COLUMBIA BASIN COLLEGE
BOARD OF TRUSTEES' MEETING
April 12, 2021
Zoom Webinar -7:30 a.m.

Agenda

Call to Order

Pledge of Allegiance

*Agenda Changes

*Approval of Minutes   Exhibit A

Celebrating Excellence

Athletics – Scott Rogers, Director of Athletics; Roland Spencer, Assistant Director of Athletics;
Athletics Staff and Team Coaches

Linkage with Community

Northwest Farm Credit Services
   Josh Siler, Washington President
   Ken Ballard, Vice President/Relationship Manager

Remarks

By Administration
   President   Exhibit B
   CEO, Foundation
By ASCBC
By Faculty Senate Chair
By AHE
By Board Members

Reports

Mission Fulfillment Report – Updated Metrics Recommendation   Exhibit C
Cash Balance Report   Exhibit D
Quarterly Financial Statement   Exhibit E

Discussion

First Reading - Board Policies Governance Process BSL-1-5   Exhibit F
Student Recreation Center Naming Opportunities   Exhibit G
Services and Activities Budget   Exhibit H

*Consent/Action

Second Reading - Board Policies Governance Process GP-5 – GP-8   Exhibit I

*Discussion/Action

Board Meeting Modality

Public Comments

Executive Session

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

Adjournment

*(Requires motion/approval)

Upcoming Dates:
1) 2021 ACT Spring Virtual Conference -May 18, 2021
2) Higher Ed's ReSet Leadership Summit, April 20-21, 2021

Exhibit A

Columbia Basin College
Board of Trustees' Meeting Minutes
March 8, 2021
Zoom Webinar – 7:30 a.m.

Board Members in attendance: Kedrich Jackson, Allyson Page, Bill Gordon, Kimberly Harper, Holly Siler
Rebekah Woods, President, Secretary to the Board, Deb Severin
Webinar Panelists: Cheryl Holden, Michael Lee, Brian Dexter, Erin Fishburn, Jason Engle, Camie Glatt, Jay Frank, Tyrone Brooks, Abby Desteese, Molly Mooney, Ying Yu, Kim Trinh, Erin Holloway, Kelsie Smith, Katie Bullock, Tracey Lonas, Kathy Sinclair, Caitlin Schofield
Zoom Webinar Audience

The Agenda	The Discussion	Action
Call to Order		Meeting called to order by Chair Jackson at 7:34 a.m.
Pledge of Allegiance	Chair Jackson led in the Pledge of Allegiance	
Agenda Changes	Discussion - None	Trustee Harper moved and Trustee Gordon seconded the motion to approve the agenda as written. Approved unanimously.
Approval of Minutes	February 8, 2021 Meeting Minutes Discussion - None	Trustee Page moved and Trustee Siler seconded the motion to approve the minutes as written. Approved unanimously.
<u>Celebrating Excellence</u> <u>NISOD Excellence Winners</u> Ying Yu, Senior Associate Professor Library Kim Trinh, Assistant Professor English <u>Transitional Studies – Excellence in</u> <u>Student Service throughout the Pandemic</u> Kelsie Smith, Assistant Director for Transitional Studies Senia Winston, Retention Specialist Katie Bullock, Retention Specialist Tracy Lonas, Program Assistant Delia Valdez, Program Coordinator Kathy Sinclair, Customer Service Specialist Caitlin Schofield, Program Assistant	Dr. Woods introduced this year's recipients for the NISOD Excellence Awards. This award recognizes men and women each year who have demonstrated an outstanding commitment and contribution to their students and colleagues. Dr. Michael Lee introduced Erin Holloway, Director for Transitional Studies Operations. Erin introduced her team and recognized them for the outstanding support they have given students, including answering 1,000s emails and assisting them during remote operations. The Board was inspired and thanked them.	
<u>Linkage with Community</u>		

