

COLUMBIA BASIN COLLEGE

BOARD OF TRUSTEES'

June 12, 2017

Beers Board Room — 4:00 p.m.

Agenda

Call to Order

Agenda Changes

***Approval of Minutes**

Minutes of May 8, 2017 Board of Trustees

Exhibit A

Celebrating Excellence

Skills USA

Psychology Club

Linkage with Community

Remarks

By Administration

President

CEO, Foundation

By ASCBC

By Faculty Senate Chair

By AHE

By Classified Staff

By Board Members

Reports

Budget Tracking and Fund Balance

Exhibit B

Mission Fulfillment Report

Exhibit C

Discussion

Student Residence Building Update

Summer Board Retreat Dates and Agenda

***Consent**

ASCBC Constitutional Changes

Exhibit D

Trustee Workshop

Public Comments

Executive Session

Adjournment

***(requires motion/approval)**

EXHIBIT A

| | | |
|---|---|--|
| <p>Classified</p> <p>Board Members</p> | <p><u>Michelle Pena</u></p> <ul style="list-style-type: none"> • Absent, no report <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"> • The first meeting of the Presidential Search Committee has taken place. <p><u>Trustee Mitchell</u></p> <ul style="list-style-type: none"> • 4/13/17- Attended Washington State University Tri-Cities (WSUTC) Women of Distinction Awards Ceremony. Spoke with WSUTC Chancellor and other leaders. • 4/17/17- Attended CBC Accreditation Pre-Meeting. • 4/17/17- Participated in Washington State Association of College Trustees (ACT) one-hour Nominating Committee Conference Call for the purpose of developing a proposed 2017/18 slate of ACT Officers candidates to be presented at the May 25-26, 2017 ACT Spring Conference at Big Bend Community College. • 4/19/17- Attended two CBC Accreditation Out-Briefings on campus. <p><u>Trustee Gordon</u></p> <ul style="list-style-type: none"> • Absent, no report. <p><u>Chair Jackson</u></p> <ul style="list-style-type: none"> • Announced that he has applied for the SBCTC ACT Treasurer position. • Attended the President Search Committee meeting. | |
| <p>Student Success</p> <p>Cultural Competence End State</p> | <p><u>Jason Engle</u></p> <ul style="list-style-type: none"> • Action Items <ul style="list-style-type: none"> ○ 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. | |

| | | |
|--|--|---|
| | <ul style="list-style-type: none"> ○ 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. ● 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. | |
| <p>Reports Budget Tracking and Fund Balance</p> | <p><u>Tyrone Brooks</u></p> <ul style="list-style-type: none"> ● It is expected to see an increase in expenditures at year end close. ● Most revenues are in except some tuition & fees. ● Currently working with the President to review the possibility of functioning on reserves during the first few months of the fiscal year until the legislation approves a budget. ● Noted that the capital projects funding will be released to cover built up deficit from the project to date. | |
| <p>Discussion 2017-2018 S&A (Service & Activities) Budget Recommendation</p> | <p><u>Vlada Mykhailova</u></p> <ul style="list-style-type: none"> ● A Constitution & Bylaws committee was established to recommend changes. The changes were passed after a campus-wide vote. ● Proposed Changes: <ol style="list-style-type: none"> 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. | <p>Trustee Mitchell moved and Trustee Armijo seconded the motion to move the ASCBC Constitutional Changes with the addition of an amendment date to the June 12, 2017 Consent agenda. Approved unanimously.</p> |
















| | | |
|---|---|--|
| | <p>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.</p> <p>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.</p> <p>7. Article XI: Ratification becomes Article X in updated document. No changes were made to the content of this section.</p> | |
| Consent 2016-17 S&A Budget Recommendation | | Trustee Armijo moved and Trustee Page seconded the motion to approve the consent agenda. Approved unanimously. |
| Trustee Workshop | None | |
| Public Comments | None | |
| Executive Session | <ul style="list-style-type: none"> • RCW 42.301.10(l)(g): To review the performance of a public employee. • RCW 42.30.110(l)(i): To discuss with counsel the potential of litigation. | Board went into Executive Session at 5:19 p.m. for 53 minutes. Reconvened at 6:02 p.m. |
| Adjournment: 6:03 p.m. | <p style="text-align: center;">Next Board of Trustees Meeting Beers Board Room June 12, 2017 – 4:00PM</p> | ab |

Kedrich Jackson, Chair

EXHIBIT B

FY1617 Operating Funds Variance Report

% of Fiscal YR: 92.88% 6/5/2017

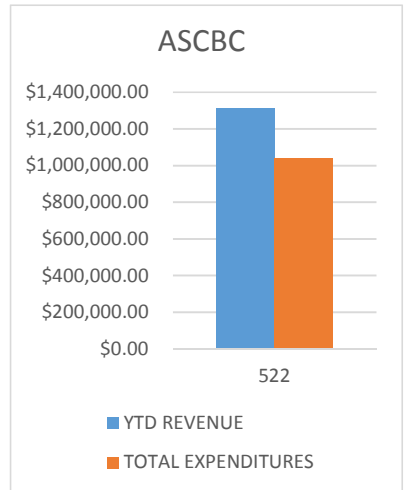
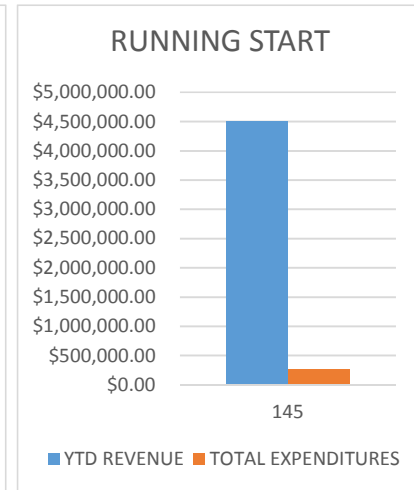
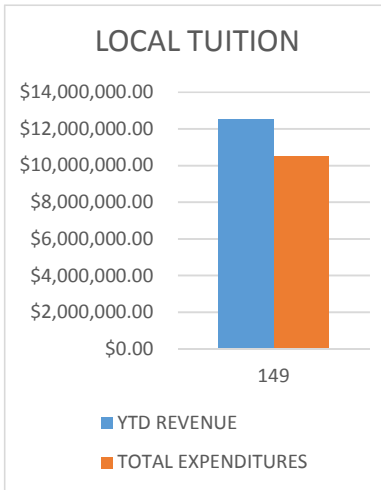
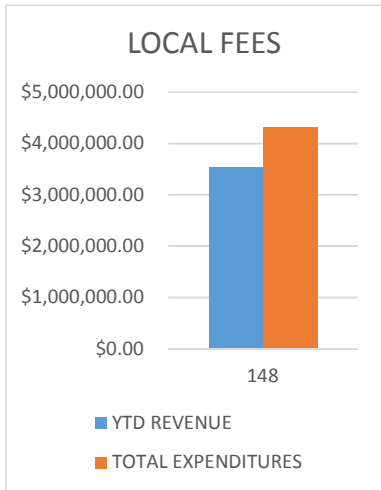
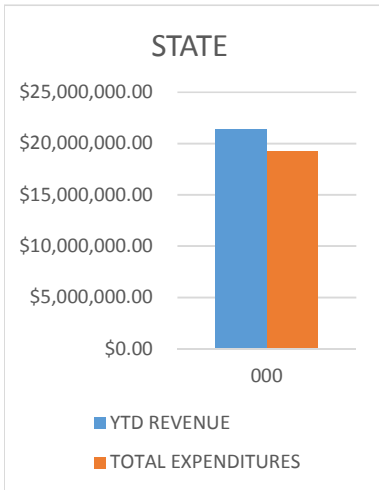
| By FUND | | | | % of Bdgt Exp | % of Rev Exp | % of Bdgt Rev |
|---|-----|------|-----------------|--|--------------|---------------|
| | | | | EXP/BDGT | EXP/REV | REV/BDGT |
| *State Allocation #3 101,3E0,DA0,BD1,BG1,BK1,123 | 000 | BDGT | \$22,196,262.00 |  | 86.65% | 96.55% |
| | | EXP | \$19,233,834.79 |  | 89.75% | |
| | | REV | \$21,429,991.00 |  | | |
| Local Fees | 148 | BDGT | \$5,495,362.00 |  | 78.70% | 64.24% |
| | | EXP | \$4,325,098.18 |  | 122.52% | |
| | | REV | \$3,530,157.04 |  | | |
| Local Tuition | 149 | BDGT | \$14,083,154.00 |  | 74.82% | 88.79% |
| | | EXP | \$10,536,666.23 |  | 84.26% | |
| | | REV | \$12,504,441.16 |  | | |
| Running Start | 145 | BDGT | \$139,184.00 |  | 185.07% | 3241.80% |
| | | EXP | \$257,586.08 |  | 5.71% | |
| | | REV | \$4,512,071.48 |  | | |
| **ASCBC | 522 | BDGT | \$1,270,023.00 |  | 81.85% | 103.33% |
| | | EXP | \$1,039,558.46 |  | 79.22% | |
| | | REV | \$1,312,255.37 |  | | |
| TOTALS | | BDGT | \$43,183,985.00 | | 81.96% | 100.24% |
| | | EXP | \$35,392,743.74 | | 81.76% | |
| | | REV | \$43,288,916.05 | | | |

