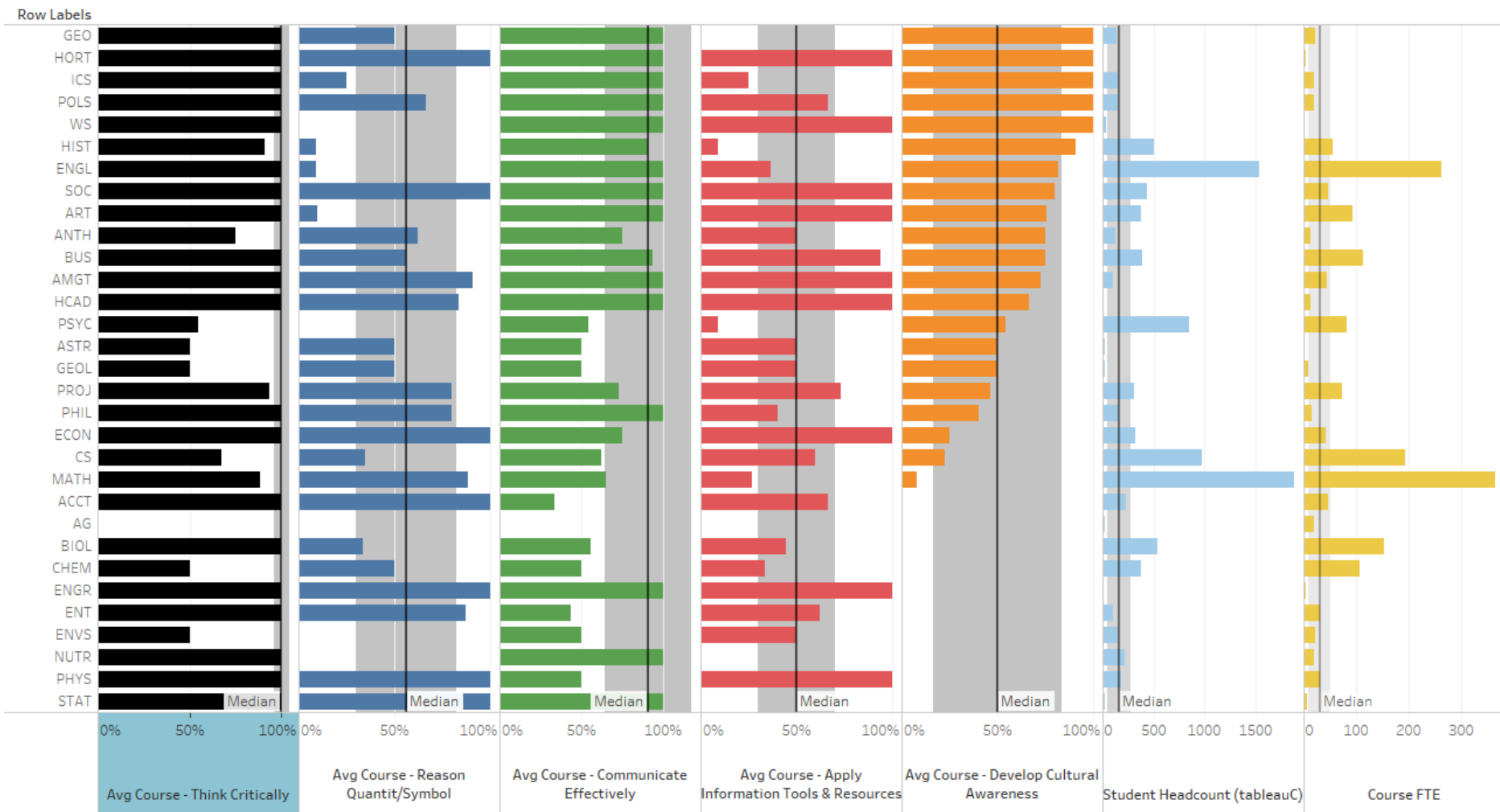
- It is unclear what standards are applicable in this category, so a rating of “Neutral” is merely descriptive, but not part of a consensus goal. However, it appears there is room to expand this SLO.
- Cultural Competence as an SLO is the second lowest ranking SLO with respect to reported median course coverage, and lowest with respect to student coverage.

Outcome = NA

Cultural Competence Objectives:

- A: Coursework**
- B: Levels of Knowledge**
- C: Growth in Knowledge**
- D: Shared Understanding**

Objective A (cont'd): Cultural Competence in Coursework



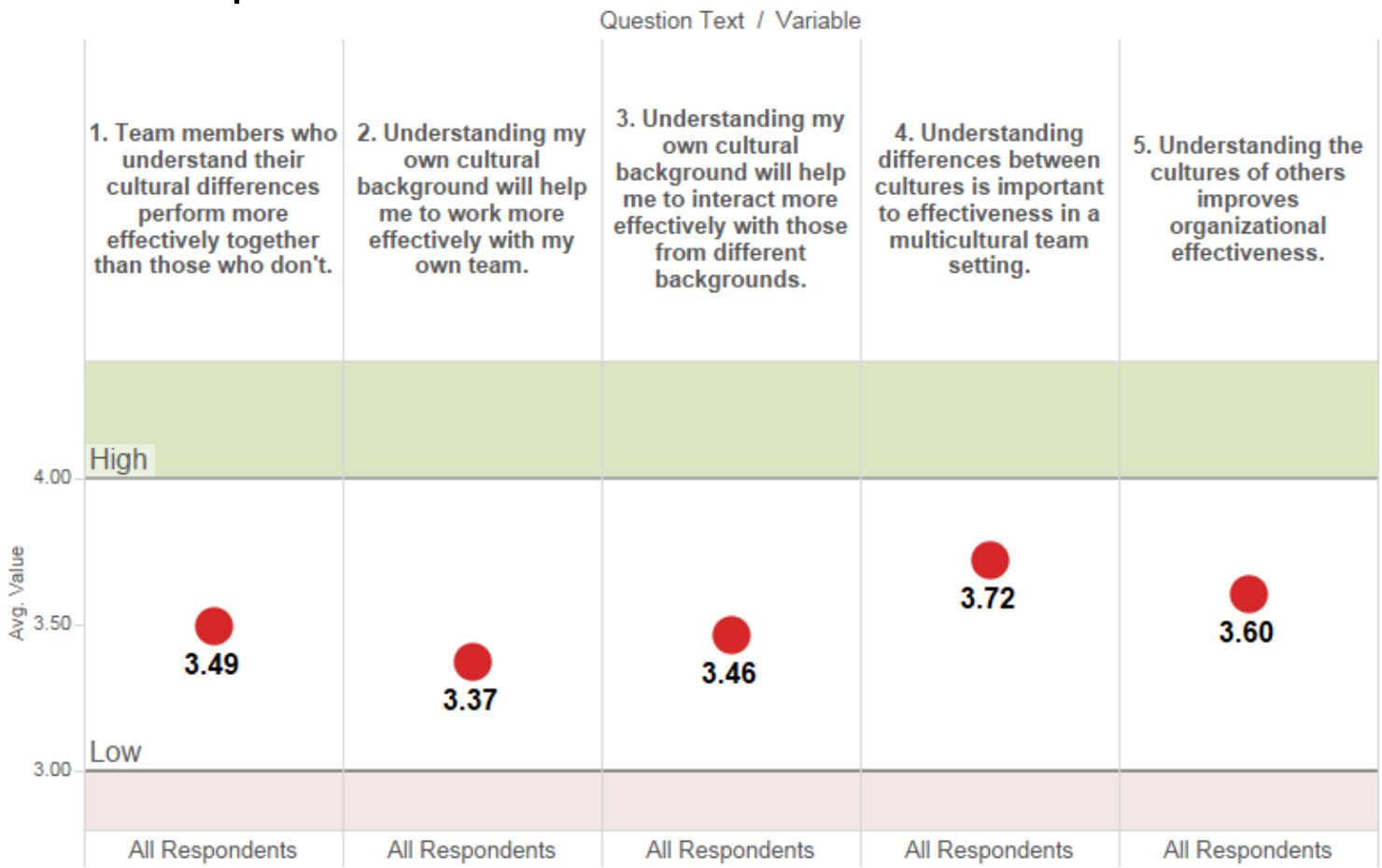
- This slide shows distribution of SLO coverage in each division’s courses (first five panes) and the student course-taking (last two panes).
- History, English, and Sociology have the greatest representation of Cultural Competence for highly subscribed courses at CBC; Biology, Chemistry, and Math have the lowest representation .