By, Administration President	Dr. Woods Listening Session – we continue to offer listening sessions for the Strategic Plan to faculty and staff. For the CBC campus community, 30 affinity groups were identified and there were 137 employees, students signed up. The campus climate survey will be issued at the conclusion of the listening sessions. Two Board members attended one of those sessions. WACTC – Return to Campus There was conversation during WACTC in Colleges returning to campus in fall 2021 with safety protocols. The State Department of Health is encouraging employees to have the COVID vaccine. One of the challenges will be 6-feet distancing and working with creative solutions for the facilities and how many students can be in the classroom. Thanked the Deans and faculty for putting schedules together. Revenue We remain hopeful and will have more details later this week. Media report – we continue to get an unprecedented amount of media coverage.
Deans Bill McKay, Dean for Arts & Humanities	Bill shared his tenure at CBC and thanked the College for the return to campus and thanked the BOT for their tenure effort during remote operations.
Daphne Larios, Dean for Transitional Studies	Daphne discussed the external barriers, working with our English and Math Departments to secure Math and English articulation agreements so students can get into college 100 level courses, aligning curriculum, restructuring how students get into programs, expanding Open Doors program and revamping curriculum. Discussion about the in-person instruction and ways they are overcoming barriers.
Monica Hansen, Dean for Social Sciences & Education	Monica focused on her two schools, number of faculty and staff, and her Department provides general education coursework for al CBC students, and in some cases Professional Technical, and degrees launch careers.
Lane Schumacher, Associate Dean for Student Retention & Completion	Lane talked about being a bit of an outlier compared to the other Deans since he is housed in student services, but added that we do have faculty in our area and that he works closely with those Instructional Deans and attends their meetings with Michael Lee. Also, we are still able to provide all of our services remotely. The department has grown over the last 18 months going from 8 completions coaches to having 18 by April. Lane's staff includes 4 Faculty counselors, 18 completion coaches, and have Running start, a new formed department called Career Services (11 months ago) and the Veterans Center. All of those also have directors. We also have two full-time tenured Human Development faculty and his department oversees and runs our First Year Introduction (FYI) which is a required orientation for all new college students.

By, CEO, Foundation	The main goal or work has been training all of the new completion coaches and that we have moved more and more to a case load advising model and being more proactive with students now that we have more staff. We have had trainings with Melinda Karp (who was one of our Keynote speakers a couple of years ago) and have two half day trainings coming up with Academic Impressions in April around caseload and proactive advising best practices. Kedrich Jackson, Chair, added faculty and Dr. Woods Cabinet are seen as first level of leadership in management and programs that function well has leaders like you and thanked them all for their hard work. Closed scholarships on 2/28. We ended up with 899 applications. That is up slightly from last year, but we have had other schools that have reached out saying that their applications are down, so we feel good about where we ended up. There are 161 volunteers who are signed up to read, which helps lighten the load for those who are reviewing. Each volunteer should only need to do about 17 applications and all will be reviewed 3 times. We have set a date for Power of Connection and secured the HAPO center. Our research is saying that we have a 70% chance of doing an in-person event, but we are planning it for 25-50% capacity (5-6 people per table) and doing a virtual option for people. We have also booked the HAPO center for the next morning for our scholarship event—also limited capacity, but wanting to try to be creative to start to get people back together if we can do that—research is saying that they will be ready!	
By, ASCBC	ASCBC has a new Secretary, Renee Williams. She is in her first-year at CBC, majoring in Psychology. Additionally, she will assist in increasing ASCBC social media presence. ASCBC continues its efforts to build open communication with clubs and will continue to hold monthly Club Council meetings and offer optional trainings to clubs. ASCBC has continued their regular activities offered to all CBC students. These activities are incentives to students who participate, such as gift cards or prizes and will continue next quarter.	
By, Faculty Senate Chair	Molly Mooney Faculty are eager and hesitant but want to connect with students. Continue adjusting to a virtual world.	
By, AHE	Finalizing the High Demand Bargaining with CBC.	
By, Board Members	Kimberly Harper Inclusion Council is trying to cross with other organizations in the Tri-Cities for the	