| BY OBJ, ALL FUNDS COMBINED | | BDGT | EXP | EXP/BDGT | NOTES |
|--------------------------------------|---|-----------------------------|-----------------|----------|--|
| SALARIES | A | \$25,014,824.00 | \$20,596,097.71 | 82.34% | * Worker Retraining allocation increased by \$34,172 as of allocation #5. Increase is reflected in State allocation revenue ** Includes ASCBC debt service budgets and revenue collected through quarterly fees *** Principal and interest debt service expenditures occur in December and June **** Budget total increased BY \$71,749.03 on 11/2016 to cover additional ALEKS and ACCUPLACER testing software costs |
| BENEFITS | B | \$8,117,961.00 | \$7,223,898.72 | 88.99% | |
| PERSONAL SERVICES CONTRACTS | C | \$212,074.00 | \$286,532.69 | 135.11% | |
| GOODS & SERVICES | E | \$5,761,359.00 | \$4,717,835.49 | 81.89% | |
| COST OF GOODS SOLD | F | \$0.00 | \$0.00 | | |
| TRAVEL | G | \$830,913.00 | \$631,024.69 | 75.94% | |
| CAPITAL OUTLAYS | J | \$737,696.00 | \$318,096.37 | 43.12% | |
| SOFTWARE | K | \$418,893.00 | \$148,840.80 | 35.53% | |
| GRANTS BENEFITS & CLIENT SVCS | N | \$1,043,121.00 | \$859,638.09 | 82.41% | |
| ***DEBT SERVICE | P | \$1,668,855.00 | \$1,214,974.68 | 72.80% | |
| INTERAGENCY REIMBURSEMENTS | S | Revenue Bdgt (\$217,386.00) | (\$197,052.84) | 90.65% | |
| INTRAGENCY REIMBURSEMENTS | T | Revenue Bdgt (\$404,325.00) | (\$407,142.66) | 100.70% | |
| DEPRECIATION, AMORTIZATION, BAD DEBT | W | \$0.00 | \$0.00 | | |
| | | **** \$43,183,985.00 | \$35,392,743.74 | 81.96% | |

FY 1617 Operating P&L Report

6/5/2017

| | | STATE | LOCAL FEES | LOCAL TUITION | RUNNING START | ASCBC | TOTAL | |
|---------------------------|---|-----------------|-----------------|-----------------|-----------------|----------------|------------------------|------------------------|
| | | 000 | 148 | 149 | 145 | 522 | | |
| YTD REVENUE | | \$21,429,991.00 | \$3,530,157.04 | \$12,504,441.16 | \$4,512,071.48 | \$1,312,255.37 | \$43,288,916.05 | |
| YTD EXPENDIT... | SALARIES & WAGES | A | \$12,488,125.33 | \$1,627,789.01 | \$6,240,961.29 | \$108,224.86 | \$130,997.22 | \$20,596,097.71 |
| | BENEFITS | B | \$4,519,273.24 | \$493,564.14 | \$2,152,803.46 | \$36,177.33 | \$22,080.55 | \$7,223,898.72 |
| | PERSONAL SERVICES CONTRACTS | C | \$95,152.36 | \$103,846.08 | \$56,682.00 | \$2,000.00 | \$28,852.25 | \$286,532.69 |
| | GOODS & SERVICES | E | \$1,988,787.31 | \$1,355,488.24 | \$904,139.38 | \$111,091.01 | \$358,329.55 | \$4,717,835.49 |
| | COST OF GOODS SOLD | F | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| | TRAVEL | G | \$168,025.18 | \$113,361.90 | \$111,702.29 | \$92.88 | \$237,842.44 | \$631,024.69 |
| | CAPITAL OUTLAYS | J | \$107,812.10 | \$100,167.83 | \$54,313.39 | \$0.00 | \$55,803.05 | \$318,096.37 |
| | SOFTWARE | K | \$3,575.31 | \$44,017.31 | \$101,044.08 | \$0.00 | \$204.10 | \$148,840.80 |
| | GRANTS BENEFITS & CLIENT SVCS | N | \$642,700.95 | \$29,202.42 | \$4,535.42 | \$0.00 | \$183,199.30 | \$859,638.09 |
| | DEBT SERVICES | P | \$0.00 | \$477,674.68 | \$715,050.00 | \$0.00 | \$22,250.00 | \$1,214,974.68 |
| | INTERAGENCY REIMBURSEMENTS | S | (\$191,355.96) | (\$5,696.88) | \$0.00 | \$0.00 | \$0.00 | (\$197,052.84) |
| | INTRAAGENCY REIMBURSEMENTS | T | (\$588,261.03) | (\$14,316.55) | \$195,434.92 | \$0.00 | \$0.00 | (\$407,142.66) |
| | DEPRECIATION, AMORTIZATION, BAD DEBT | W | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| TOTAL EXPENDITURES | | | \$19,233,834.79 | \$4,325,098.18 | \$10,536,666.23 | \$257,586.08 | \$1,039,558.46 | \$35,392,743.74 |
| NET RESOURCES | | | \$2,196,156.21 | (\$794,941.14) | \$1,967,774.93 | \$4,254,485.40 | \$272,696.91 | \$7,896,172.31 |



**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 |
| | | \$3,440,000 | |
| 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 | \$29,290,000 |
|--------------------------------|---------------------|

| | | |
|-------------------------------|---|----------------------|
| Undesignated Reserves | Replenishment of other reserves or operating losses | (\$7,002,941) |
| | HCA Lawsuit Payout | \$125,000 |
| Sub Total Undesignated | | (\$7,127,941) |

| | |
|-------------------------------------|---------------------|
| Total Operating Fund Balance | \$22,287,059 |
|-------------------------------------|---------------------|

| Fund Sub Totals | Reserves & Designated | Fund Bal at April 30, 2017 | Undesignated |
|-----------------------------|----------------------------------|-----------------------------------|----------------------|
| 145 Grants & Contracts | \$8,500,000 | \$7,334,001 | (\$1,165,999) |
| 148 Dedicated Local | \$800,000 | \$1,605,409 | \$805,409 |
| 149 Operating Fee (Tuition) | \$19,990,000 | \$13,347,649 | (\$6,642,351) |
| | \$29,290,000 | \$22,287,059 | (\$7,002,941) |

EXHIBIT C

Columbia Basin College
Mission Fulfillment Report
 June 2017

Background

Mission Fulfillment includes an assessment of performance demonstrated in each End State area as well as an overall assessment of performance evaluated across all of the End States. Minimum performance for each End State is defined as achieving at least 70% of the possible Performance Points. The target performance level, however, is set at attaining at least 90% of the possible Performance Points, indicating outstanding performance. Minimum performance for overall Mission Fulfillment is, similarly, set at a mean (weighted average) Performance Point value of 70 across all the End States; the targeted performance is to achieve a weighted mean of 90 or higher.

The mandate of this end state is primarily a *summative self-assessment* that accurately reflects our stated mission and the core components (themes) that make up our overall mission. With this understanding, we acknowledge this information is used in different ways by different audiences – to answer the question of how we are doing relative to our own standards and a compilation of strengths and weaknesses at CBC that we can use for continuous improvement by identifying areas of strength and weakness (*formative self-assessment*). In this dual mission, we hope that, in addition to supplying required and relevant information for End State Monitoring, that it can help all levels of CBC to better understand our overall institutional context.