Cultural Competence Objectives:

- A: Coursework**
- B: Levels of Knowledge**
- C: Growth in Knowledge**
- D: Shared Understanding**

B1: Adequate Cultural Knowledge and Comprehension

Department of Defense



- CBC students average 3.53 across all questions and lower in questions that ask about “self” understanding (2 & 3)

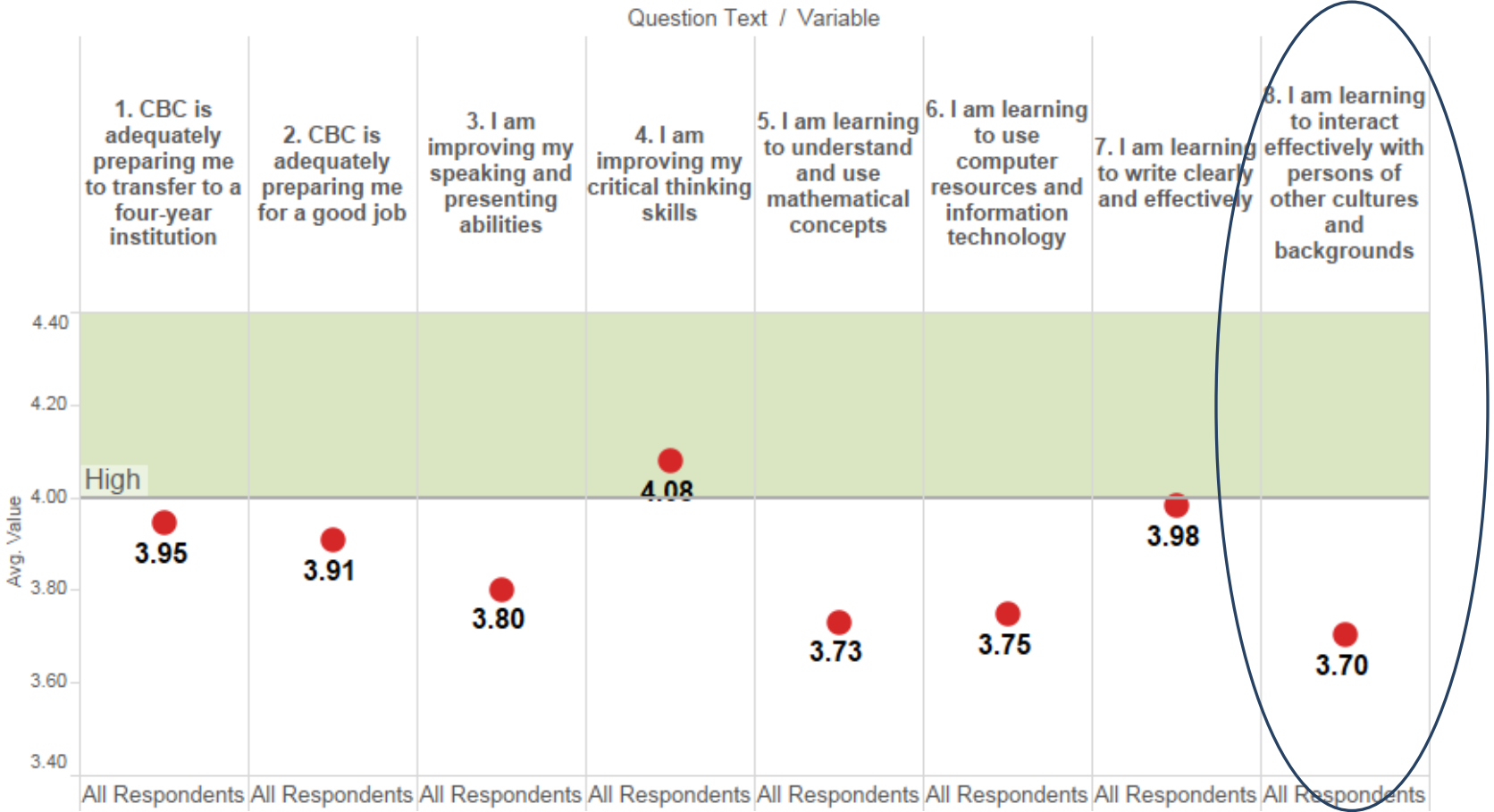
Outcome= “Neutral” (1)

Cultural Competence Objectives:

- A: Coursework
- B: Levels of Knowledge**
- C: Growth in Knowledge
- D: Shared Understanding

B2: Adequate Cultural Knowledge and Comprehension

Self-Reported SLO Measure



- CBC students average 3.70 in their self-report of progress. This falls below the threshold of “good” performance and is the lowest in the SLO categories (Questions #3-#8)