	Strategic Plan.
	Allyson Page
	Holly Siler and Allyson attended the Strategic Planning Session for the Board members. She stated the session led to an interesting discussion, goals, and how well we are doing the work.
	Holly Siler
	2/8-2/10: ACCT Virtual Community College National Legislative Summit
	2/10: WSU Community Classroom: Cultivating the Prison to College Pipeline
	Speaker: Dr. Noel Vest (CBC & WSU TC's Alum)
	2/12: WSACT DEI Committee
	2/16: WSACT Trustee Tuesday ~ Governance in the CTC System
	2/17: CBC Audit Entrance Meeting
	2/17: WSACT Education Committee Meeting
	2/18: WSACT Delegation Meeting - Patty Murray Team
	2/22: CBC Guest Lecture - Jim Crow Laws in Tri-Cities during WWII and Cold War
	2/26: WSACT DEI Committee Meeting
	3/4: CBC Strategic Plan - Trustee Listening Session w/Anne Lundquist & Melia LaCour
	3/5: Coffee & Conversation w/ Dr. Woods & Sue Borrego
	Kedrich Jackson
	Kedrich shared he was contacted by the Pasco Police Chief for an impromptu meeting to discuss a bank arrest at Bank of America in Pasco.
Break	Meeting took a short break, returned at 8:45 a.m.
Board Work Session	ACT Legislative Action Committee Report
	Bill stated everybody has one representative and have made introductions.
	ACT Diversity, Equity and Inclusion Committee Report
	Holly discussed there are four main sub groups and they meet twice a month at this point. They are working on the Recruitment sub group's statement and have an appointment with the Governor's office and will wait for feedback. The onboarding subcommittee are critical abilities to be an effective trustee. There is a newer state level model and will use the recommendations.
Reports	
Financial Statement	
Cash Balance	Brian Dexter gave highlights from the Quarterly Financial Report
Facilities Master Plan	Brian Dexter gave an overview of the Cash Balance Report.
	Tyrone Brooks discussed the considerations that went into the Plan and the changes in 2017 were updated. This plan is part of the requirement process petition for State capital dollars. Tyrone focused his comments on Section 6 of the Plan noting that the Plan was done pre-COVID, however, the Plan is consistent with the Strategic Plan. There was discussion about the building utilization on the campus. We have performed our function

	with remote operations and have been shaken out of tradition – faculty interact with students differently now. Hybrid or hyflex will be much more difficult with labs.	
Discussion/Action First Reading: Board Policies Governance Process GP-5 – GP-8	Discussion – No changes. Move to April consent agenda.	Trustee Harper moved and Trustee Page seconded the motion to move the Board Policies Governance Process GP-5 – GP-8 to April's consent agenda. Approved unanimously.
*Consent/Action Second Reading: Board Policies Executive Limitations GP-1 – GP-4	Discussion: None	Trustee Siler moved and Trustee Page seconded the motion to approve the Board Policies Executive Limitations EL-8 -EL-10 as written. Approved unanimously.
*Discussion/Action Resolution 21-01, Property Acquisition	No discussion	Trustee Gordon moved and Trustee Harper seconded the motion to approve the property acquisition. Approved unanimously.
Future Board Meeting Modality	Now that our community is in Phase 2 of the "Healthy Washington" plan, it is permissible for us to resume in-person Trustee meetings as long as appropriate safety protocols are observed and a virtual participation option is made available. However, it is also permissible that Board meetings continue to be held virtually. Chair Jackson suggested the Board can support a hybrid model starting in May 2021. Dr. Woods will provide specs for meeting in person during May 10, 2021 Board meeting.	
Public Comments	None	
Executive Session Convene: 9:31 a.m. Reconvene: 9:52 a.m.	RCW 42.30.110(1)(g): To review the performance of a public employee.	
*Discussion/Action	Discussion to approve tenure-track probations. We hope to celebrate the tenured faculty at the Board's May meeting and also in the future push the March Board meeting back a week so there is time to get through the review of the files.	Trustee Gordon moved and Trustee Page seconded 1st and 2nd year probationary status, granting Yongsheng Sun tenure at two years and granting third year tenure status, and move the future March Board meetings back one week (3rd week). Approved unanimously.
Adjournment: 9:54 a.m.	Next Board of Trustees' Meeting Zoom Webinar April 12 , 2021 – 7:30 a.m.	