Mission Fulfillment

Monitoring reports were completed for academic year 2015-16 for all of the Mission Areas (*slides 4-8*), many of which contained data released later (Student Surveys) or earlier (MRTE+), but generally provide a rolling snapshot that is not strictly limited to the 2015-16 year. Performance outcomes for each of the individual Monitoring Reports are summarized in the table below. Two End States received "A" grades: Workforce and Well-Being. The Transitional Studies End State received a "B" grade, while the Academic End State received a "C+" and Cultural Competence received a "D+". Performance Points ranged from a low of 69 for Cultural Competence to a high of 98 for Workforce.

Table 1. Results for each End State

| End State | Results for Each End State | | | | | |
|---------------------|----------------------------|-----------------|---------------|-------------------|--------------------|-------|
| | Indicators | Possible Points | Points Earned | % Possible Points | Performance Points | Grade |
| Academic | 18 | 36 | 24 | 66.7% | 77 | C+ |
| Workforce | 13 | 26 | 25 | 96.2% | 98 | A+ |
| Basic Skills | 10 | 20 | 15 | 75.0% | 85 | B |
| Well-Being | 7 | 14 | 13 | 92.9% | 97 | A |
| Cultural Competence | 6 | 12 | 7 | 58.3% | 69 | D+ |

Mission Fulfillment Calculation: 2015-16 Total Weighted Performance Points¹ = 86.2, “B” performance

A total of 54 indicators were used across all of the reports. The roll-up of results across the End States was accomplished by computing a weighted mean of the five Performance Point values. Performance Points, by design, is the metric in the table that can be "averaged" to get an overall measure of performance. Taking an average of Points Earned (column 4) would unfairly weight those End States with more indicators and computing an average of percentages (column 5) may also inaccurately weight end states depending on the distribution of scores. Performance Points provide a common, ratio-level scale of measurement for all the End States that can easily and appropriately be combined into a summary measure. The weighted mean of Performance Points is based on an equal weighting (30% each) for the Academic, Workforce, and Basic Skills End States, and a weighting of 5% each for Well-Being and Cultural Competence. The weighted mean value was computed to be 86.2 points, which represents a "B" level of performance (*slide 14*). This value is well above the minimal performance level of 70 points and below the targeted value of 90 points.

Looking at long-term trends in Mission Fulfillment (see *slide 16*), Mission Fulfillment for the current year is slightly lower than in previous years, reflecting relatively stable performance overall. In terms of longitudinal trends by specific Mission Area (*slides 16-17*), the Academic End State scores have seen a more downward trend, Workforce End State scores have remained at very high performance levels, Transitional Studies End State scores improved to a “B” performance this year, and the Well-Being End State scores have remained at high levels for some time. Cultural Competence, again, is a conspicuous area of concern, but represents a changing End State that has been based on fewer measures and is beginning to coalesce around more (and more stable) measures.

Overall, assessment of Mission Fulfillment for the current year has again shown strong performance by the College, falling below the stated goal of 90% of total possible Performance Points. According to this overall summary assessment, Columbia Basin College continues to perform more than adequately toward its own goals and stated mission, and even come close to meeting its own expectations of excellence – maintaining a position on the upper end of our target range.

Notable Strengths and Weaknesses. CBC has maintained a focus on retention and completion and has made gains in recent years. As an Hispanic Serving Institution (HSI) with a growing Hispanic population, outcomes like retention have achieved near parity (a notable positive). Not to be missed, Professional/Technical programs have continued to quietly outpace expectations for employment and wage outcomes, as they have for eight years running. In employment rates, outcomes have been truly exceptional. Several areas of weakness remain to be fully resolved and will require further conscious work to help understand and address. Math course completion and success has considerably lagged the WA CTC system – notably in developmental areas – and English / Highly Subscribed coursework are middling to low system-wide. Transfer rates (of completers) are adequate, yet there is some weakness in “overall” transfer rate and post-CBC completion and performance this year.

Actions. Addressing our areas of need and efforts to continue to nurture strengths continue on a number of levels, many of which have been named in previous reports – institution-wide, project-based, and through more individual innovation. *Institution-wide*, CBC recently became a member of the *Frontier Set* through the Aspen Institute, a select group of colleges nationwide (of which, only six are community colleges) who have made strides in reforms toward increasing student performance and look to improve further as an institution. Part of the service of the Frontier Set network is a series of ongoing 3rd party

¹ *Weighted mean of Performance Points* = $0.3*(85+98.1+76.7)+0.05*(96.5+68.3)$

consultation and self-assessments, mostly focused toward our next phase of implementing Guided Pathways interventions. Scaled programs, such as our Human Development course sequence and streamlined first-year advising, have been an asset, and building on those kinds of ideas has been a priority. We continue to be responsive on the *project and individual level* as well, which are too many to document fully here, with notable innovations in teaching, learning, and support through initiatives like Title V Math work, innovative English Language Acquisition curriculum, and developmental mathematics teaching models. Even given these longer term institutional plans for improvement, CBC might benefit by more directly understanding and emphasizing its more prominent needs – success for those who are not entering CBC “college ready.”

In the coming years, we recommend that CBC revisit indicators and standards for those indicators under the guidance of Organizational Learning, both as a matter of a research ethic of peer review and oversight, data “housekeeping”, and staying relevant to our mission. Institutional assessment relies heavily on standards and measures that evolve and emerge as “what constitutes good performance” changes over time. While measures can be fairly consistent in many cases, standards for those measures may require change as our theory and research base change. Some of this activity can evolve and be accomplished slowly by incremental alterations (as this year’s report does) – and there are very strong arguments that consistency is an important way to be able to see longer term trends. However, periodically, institutions may need to revise their own standards in order to be consistent with changes in the “normative” environment (comparing ourselves to the performance of our peers due to national trends and expectations) and updated aspirations (defining what it means to be a quality institution and comparing ourselves to self-imposed standards).

Assessment of Mission Fulfillment Columbia Basin College 2015-16

June 2017

Overview of Mission Fulfillment Assessment Process

Definition of Mission Fulfillment = a quantitative assessment of the degree to which overall performance at CBC, across all of the End States, meets or exceeds standards, based on the indicators which have been identified for each End State.

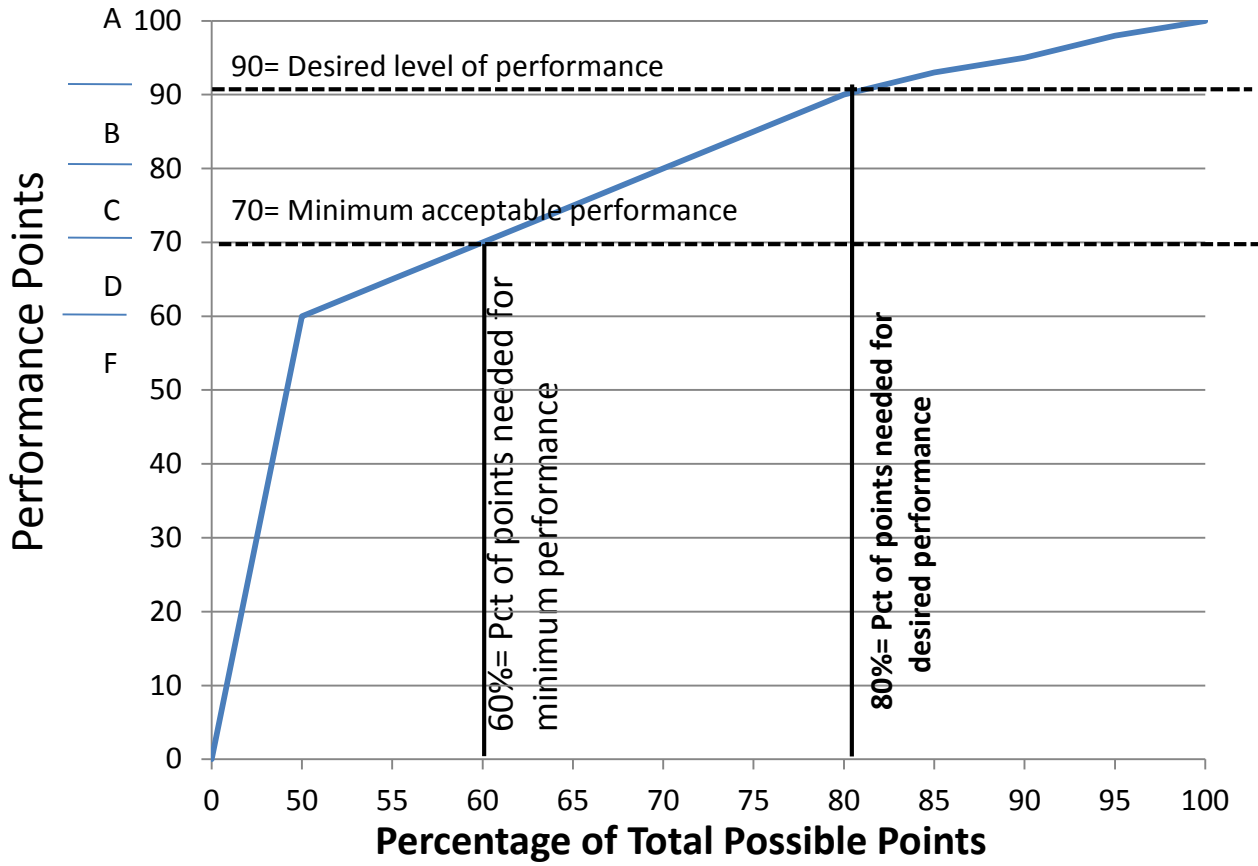
Process of Assessment: Individual End State