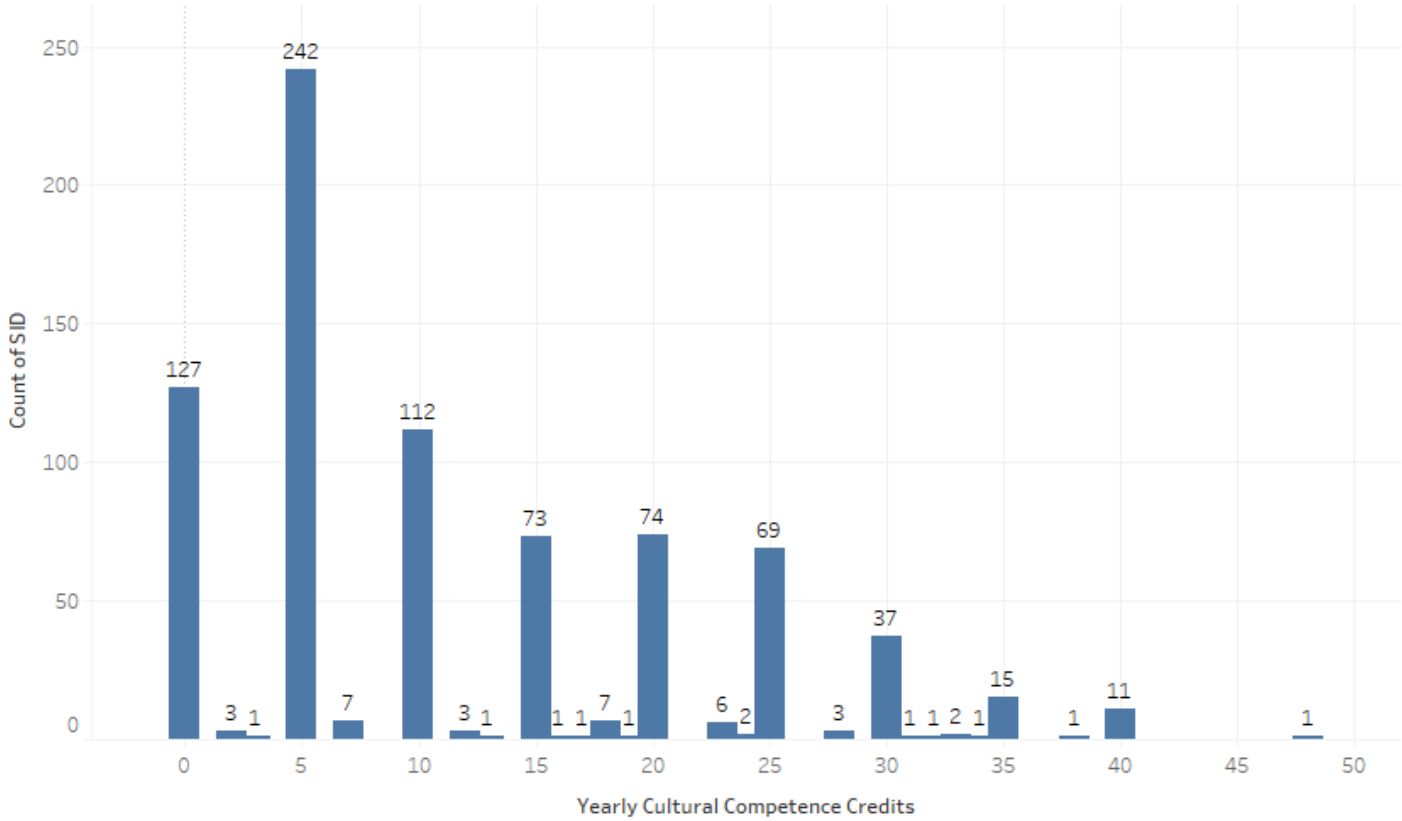
Outcome= “Neutral” (1)

Cultural Competence Objectives:

- A: Coursework
- B: Levels of Knowledge**
- C: Growth in Knowledge
- D: Shared Understanding

C: Development of Knowledge and Comprehension

Student Survey Respondents (10-11/2016)
Respondents By Course Level (2015-16)



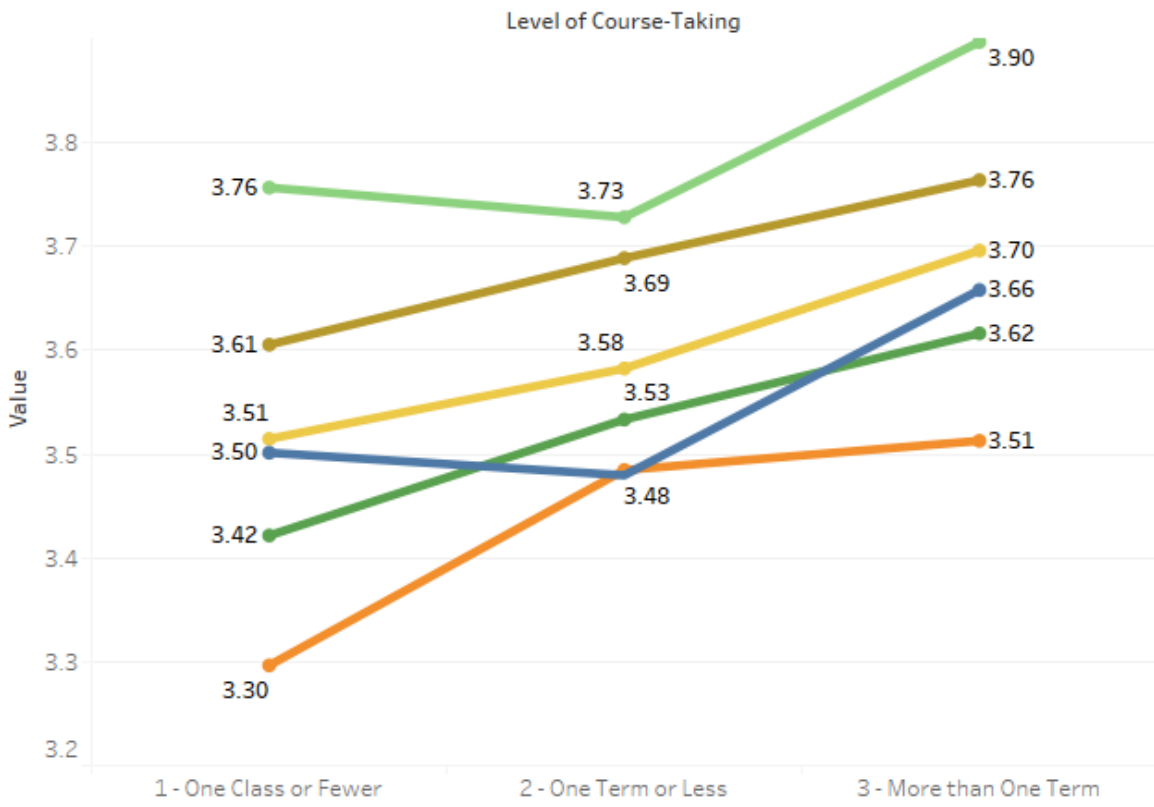
- Students who took courses that were reported in the Cultural Competence SLO from 2015 Fall through 2016 Fall terms varied. The modal number of credits for students who had reported CC SLO courses was 5 (one course).