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Kedrich Jackson, Chair

Exhibit B

CBC in the News

March 2021

KNDU-TV: CBC Open Doors Program is Giving Tri-Cities High Schoolers a Second Chance

KNDU-TV: CBC and WSU Tri-Cities Host Virtual Mid-Columbia Career Fair

KNDU-TV: CBC Project Management Program Wins National Recognition (unavailable online, broadcast 3/31)

KEPR-TV: CBC Wants Community Input to Shape Future

KEPR-TV: Running Start at YVC and CBC Gives High Schoolers a Head Start on College

KEPR-TV: More Local College Students Now Eligible for Basic Needs Assistance

KEPR-TV "Virtual Career Fair Opens Tomorrow" (unavailable online, broadcast 3/8 and 3/9,)

Fox41: Columbia Basin College is Looking for Community Feedback for their New Strategic Plan

Tri-City Herald: It's About to Get Crazy At CBC (item in sports brief)

Union Bulletin: 39 Under 39 – Alayna Brinton Draws Together Providers and Clients to Address Mental Health

Yakima Herald Republic: 39 Under 39 – Nicole Marang

Newstalk 870: CBC and YVC Say Students Leaning English Class Enrollments Plummet

610 KONA Newstalk Radio: CBC's Jay Frank Invites the Public to Be a Part of CBC's Strategic Plan Process

610 KONA Newstalk Radio: CBC's Jay Frank Explores the College's Dental Hygiene Clinic

Wenatchee World: New Web Portal Helps Equip Young People for a Post Pandemic Future

Columbia Basin Herald: Four Moses Lake Softball Players Set to Play in College

Juneau Empire: JDHS Senior Signs to Play College Baseball Down South

PRWeb: Intelligent.com Announces the Best Colleges in Washington for 2021

Bachelors Degree Center: 15 Best Bachelor's in Project Management for 2021

KUNW Univision: "Orgullo Comunitario" Student Spotlight on CBC's Yamir Arroyos (Broadcast 3/3)

KUNW Univision: "Orgullo Comunitario" Student Spotlight on CBC's Angelica Sanchez (Broadcast 3/17)

KUNW Univision: "Orgullo Comunitario" Student Spotlight on CBC's Gabriella Milanez (Broadcast 3/31)

Exhibit C

Mission Fulfillment Recommendations (2021-2023)

Contents

Summary

As we embark on a new three-year cycle (Figure 1), CBC's mission remains the same, but we have more experience with what measures work best in reflecting CBC's performance. We have seen new challenges in COVID response this year, and we have embarked on a journey in making inclusion and equity more prominent at our campus for students who have been historically underserved. The following report and recommendations come from our experience in examining data for these first few years, from the observations of those who have gone through our Jedi II Outcomes orientations and from discussions around campus – with an extra thanks to the Research and Data Committee who spent three sessions in February through March helping think through this with us in more depth.

The Research and Data Committee had a few observations that resonated with us that are important to note here:

- The committee members had a sincere desire to "see themselves in these data" and to be able to see progress in their own areas reflected. Some of this we are able to address. Some of these desires may not be comprehensively addressed here. However, we view it as a positive sign that the desire exists and that there is an opportunity to grow in how we use these reports – and potentially expand reporting elsewhere in areas that extend beyond Mission Fulfillment reporting.

- Equity issues were also a deeper topic of conversation. How exactly do we increase our focus on equity? Where does it naturally belong in this reporting? How do we accomplish goals of equity, honoring as many students' lived experience, while still maintaining a cohesive and shared view of institutional progress? Recommendation #4 is a representation of that equity dialogue.

FIGURE 1. WHERE WE ARE NOW

2017-18 Report ➡ 2108-19 Report ➡ 2019-20 Report ➡ 2020-21 Report

(Year 1) ➡ (Year 2) ➡ (Year 3) ➡ (Year 1) Establish New 3-Year Baseline

The net result of that effort are these recommendations here for 2021-2023 reporting which acknowledge:

- the requirements for Mission Fulfillment reporting, balancing the need for comprehensiveness and clarity,
- the overall measurement values of CBC, and
- a greater focus on measures that are relevant to what CBC is trying to accomplish through

Philosophy of Recommendations

The structure and general organization of the Mission Fulfillment reporting has gotten positive reviews from several external reviewers – notably our accreditation team visitors. Our institutional context, as well, has remained focused on student success with a primary focus on degree completion.