1. Collect data on the indicators for an End State, for each Objective.
2. Determine whether performance on each indicator reflects Good, Neutral, or Poor performance (assigned values of 2, 1, and 0 points, respectively)
3. For each Objective compute:
 - a) total possible points (= # indicators X 2),
 - b) total points for the Objective (by summing indicator points),
 - c) percentage of points achieved (points from a divided by points from b)
4. Compute percentage of total points achieved across all Objectives
5. Plot this percentage on the Performance Curve (see next slide) to assess Performance Points and determine End State performance.

Process of Assessment: Mission Fulfillment

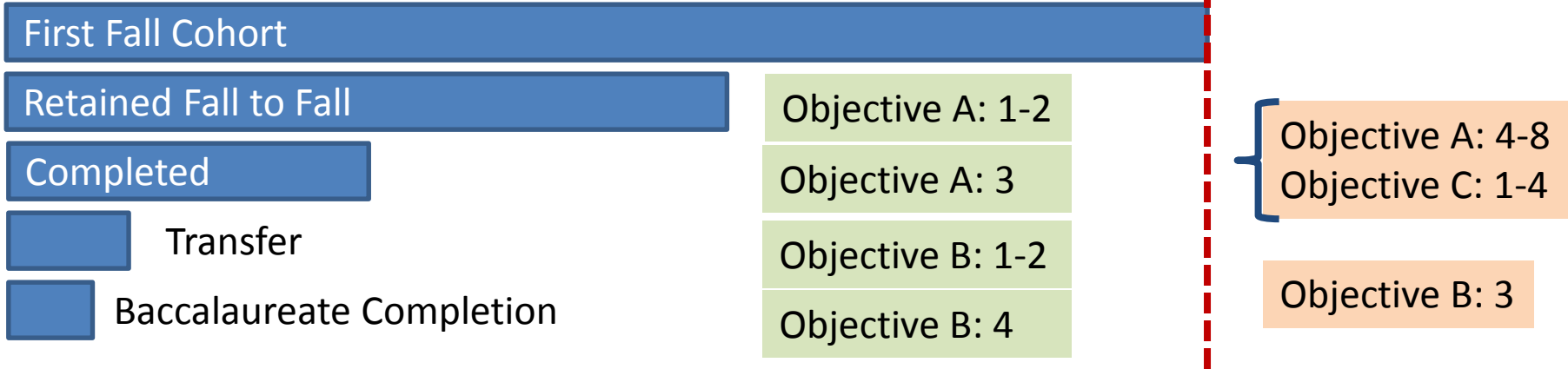
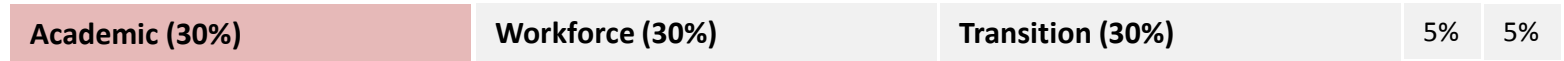
1. Compute weighted mean of Performance Points for all of the End States
2. Determine overall performance from the Performance Curve

Performance Curve Relating % Points Attained to a Grading Scale



- Determined in advance, this curve defines the grade to be assigned for each value of % of points achieved for each End State
- The same curve is used to assess Mission Fulfillment from the weighted mean of Performance Points for all of the End States

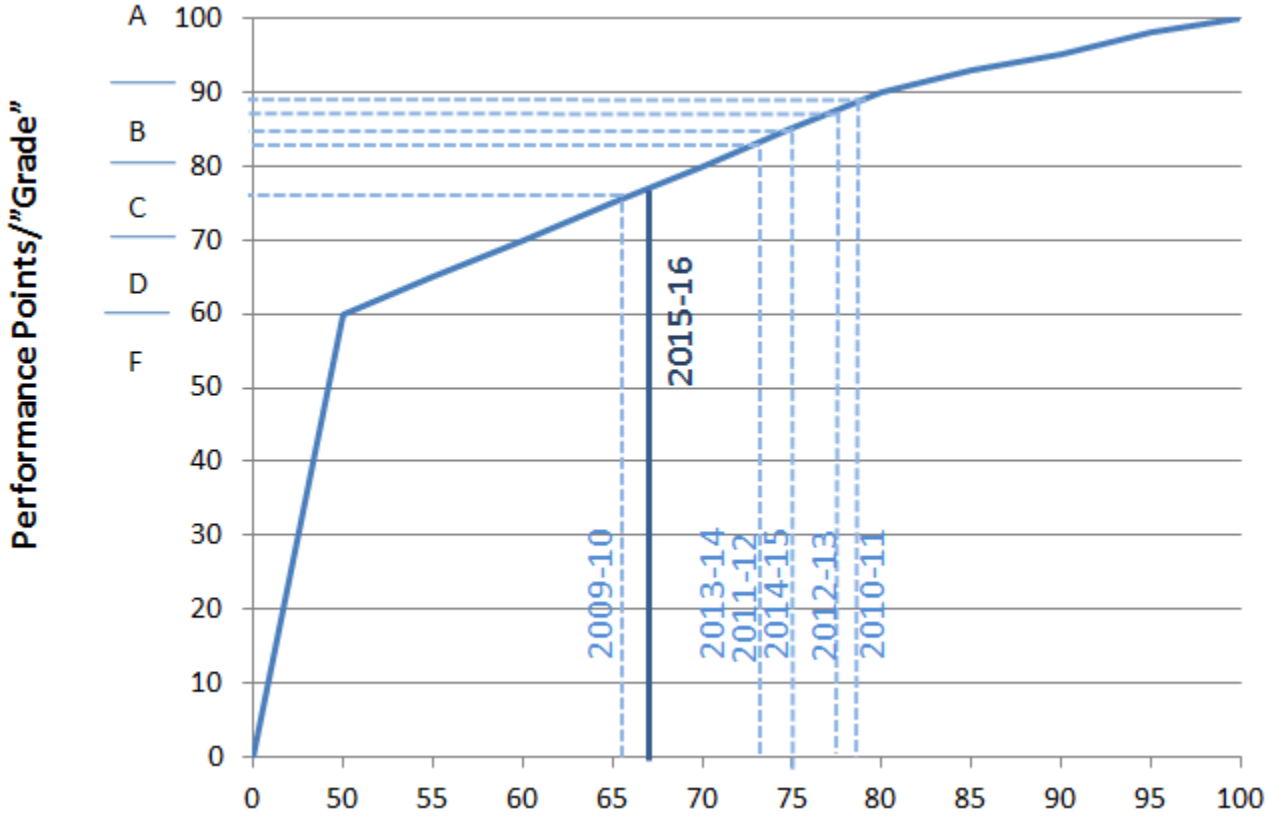
Academic Effectiveness Model



- Measures of Rates of Progress:
- Retention (2)
 - Completion (1)
 - Transfer (2)
 - BA Completion (1)

- Measures of Progress Quality:
- Course Completion / Success (5)
 - Skills / Learning / CLA+ (4)
 - Instruction Quality (2)
 - Post-CBC Quality (1)