Cultural Competence Objectives:

- A: Coursework
- B: Levels of Knowledge
- C: Growth in Knowledge
- D: Shared Understanding

C1: Development of Knowledge and Comprehension

Student Survey Respondents (10-11/2016)
 Average Reponse By Course Level (2015-16)



- Measure Names
- Understand Difference Effective
 - Understand Differences Multicultural Setting
 - Understand Other Effective
 - Understand Own Effective
 - Understand Own Interact
 - Scale Average

Survey item mean changes:

- > 0.20 Very High (generally significant and substantive effect) (2 points)
- > 0.10 High (likely significant and substantive) (2 points)
- > 0.00 Neutral (probable substantive, but not significant) (1 point)
- < 0.00 Low (non-substantive and likely negative effect) (0 points)

- Students who accumulated Cultural Competence credits appear to gain in their understanding of cultural competence and team effectiveness across the board.

Outcome= "Good" (2)

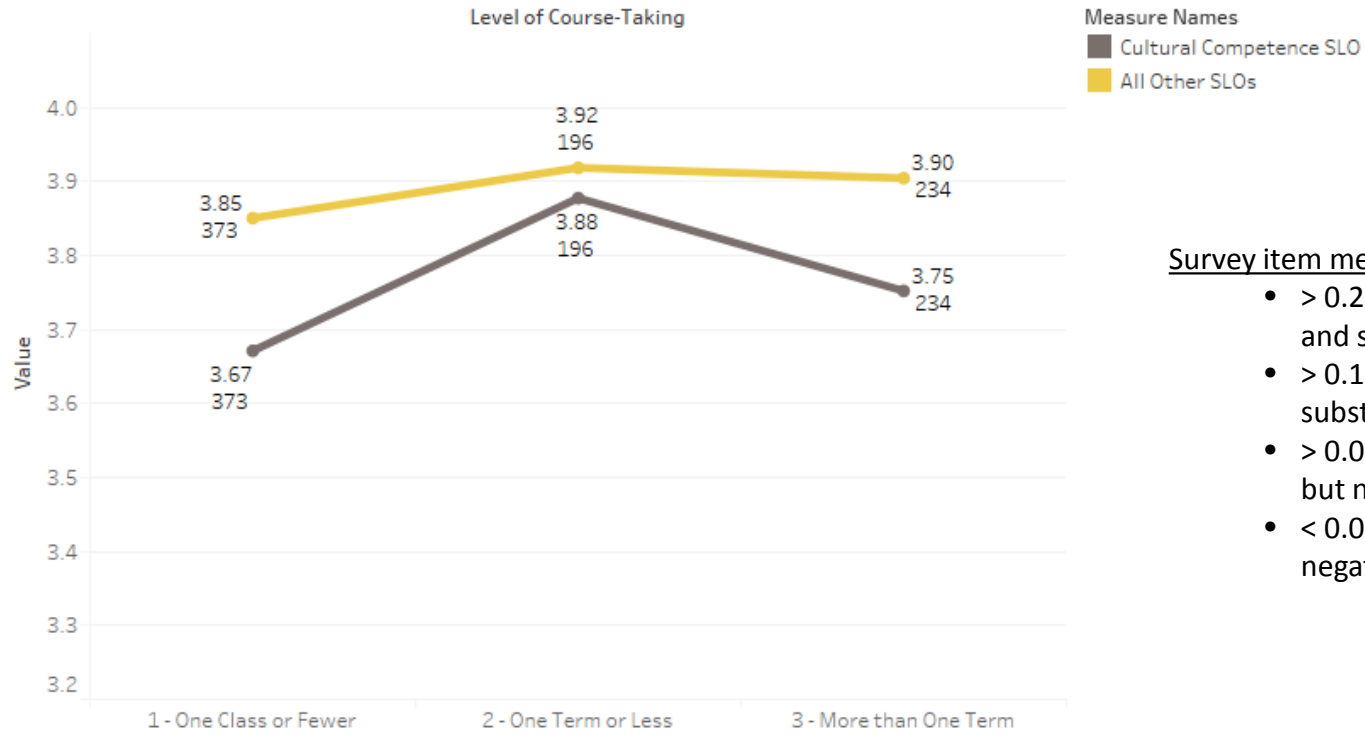
Cultural Competence Objectives:

- A: Coursework
- B: Levels of Knowledge
- C: Growth in Knowledge**
- D: Shared Understanding

C2: Development of Knowledge and Comprehension

Self-Reported SLO Measure

Student Survey Respondents (10-11/2016)
 Average Reponse By Course Level (2015-16)



Survey item mean changes:

- > 0.20 Very High (generally significant and substantive effect) (2 points)
- > 0.10 High (likely significant and substantive) (2 points)
- > 0.00 Neutral (probable substantive, but not significant) (1 point)
- < 0.00 Low (non-substantive and likely negative effect) (0 points)

- Increasing cultural competence credit levels resulted in small overall gains that did not reach thresholds for good substantive progress overall, but were positive overall.