For these reasons, the report does not reflect a call for significant restructuring**. That said, we can make a number of changes that might benefit CBC by increasing its relevance and focus for this three-year time horizon.** The recommendations here are intended to be more in line with our institutional improvement priorities based on our experience over the last 3 years.

Mission Fulfillment Purpose

Mission fulfillment serves two primary purposes at CBC:

· Its **primary purpose** is to hold CBC accountable to the college's mission as part of *institutional governance*. The Board of Trustees (BOT) holds CBC accountable for progress in student success – primarily driven by whether students are completing degrees (Mission Statement). CBC refers to these reports as End State Monitoring reports for institutional governance under the Carver model. We have instituted an annual report in the Fall (October) and an interim report in Spring (April) to take the temperature of CBC indicators after data from Fall has come in.

· The **secondary, also critical, purpose** is to help build a common language of student success that can serve as a basis for dialogue and goal setting on campus.

Mission Fulfillment Advisory and Requirements

The 2017-18 Process for Mission Fulfillment. In 2017-18, Institutional Research / Organizational Learning revamped Mission Fulfillment reporting for the Board of Trustees to reflect Board Policy and a revised mission statement. Board Policy was established, along with CBC's revised mission statement college-wide[1], with a clear emphasis placed upon degree completion as its center. For measurement, this meant identifying the key indicator groups (Objectives), in addition to completion, that were *predictive* of student degree completion and were early indicators of success:

- Degree Completion
- Transfer and Workforce Outcomes
- Course Completion and Success
- Gateway Course Completion
- Retention (Re-Enrollment)
- Credit Attainment Progress

Starting in 2017-18, each of these measurement groups (Objectives) included several measures (for example, "Retention" consists of Fall to Winter, Fall to Spring, and Fall to Fall retention). For each measure, Institutional Research set a **baseline** for comparison (2014-15, 2015-16, 2016-17 averages). Each baseline is compared to a **target,** which is meant to define what success looks like in each measure – and our success compared to the targets were rated on a 1-5 scale.

The overarching goal in 2017-18 was to:

- set a mission campus-wide,
- define what measures (and categories of measures) we believe are most relevant in evaluating that mission, and
- use those measures as a way to hold the college accountable for results in the coming three years.

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[1] The Mission, Vision, and Values of CBC were adopted in Spring of 2018.

Requirement #1: Maintain Board Policy Emphasis on Completion and Critical Indicators for Completion

"The Board of Trustees acts as the governing body of Columbia Basin College. On behalf of the citizens of Benton and Franklin counties, the board ensures that CBC *(a) achieves appropriate results for the appropriate recipients at an appropriate cost* and (b) avoids unacceptable activities, conditions and decisions."

As part of Board Policy, Mission Fulfillment serves as the primary vehicle for tracking institutional outcomes through completion and critical basic conditions for degree completion.

The overall theme of the last three year cycle was to include degree/certificate completion as the centerpiece and include measures of "**Critical Basic Conditions**" that are key predictors of degree completion. These measures reflect some of our own experience, but largely follow the research of Guided Pathways in action.

Requirement #2: Fully Represent our Degree Areas - Academic Transfer Students, Professional/Technical Students, and Transitional Studies Students

CBC maintains three Board-defined "end state" populations that follow our primary student degree types and student populations:

·   **Transfer Students** (students who enter college programs with the intent to earn a degree that transfers credits to a 4 year college program),
·   **Professional/Technical Students** (students who enter college programs with the intent of earning a professional degree or certification), and
·   **Transitional Studies Students** (pre-college learning – BEdA, and English Language Acquisition).

Measurement Values

CBC, when constructing Mission Fulfillment for the BOT, committed to a set of values as a basis for selection of cohorts and metrics. They are the embodiment of what we believe measures should strive for - *values of measurement.* We discussed these values during the Mission Fulfillment process in our first 3 years and are worth restating.