Academic End State 2015-16 Performance Results

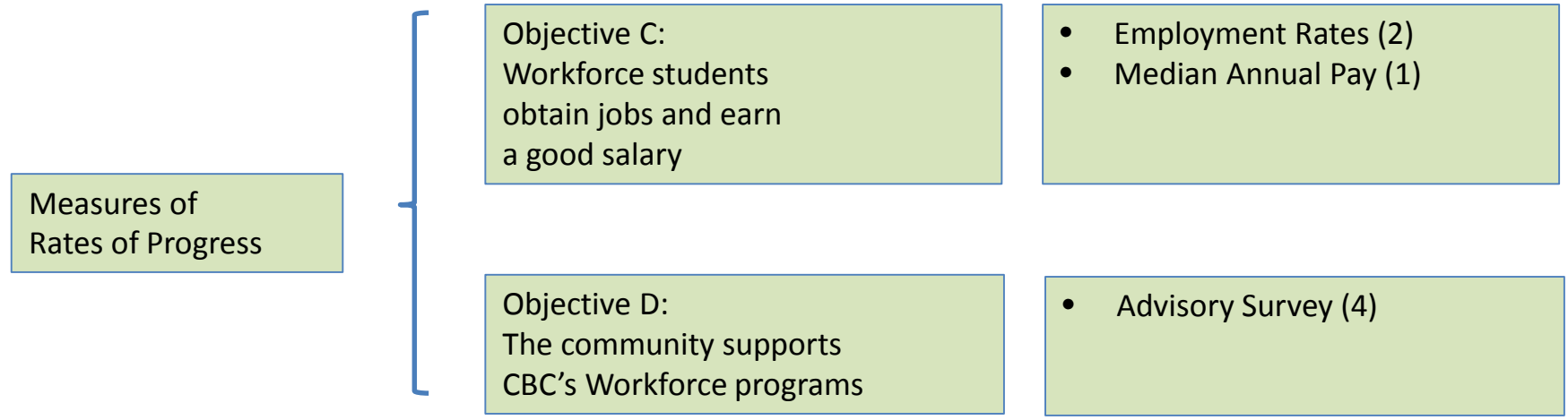
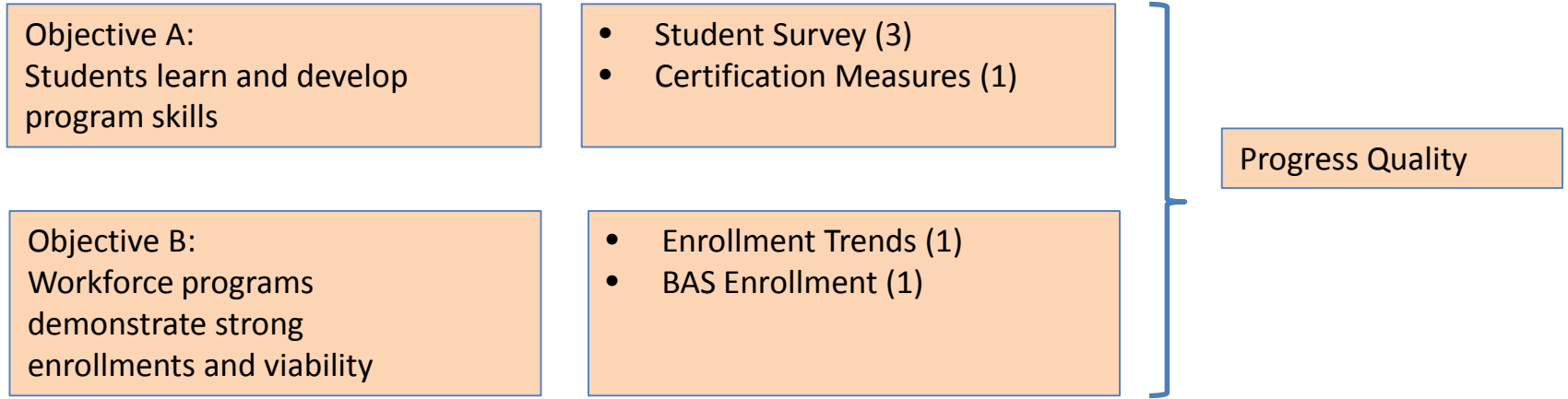


| Objective | Number of Indicators | Possible Points | Points Achieved | % Total Points |
|---|----------------------|-----------------|-----------------|----------------|
| A. Students Demonstrate Academic Progress | 8 | 16 | 9 | 56% |
| B. Post CBC Performance | 4 | 8 | 4 | 50% |
| C. Student Learning Outcomes | 4 | 8 | 8 | 100% |
| D. Effective Teaching | 2 | 4 | 3 | 75% |
| Total | 18 | 36 | 24 | 67% |

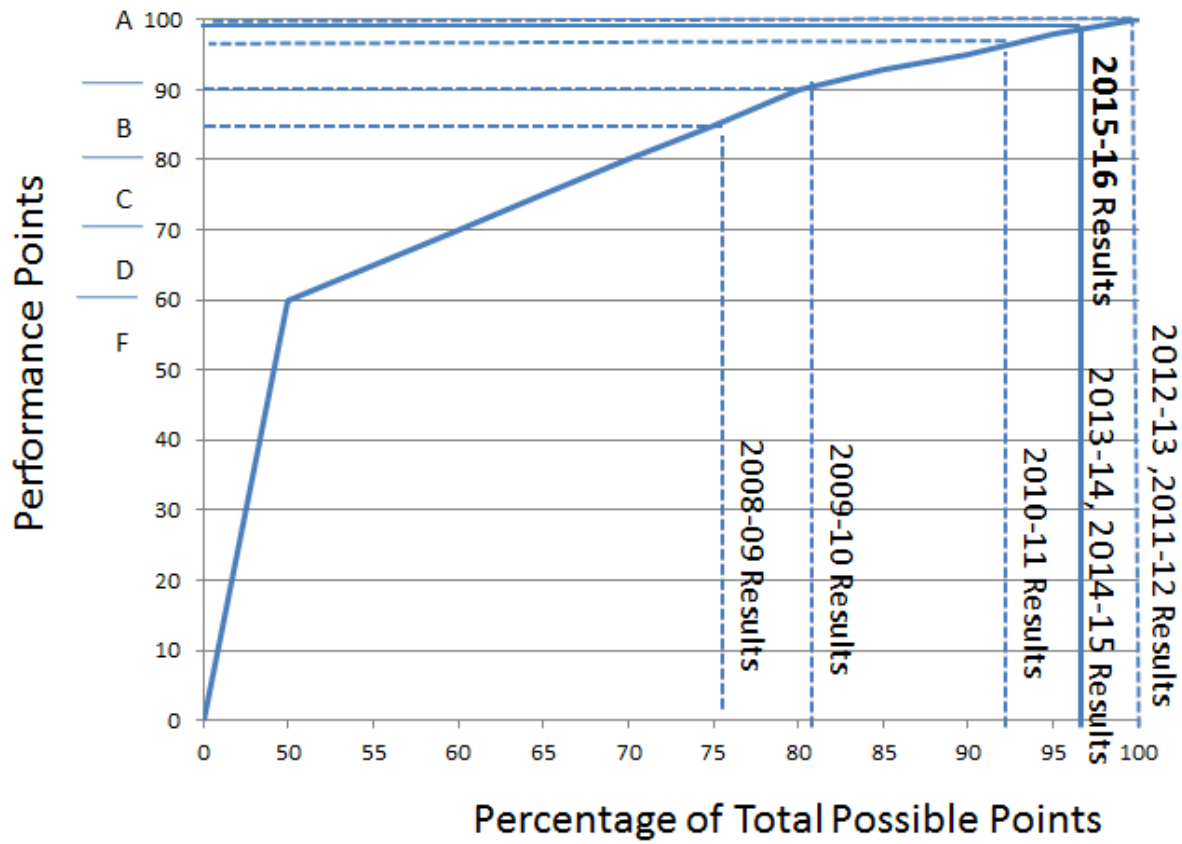
% possible points = 67%, corresponding to 77 Performance Points = **C+ Performance**

Workforce Effectiveness Model

| | | | | |
|----------------|------------------------|------------------|----|----|
| Academic (30%) | Workforce (30%) | Transition (30%) | 5% | 5% |
|----------------|------------------------|------------------|----|----|