Outcome= "Neutral" (1)

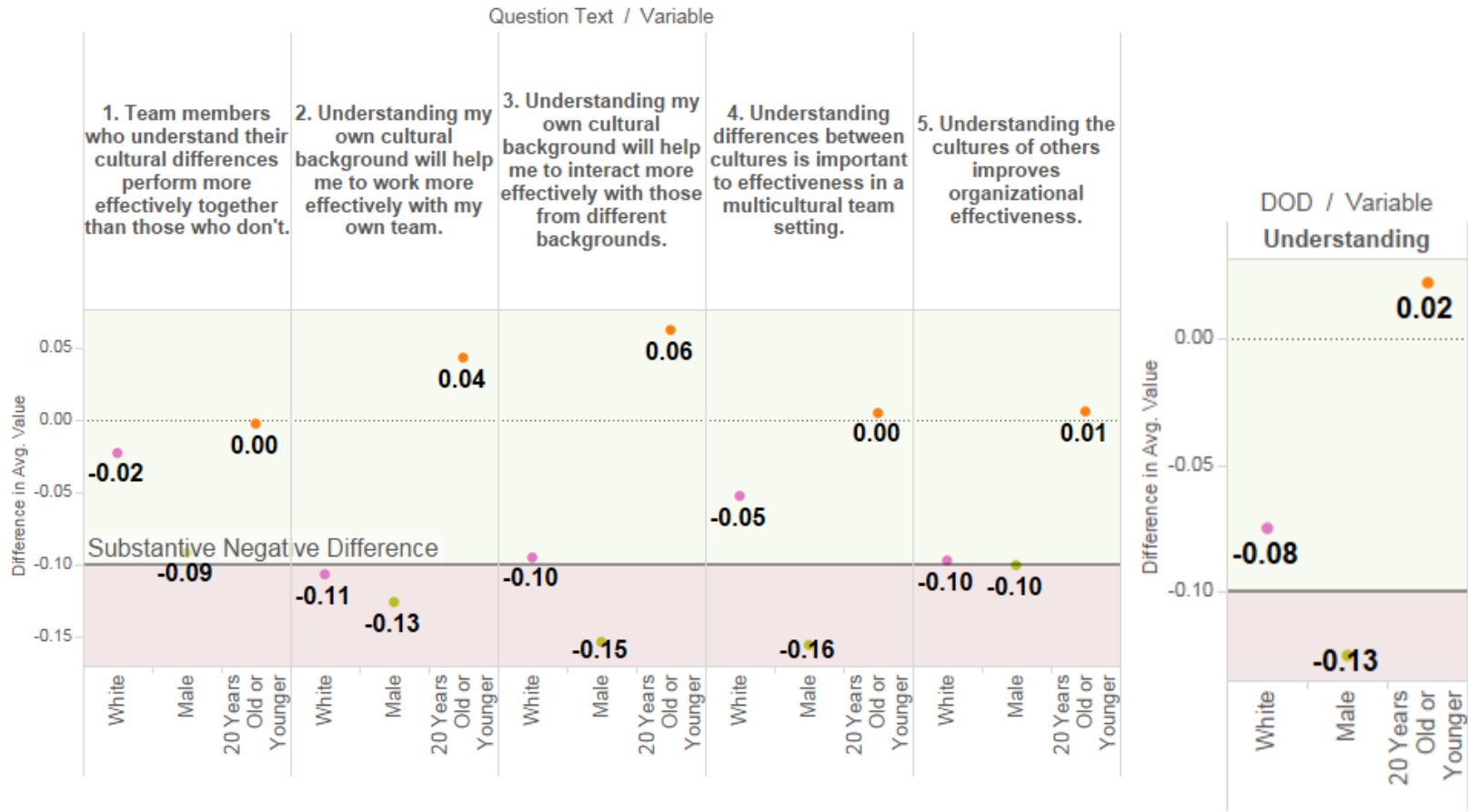
Cultural Competence Objectives:

- A: Coursework
- B: Levels of Knowledge
- C: Growth in Knowledge
- D: Shared Understanding

D1: Shared Understanding

Department of Defense

by Gender
 by Ethnicity (Hispanic)
 by Age Group (20 - vs 21+)



Outcome= "Neutral" (1)

- Counter to stereotypical expectations, White students rated lower on understanding (short of -0.10 overall), while male students were substantively lower in their understanding.

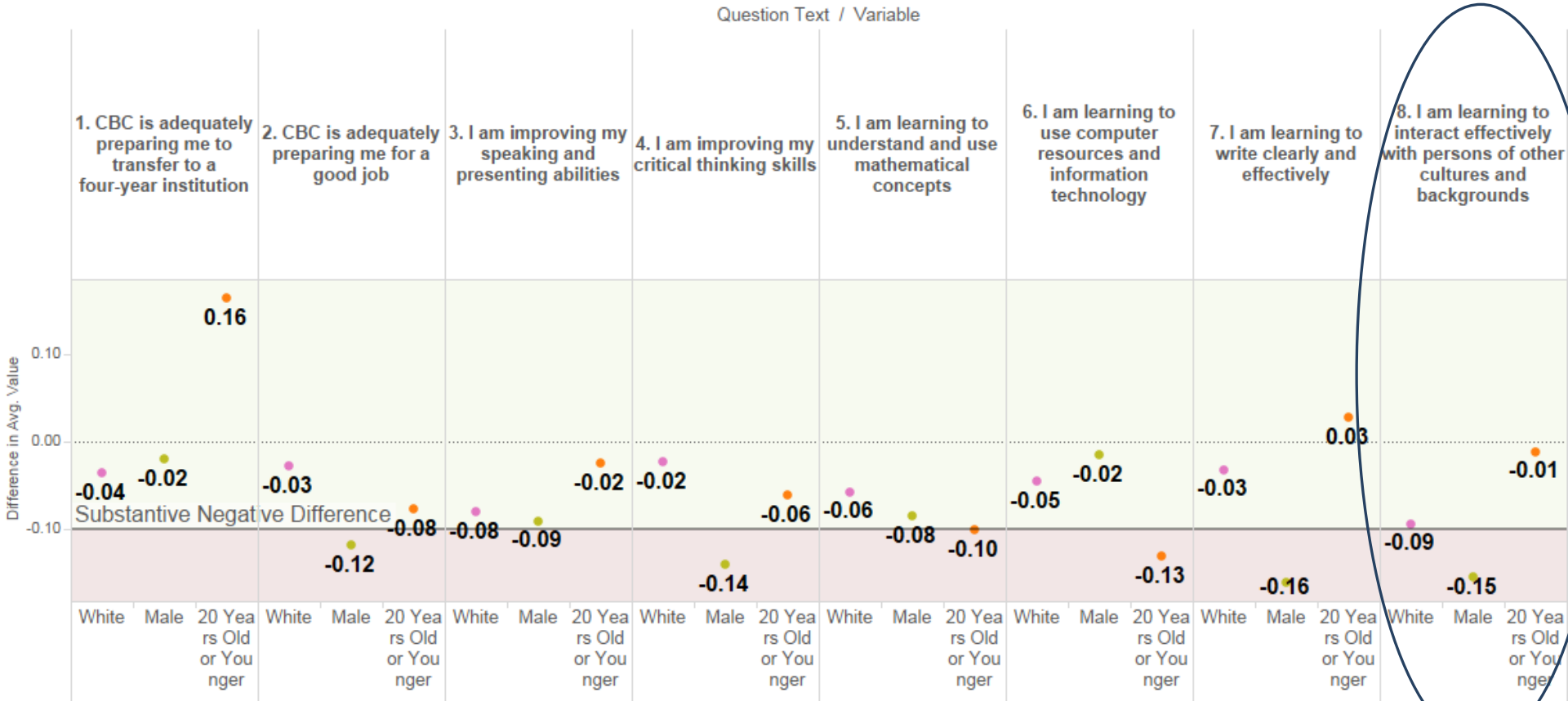
Cultural Competence Objectives:

- A: Coursework
- B: Levels of Knowledge
- C: Growth in Knowledge
- D: Shared Understanding

D2: Shared Understanding

Self-Reported SLO Measure

by Gender
 by Ethnicity (Hispanic)
 by Age Group (20 - vs 21+)



- White and Male students rated their learning of effective interaction most negatively compared to the sample average.
- This is offset somewhat by what appears to be a negative bias by those groups in other SLOs in these groups.