Our desire is to communicate our numbers in the context of CBC mission and governance, simply and most effectively. The audience is broader than governance, extending to CBC internally, and in alignment to the state/national environment.

A key tradeoff with Mission Fulfillment is that of *clarity* vs *comprehensiveness*, but other values come into play.

·   **Comparability,** (as well as practicable) to externally available metrics, including state metrics (SBCTC) and national (IPEDS/Frontier Set) for benchmarking and comparison,
·   **Inclusivity**, where possible, not excluding large populations of students CBC serves and having an eye toward equity,

· **Simplicity,** to explain in plain terms what and why measures connect to our mission,

· **Ease of use / replication / interpretation,** to have adequate "face validity" and be easily constructed, and

· **Research base,** rooted in Guided Pathways ideas, have predictive and technical merit, and grounded in student success through completion or transfer.

Proposals for 2020-21 to 2022-23

The aim for the Mission Fulfillment Advisory is not to change the overall requirements (at least not where mandated by BOT Policy), but to more faithfully incorporate CBC's mission and its measurement values into a better set of measures that can be used for governance and goal-setting. These are refinements and shifts which intend to better reflect our mission in action.

Recommendation #1: Cohort Accounting Change
Change Cohort Accounting to match new SBCTC "FTEC" cohorts. Include First Time Ever at CBC and First Time Ever in College. *Reason: It is important for our results to be comparable to other, similar CTCs on as many metrics as practical. Also, the new cohort omits former Running Start students (students typically are not in their first year at CBC as former Running start students), but does include students who have taken a substantial break between enrollments (7 years) and includes them as new entrants. The overall number of "new" students in a cohort remains similar.*

This change is small, but deserves a little more explanation since it will create smaller differences in the metrics that might be confusing at first glance. The older **Guided Pathways / SAI Cohort** was retired by the SBCTC in Fall 2020 and the improved **First Time Entry in College Cohort** was adopted to better reflect what "new students" were represented in the system.

Importantly, these new cohorts perform slightly less well than our previously cohorts, which might be understandable since the students who persisted and had a Running Start background had as many as two years of a head start before they became a "college-only" student, post-graduation. While students who were seven or more years out may have had college level courses, the challenges of a multi-year disengagement with higher education will likely be substantially greater for these students. Because this new cohort allows us to compare in-system and because the cohort is probably a better reflection of new students, we recommend the new FTEC cohort.

Figures 2-4 show a nine-year history of these cohorts and their history. In general, the difference varies between 0-2% for measures like completion, and occasionally 3%+ in areas where Running start Students in particular were very strong. There are occasions where this might have made differences in year-to-year interpretations of our own trajectory, but very few