Workforce End State 2015-16 Performance Results



% possible points = 96%,
 corresponding to
 98 Performance Points
 = **A+ Performance**

| Objective | Number of Indicators | Possible Points | Points Achieved | % Total Points |
|---|----------------------|-----------------|-----------------|----------------|
| A. CBC Workforce students learn & develop program skills | 4 | 8 | 8 | 100% |
| B. Workforce programs demonstrate enrollment & viability | 2 | 4 | 3 | 75% |
| C. Workforce students obtain jobs and earn a good salary | 3 | 6 | 6 | 100% |
| D. Community has positive perception of work for programs | 4 | 8 | 8 | 100% |
| Total | 13 | 26 | 25 | 96% |

Transitional Studies Effectiveness Model

Academic (30%)

Workforce (30%)

Transition (30%)

5%

5%

Progress Quality (program efficiency):

- Retention (Federally Reportable)
- Pre/Post Test Completion
- Student reports

Measures of Rates of Progress

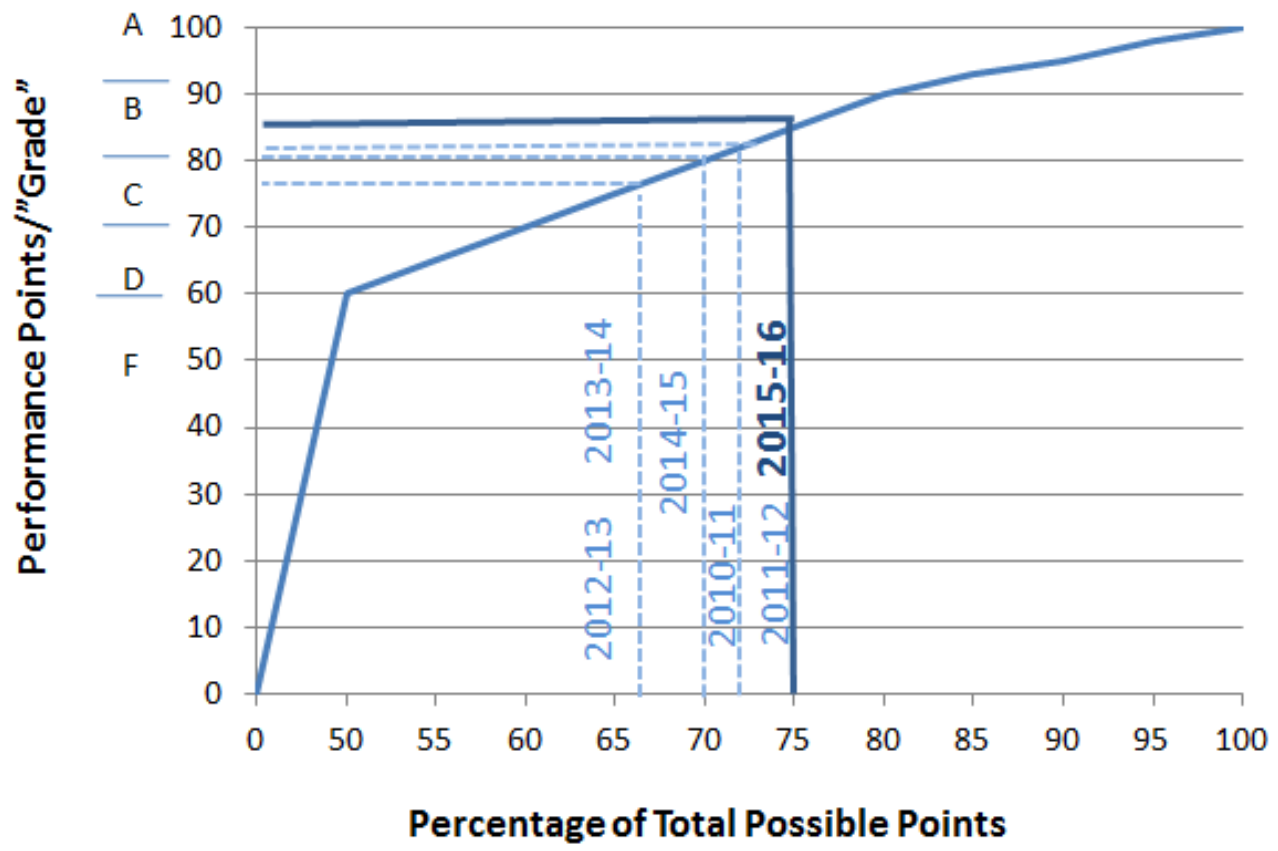
Progress in Level Gains:

- Overall
- By Ability Groups

Transition (Completion and Transfer):

- High School Credential
- Post-Secondary

Transitional Studies End State 2015-16 Performance Results



% possible points = 75%,
 corresponding to
 85 Performance Points
= B Performance

| Objective | Number of Indicators | Possible Points | Points Achieved | % Total Points |
|--|----------------------|-----------------|-----------------|----------------|
| A. Program efficiency and student satisfaction | 5 | 10 | 9 | 90% |
| B. Students demonstrate progress | 5 | 10 | 6 | 60% |
| C. Students transition to higher-level education | 2 | NA | NA | NA |
| Total | 10 | 20 | 15 | 75% |

Well-Being Effectiveness Model

Academic (30%)

Workforce (30%)

Transition (30%)

5%

5%

“PERMA” Model of Seligman (Flourish, 2011)



Well-Being Objectives (PERMA model):

A: **P**ositive Affect

B: **E**ngagement

C: **R**elationships

D: **M**eaning

E: **A**ccomplishment

Physical Health

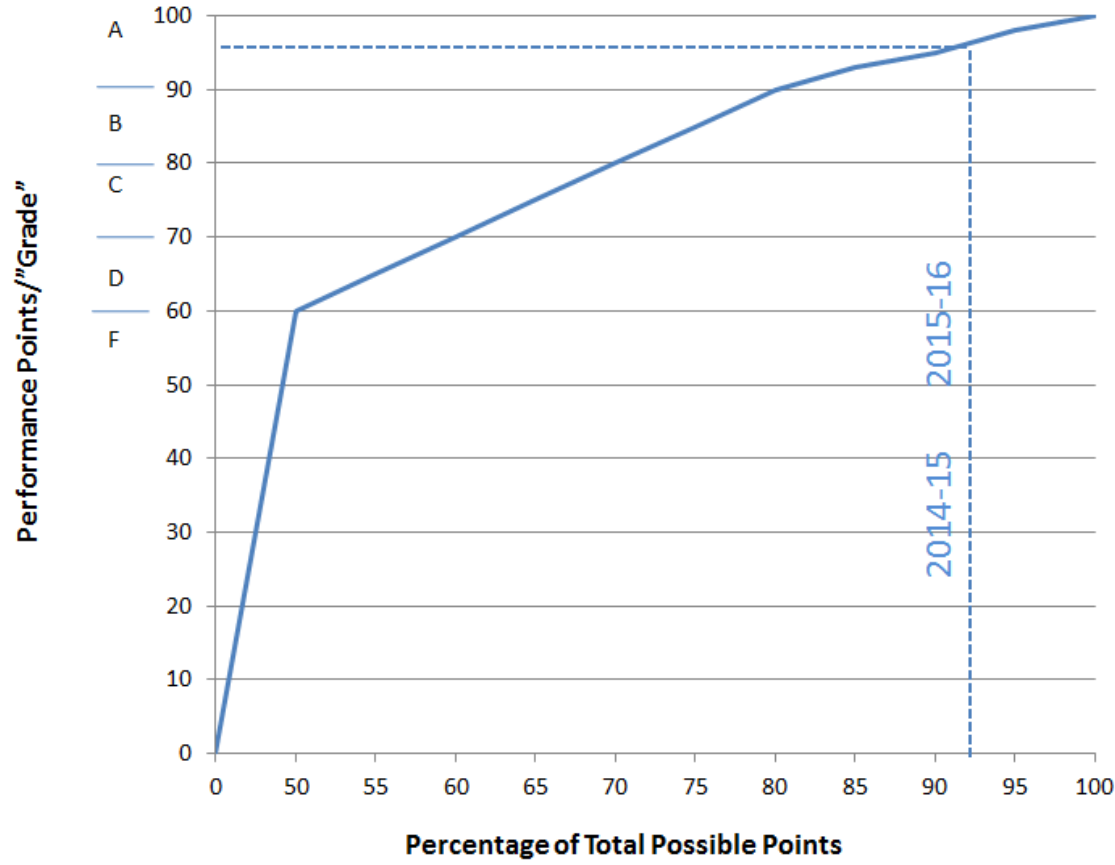
Growth Mindset (based on the work of Carol Dweck):