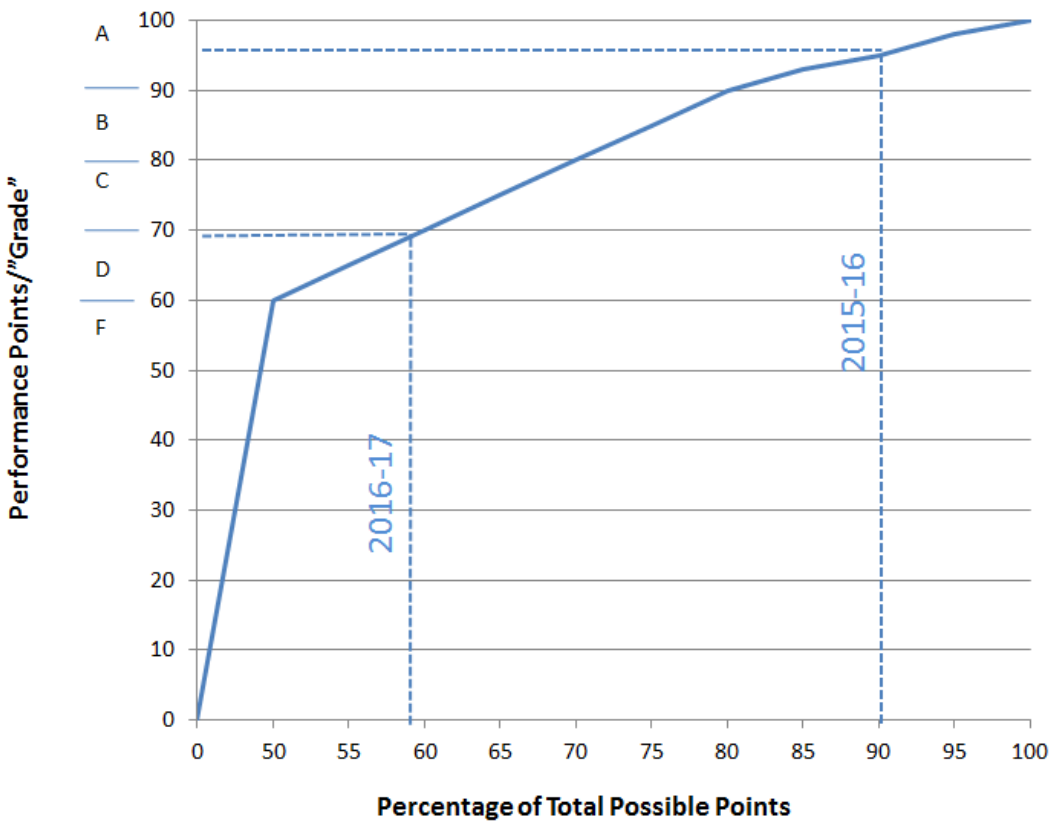
Outcome= "Neutral" (1)

Cultural Competence Objectives:

- A: Coursework
- B: Levels of Knowledge
- C: Growth in Knowledge
- D: Shared Understanding**

Cultural Competence Performance Evaluation

Objective	Outcome	Possible Points	Pct. of Possible Points
A: Coursework	NA	NA	NA
B: Adequate Cultural Knowledge and Comprehension	4	2	50.0%
C: Growth in Understanding by Credit Level and Course-Taking	4	3	75.0%
D: Measures of Understanding and Progress are Shared	4	2	50.0%
Total	12	7	58.3%



58.3% of Possible Points Achieved=
69 Performance Points=
D+

APPENDIX: Questions - Intellectual Development (Validity)

- **Students were asked to rank the values they hold most for their educational experience.**

- “Developing” values are those indicated by Perry’s research to be those held by many incoming students with rudimentary views of learning.

- “Transition” values are held by students who are becoming aware of multiple intellectual perspectives.

- “Initial” students come into college with a theory of learning that has been learned in the K-12 environment. The transition that occurs in the first two years of college has been typified by moving from “Initial” to “Transition”.

Being able to figure out the right answer.

Ability to see different points of view.

Ability to know when to act in an ambiguous situation.

Mastering the material the professor gives you.

Mastering why experts disagree.

Mastering the balance of evidence of different opinions.

Ability to recall facts and data.

Being able to figure out what professors want.

Being able to use knowledge to judge ideas, data, and values.

Learning the specific things that are taught in class

Learning different valid opinions.

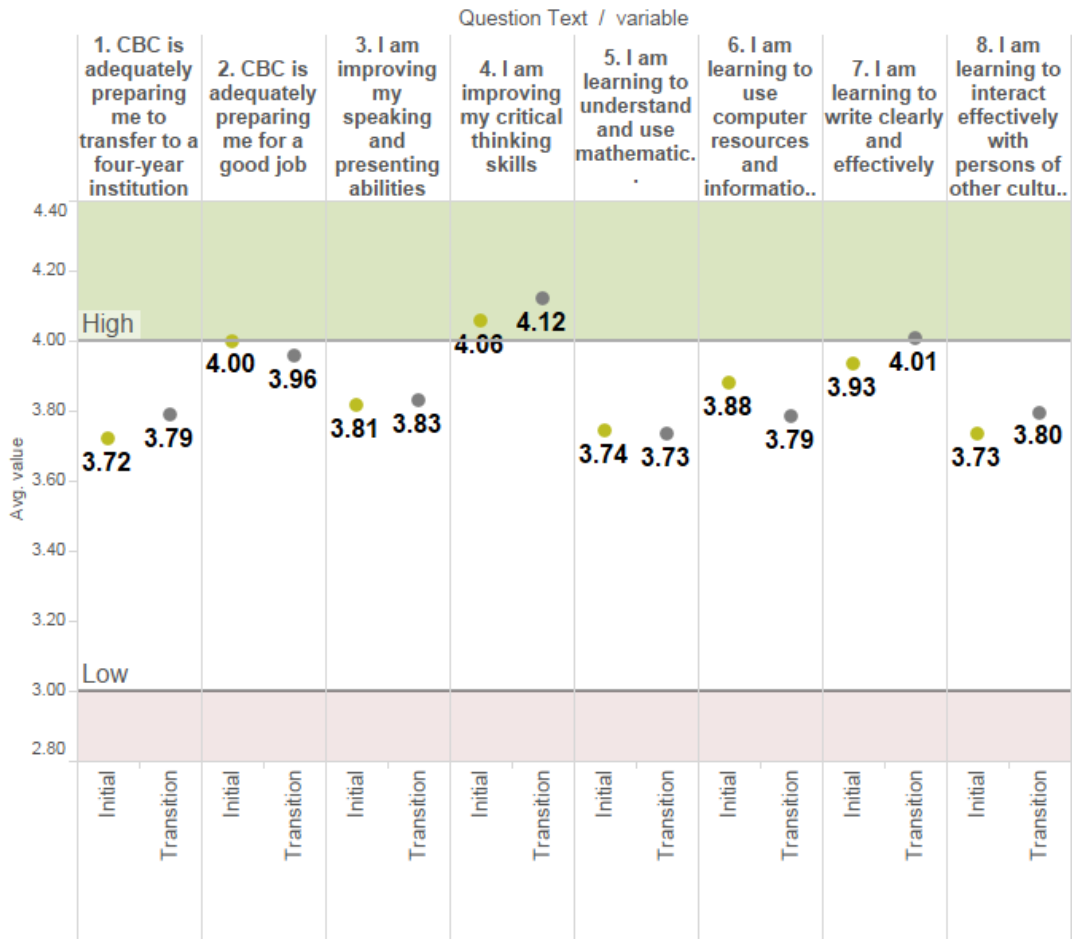
Learning to develop a unique perspective and use it.

Scale Validity: Intellectual Development

Is it measuring what we believe it is?

Does it comport with other college-wide measures in a meaningful way?

- Some CC SLO difference appears from those who are in their initial state of development (0.07), yet the instrument does not appear sensitive or related enough to core outcomes to be useful as a skill measure “as is”: modification will be necessary here.


















Other indicators that did not perform consistently were:

- Grades: mixed results, with 2 of 4 items showing negative impacts on grades
- Well-being, only one indicator showing close to positive and substantive gain (0.09: Growth Mindset)

EXHIBIT D

FY1617 Operating Funds Variance Report

% of Fiscal YR: 83.84% 5/3/2017

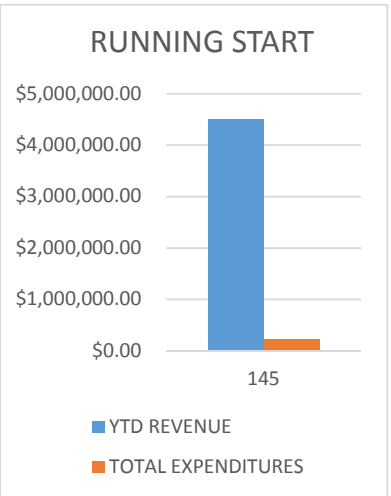
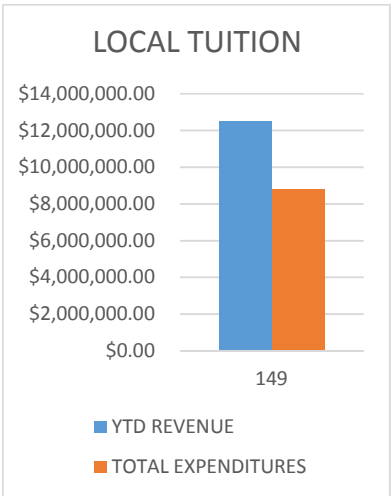
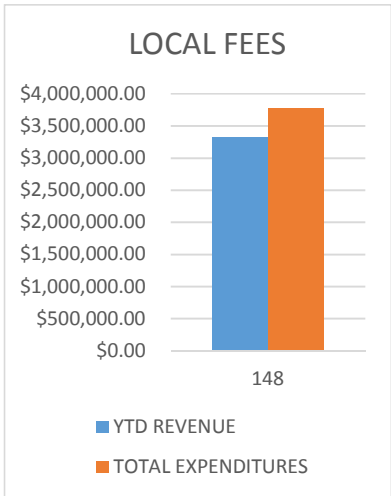
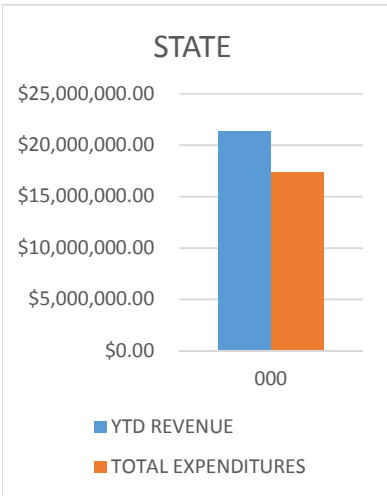
By FUND				% of Bdgt Exp	% of Rev Exp	% of Bdgt Rev	
				EXP/BDGT	EXP/REV	REV/BDGT	
*State Allocation #3 101,3E0,DA0,BD1,BG1,BK1,123	000	BDGT	\$22,196,262.00		78.11%	81.03%	96.39%
		EXP	\$17,337,057.92				
		REV	\$21,395,819.00				
Local Fees	148	BDGT	\$5,495,362.00		68.70%	113.87%	60.33%
		EXP	\$3,775,169.53				
		REV	\$3,315,196.15				
Local Tuition	149	BDGT	\$14,083,154.00		62.63%	70.68%	88.61%
		EXP	\$8,819,963.39				
		REV	\$12,478,645.21				
Running Start	145	BDGT	\$139,184.00		164.16%	5.06%	3241.80%
		EXP	\$228,490.18				
		REV	\$4,512,071.48				
**ASCBC	522	BDGT	\$1,270,023.00		54.76%	49.55%	110.51%
		EXP	\$695,478.00				
		REV	\$1,403,508.21				
TOTALS		BDGT	\$43,183,985.00		71.45%	71.58%	99.82%
		EXP	\$30,856,159.02				
		REV	\$43,105,240.05				