Objective F: Physical Health

Objective G: Growth Mindset

Well-Being End State 2015-16 Performance Results

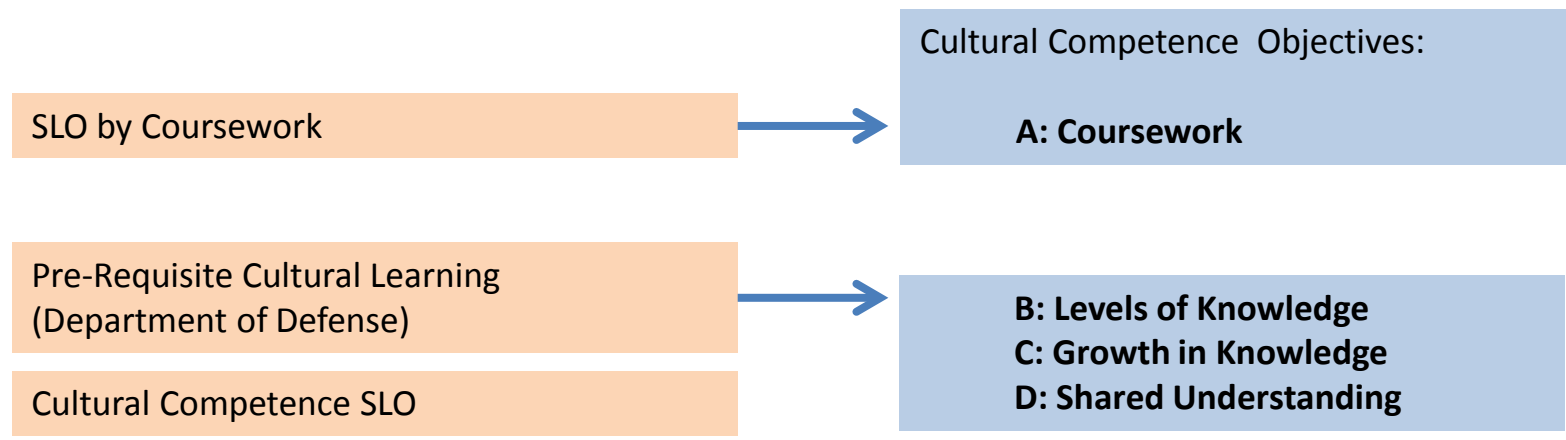


% possible points = 93%,
 corresponding to
 97 Performance Points
 = **A+ Performance**

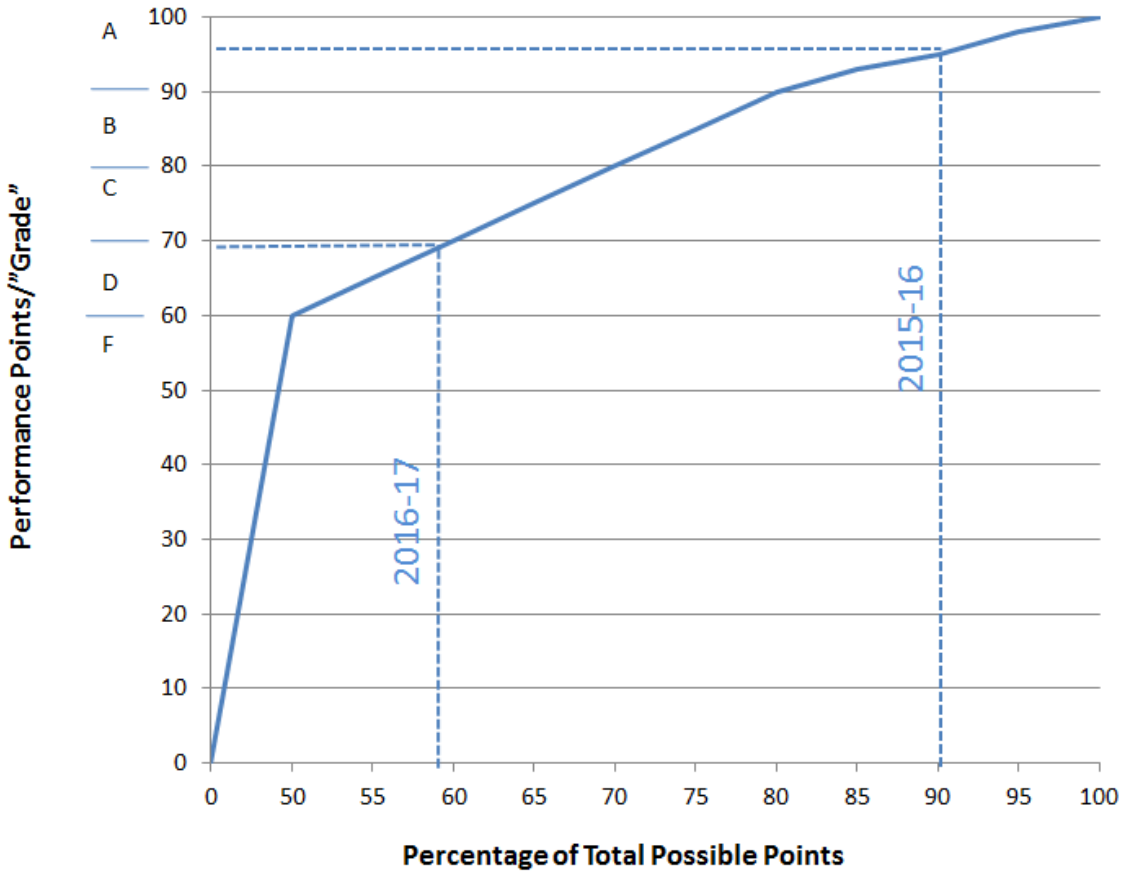
| Objective | Number of Indicators | Possible Points | Points Achieved | % Total Points |
|--------------------|----------------------|-----------------|-----------------|----------------|
| A. Positive Affect | 1 | 2 | 2 | 100% |
| B. Engagement | 1 | 2 | 2 | 100% |
| C. Relationships | 1 | 2 | 1 | 50% |
| D. Meaning | 1 | 2 | 2 | 100% |
| E. Achievement | 1 | 2 | 2 | 100% |
| F. Physical Health | 1 | 2 | 2 | 100% |
| G. Growth Mindset | 1 | 2 | 2 | 100% |
| Total | 7 | 14 | 13 | 93% |

Cultural Competence Effectiveness Model

| | | | | |
|----------------|-----------------|------------------|----|----|
| Academic (30%) | Workforce (30%) | Transition (30%) | 5% | 5% |
|----------------|-----------------|------------------|----|----|



Cultural Competence End State 2015-16 Performance Results



% possible points = 58%,
 corresponding to
 69 Performance Points
 = **D+ Performance**

| Objective | Number of Indicators | Possible Points | Points Achieved | % Total Points |
|--|----------------------|-----------------|-----------------|----------------|
| A: Coursework | 1 | NA | NA | NA |
| B: Adequate Cultural Knowledge and Comprehension | 2 | 4 | 2 | 50% |
| C: Growth in Understanding by Credit Level and Course-Taking | 2 | 4 | 3 | 75% |
| D: Measures of Understanding and Progress are Shared | 2 | 4 | 2 | 50% |
| Total | 6 | 12 | 7 | 58% |

Roll-up of End State Results for 2015-16

| End State | Indicators | Possible Points | Points Earned | % Possible Points | Performance Points | Grade | Mission Areas | Weight |
|---------------------|------------|-----------------|---------------|-------------------|--------------------|-------|---------------------|--------|
| Academic | 18 | 36 | 24 | 67% | 77 | C+ | Academic | 30% |
| Workforce | 13 | 26 | 25 | 96% | 98 | A+ | Workforce | 30% |
| Basic Skills | 12 | 20 | 15 | 75% | 85 | B | Basic Skills | 30% |
| Well-Being | 7 | 14 | 13 | 93% | 97 | A | Well-Being | 5% |
| Cultural Competence | 6 | 12 | 7 | 58% | 69 | D+ | Cultural Competence | 5% |

- Academic, Workforce, and Basic Skills End States make up 90% of the points,
- Well-Being and Cultural Enrichments account for 10% of the total.