BY OBJ, ALL FUNDS COMBINED				BDGT	EXP	EXP/BDGT	NOTES
SALARIES	A		\$25,068,056.00	\$18,464,205.20	73.66%	<p>* Worker Retraining allocation increased by \$30,750 as of allocation #3. Increase is reflected in State allocation revenue</p> <p>** Includes ASCBC debt service budgets and revenue collected through quarterly fees</p> <p>*** Principal and interest debt service expenditures occur in December and June</p> <p>**** Budget total increased BY \$71,749.03 on 11/2016 to cover additional ALEKS and ACCUPLACER testing software costs</p>	
BENEFITS	B		\$8,119,219.00	\$6,510,212.89	80.18%		
PERSONAL SERVICES CONTRACTS	C		\$211,074.00	\$261,580.59	123.93%		
GOODS & SERVICES	E		\$5,771,941.00	\$4,198,614.82	72.74%		
COST OF GOODS SOLD	F		\$0.00	\$0.00			
TRAVEL	G		\$830,213.00	\$501,469.34	60.40%		
CAPITAL OUTLAYS	J		\$724,324.00	\$299,776.05	41.39%		
SOFTWARE	K		\$418,893.00	\$148,750.85	35.51%		
GRANTS BENEFITS & CLIENT SVCS	N		\$993,121.00	\$695,611.11	70.04%		
***DEBT SERVICE	P		\$1,668,855.00	\$244,361.79	14.64%		
INTERAGENCY REIMBURSEMENTS	S	Revenue Bdgt	(\$217,386.00)	(\$171,536.32)	78.91%		
INTRAAGENCY REIMBURSEMENTS	T	Revenue Bdgt	(\$404,325.00)	(\$296,887.30)	73.43%		
DEPRECIATION, AMORTIZATION, BAD DEBT	W		\$0.00	\$0.00			
			**** \$43,183,985.00	\$30,856,159.02	71.45%		

FY 1617 Operating P&L Report

5/3/2017

		STATE	LOCAL FEES	LOCAL TUITION	RUNNING START	ASCBC	TOTAL	
		000	148	149	145	522		
YTD REVENUE		\$21,395,819.00	\$3,315,196.15	\$12,478,645.21	\$4,512,071.48	\$1,403,508.21	\$43,105,240.05	
YTD EXPENDIT...	SALARIES & WAGES	A	\$11,198,746.76	\$1,507,536.68	\$5,541,394.68	\$101,762.55	\$114,764.53	\$18,464,205.20
	BENEFITS	B	\$4,062,882.70	\$454,143.82	\$1,940,128.75	\$33,680.74	\$19,376.88	\$6,510,212.89
	PERSONAL SERVICES CONTRACTS	C	\$88,579.26	\$99,062.08	\$46,707.00	\$2,000.00	\$25,232.25	\$261,580.59
	GOODS & SERVICES	E	\$1,772,602.63	\$1,277,532.61	\$814,918.40	\$90,954.01	\$242,607.17	\$4,198,614.82
	COST OF GOODS SOLD	F	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	TRAVEL	G	\$140,227.99	\$94,064.51	\$98,057.93	\$92.88	\$169,026.03	\$501,469.34
	CAPITAL OUTLAYS	J	\$101,994.07	\$105,831.75	\$40,845.54	\$0.00	\$51,104.69	\$299,776.05
	SOFTWARE	K	\$3,575.31	\$44,017.31	\$100,954.13	\$0.00	\$204.10	\$148,750.85
	GRANTS BENEFITS & CLIENT SVCS	N	\$604,007.18	\$25,387.41	\$4,179.17	\$0.00	\$62,037.35	\$695,611.11
	DEBT SERVICES	P	\$0.00	\$175,711.79	\$57,525.00	\$0.00	\$11,125.00	\$244,361.79
	INTERAGENCY REIMBURSEMENTS	S	(\$165,839.44)	(\$5,696.88)	\$0.00	\$0.00	\$0.00	(\$171,536.32)
	INTRAAGENCY REIMBURSEMENTS	T	(\$469,718.54)	(\$2,421.55)	\$175,252.79	\$0.00	\$0.00	(\$296,887.30)
	DEPRECIATION, AMORTIZATION, BAD DEBT	W	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL EXPENDITURES			\$17,337,057.92	\$3,775,169.53	\$8,819,963.39	\$228,490.18	\$695,478.00	\$30,856,159.02
NET RESOURCES			\$4,058,761.08	(\$459,973.38)	\$3,658,681.82	\$4,283,581.30	\$708,030.21	\$12,249,081.03



**CBC Operating Reserves
FY 2017**

BOT Reserve by Policy	Purpose	Amount	Fund
Current Operations			
	Campus cash flow needs		
	2 months operating expense	\$7,500,000	149
	Financial aid cash flow needs	\$6,000,000	149
		\$13,500,000	
Unplanned Capital Repair & Replacement			
	Covers largest potential system failure		
	Core systems such as: plumbing, electrical, HVAC, etc.	\$750,000	149
	Failing roof systems	\$3,300,000	149
		\$4,050,000	
Real Estate Debt Fund			
	Provides for real estate debt needs of CBC not easily funded from State sources		
	Debt Service Reserve	\$1,500,000	145
	Real Estate Acquisitions	\$1,000,000	145
		\$2,500,000	
Planned Future Operations			
	Future new program offerings by project		
	ctcLink Implementation	\$475,000	149
	Degree Map Program	\$465,000	149
	Culinary Program	\$1,500,000	149
	Residence Life Program	\$1,000,000	145
		\$2,965,000	
Capital Facilities Projects			
	Covers current and planned capital projects		
	Argent Street Widening	\$1,250,000	145
	Richland Campus Renovations	\$50,000	148
HSC II			
	Project Cash Flow	\$2,000,000	145
	Furniture & Tech	\$750,000	148
	4th Floor Buildout	\$1,750,000	145
	HSC II Sub Total	\$4,500,000	
	Capital Facilities Projects		
	Sub Total	\$5,800,000	

Investments	Amount	Ave Maturity (no call)	Ave YTW
TVI	\$ 5,005,140	1.64 yrs	0.97%
Buckley	\$ 5,000,000	0.66 yrs	0.78%

BOT Designated Reserves **\$28,815,000**

Undesignated Reserves Replenishment of other reserves or operating losses **(\$5,753,669)**

HCA Lawsuit Payout \$125,000

Sub Total Undesignated **(\$5,878,669)**

Total Operating Fund Balance **\$23,061,331**

Fund Sub Totals	Reserves & Designated	Fund Bal at March 31, 2017	Undesignated
145 Grants & Contracts	\$8,500,000	\$8,519,142	\$19,142
148 Dedicated Local	\$800,000	\$1,606,557	\$806,557
149 Operating Fee (Tuition)	\$19,990,000	\$13,410,632	(\$6,579,368)
	\$29,290,000	\$23,536,331	(\$5,753,669)