Total Performance Points* = 86.2, “B” grade performance

Weighted mean of Performance Points= 0.3(85+98.1+76.7)+0.05*(96.5+68.3)*

CBC Mission Fulfillment: Key Areas of Strength and Weakness

| Strengths: | <u>Percent of Overall Score</u> | <u>Score points</u> |
|--|---------------------------------|---------------------|
| • Professional/Technical Outcomes (Employment Rates and Wages) | 6.9% | 6/6 |
| • Retention and Completion | 5.0% | 6/6 |
| • Skill Attainment (Transfer and Workforce) | 15.5% | 16/16 |

| Weaknesses: | <u>Percent of Overall Score</u> | <u>Score points</u> |
|--------------------------------------|---------------------------------|---------------------|
| • Math Course Completion and Success | 3.3% | 0/4 |
| • English Course Success | 3.3% | 2/4 |
| • Transfer Rates | 6.7% | 4/8 |
| • *GED Completion and Transfer | NA | NA |
| • **Cultural competence | 5.0% | 7/12 |

* - Not Rated (NA) due to GED policy change for GED testing (to recommence in 2016-17 report)
 ** - Cultural Competence reflecting different methodology (2015-16)

CBC has maintained a focus on retention and completion and has made gains in recent years. As an Hispanic Serving Institution with a growing Hispanic population, outcomes like retention have achieved near parity (a notable positive). Not to be missed, Professional/Technical programs have continued to quietly outpace expectations for employment and wage outcomes, as they have for eight years running. In employment rates, outcomes have been truly exceptional.

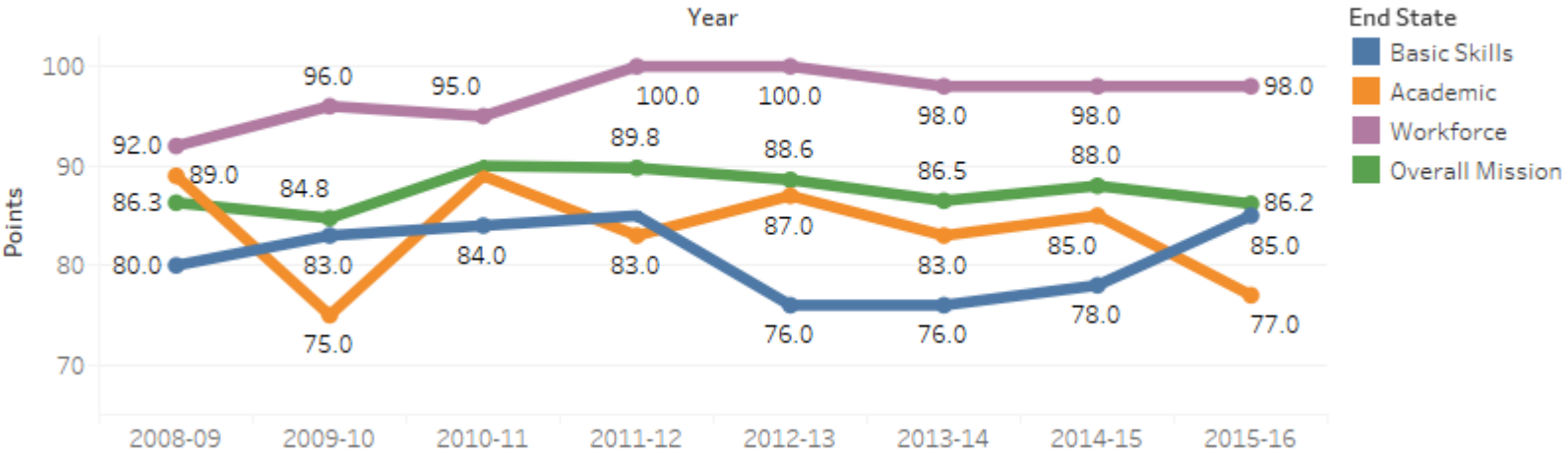
Several areas of weakness remain to be fully resolved. Math course completion and success has lagged the WA CTC system and English / Highly Subscribed coursework are middling to low system-wide. Transfer rates (of completers) is adequate, yet there is some weakness in “overall” transfer rate and post-CBC completion and performance this year.

CBC Performance by Mission Area: Academic Years 2008-09 to Present

| End State | Academic Year | | | | | | | | | | | | | | | |
|------------------------|---------------|----------|-------------|----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|----------|-------------|-----------|-------------|----------|
| | 2008-09 | | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | | 2013-14 | | 2014-2015 | | 2015-16 | |
| | Points | Grade | Points | Grade | Points | Grade | Points | Grade | Points | Grade | Points | Grade | Points | Grade | Points | Grade |
| Academic | 89 | B+ | 75 | C | 89 | B+ | 83 | B | 87 | B+ | 83 | B | 85 | B | 77 | C+ |
| Workforce | 92 | A | 96 | A | 95 | A | 100 | A | 100 | A+ | 98 | A+ | 98 | A+ | 98 | A+ |
| Basic Skills | 80 | B- | 83 | B | 84 | B | 85 | B | 76 | C | 76 | C | 78 | C+ | 85 | B |
| Well-Being | 80 | B- | NA | NA | 97 | A | 92 | A | 100 | A+ | 100 | A+ | 97 | A | 97 | A |
| Cultural Enrichment | 82 | B- | NA | NA | 95 | A | 95 | A | 94 | A | 88 | B+ | | | | |
| Cultural Competence | | | | | | | | | | | | | 97 | A | 69 | D+ |
| Overall Mission | 86.3 | B | 84.8 | B | 90.0 | A- | 89.8 | B+ | 88.6 | B+ | 86.5 | B | 88.0 | B+ | 86.2 | B |

Trends in Performance by Mission Area and Overall Mission Fulfillment

Historical CBC Major Core Themes and Overall Rating



Historical CBC Well-Being and Cultural Themes and Overall Rating

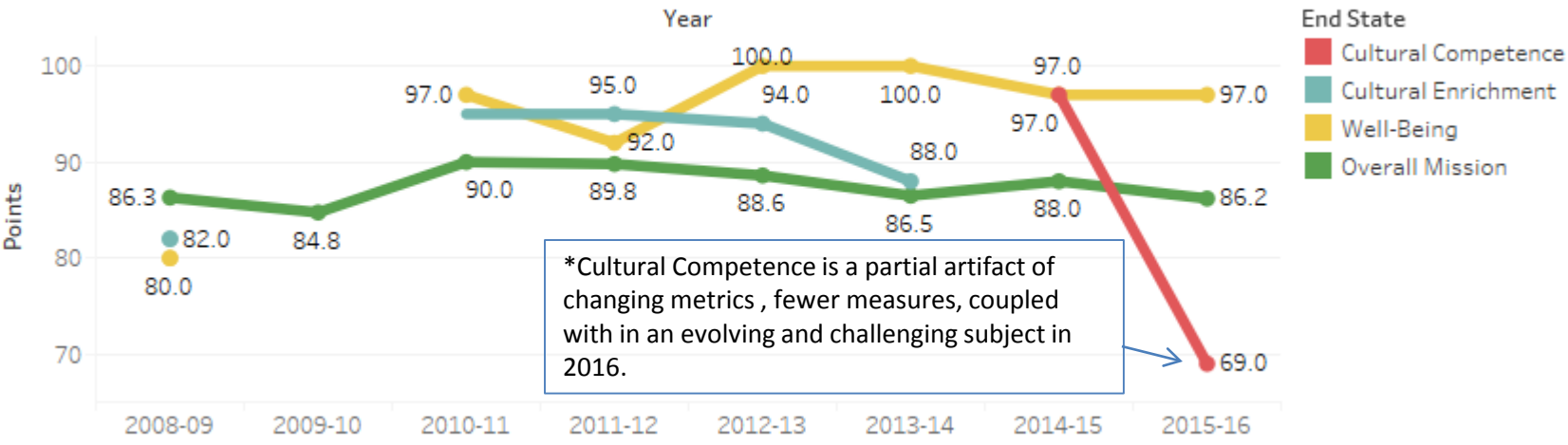


EXHIBIT D

**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 fourteenth day of April in the year two-thousand and seventeen, we, the members of the Associated Students of Columbia Basin College Legislative Branch, do hereby affix our names.