Columbia Basin College

FIGURE 2. GOAL #1: COMPLETION OR TRANSFER IN **OLD SAI/GUIDED PATHWAYS COHORT** …

… VS **NEW FIRST TIME ENTERING COLLEGE COHORT**

- Last Academic Year saw a 0.9% point difference between these cohorts (31.2 vs 30.3).
- The largest recent difference was in the 2017-18 reporting year (35.7 vs 33.0).
- The patterns (increase/decrease) are roughly similar with the exception of the 2017-18 reporting year.
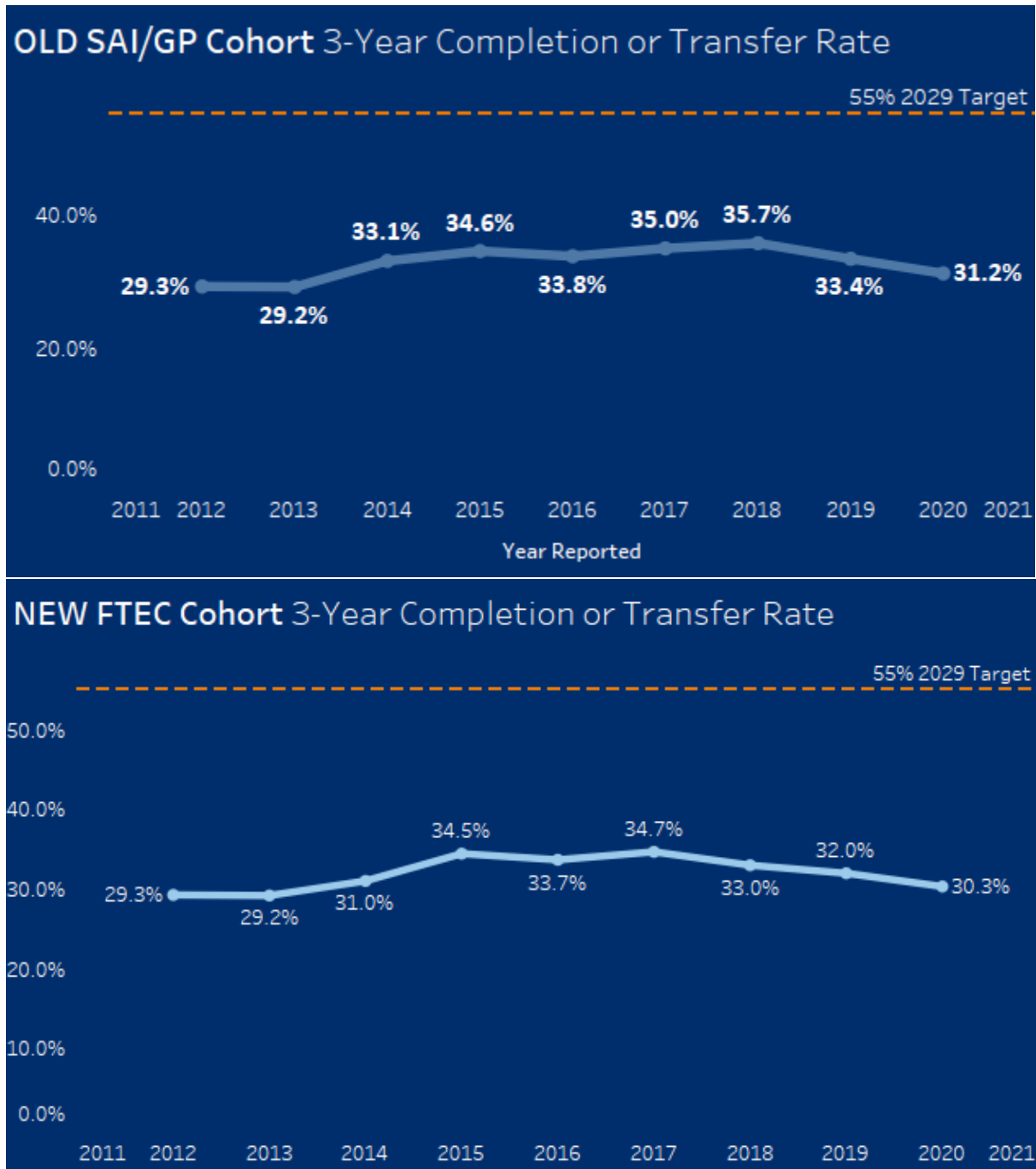
OLD SAI/GP Cohort 3-Year Completion or Transfer Rate

55% 2029 Target

40.0%

33.1% 34.6% 35.0% 35.7%

29.3% 33.8% 31.2%

29.2% 33.4%

20.0%

0.0%

2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021

Year Reported

NEW FTEC Cohort 3-Year Completion or Transfer Rate

55% 2029 Target

50.0%

40.0%

34.5% 34.7%

33.7% 32.0%

30.0% 29.3% 31.0% 33.0% 30.3%

29.2%

20.0%

10.0%

0.0%

2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021

FIGURE 3. GOAL #2: COLLEGE CREDIT ATTAINMENT IN **OLD SAI/GUIDED PATHWAYS COHORT** …
… VS **NEW FIRST TIME ENTERING COLLEGE COHORT**

- Last Academic Year saw a 0.7% point difference between these cohorts (38.1 vs 37.4).
- The largest recent difference was in the 2015-15 reporting year (37.3 vs 34.0).
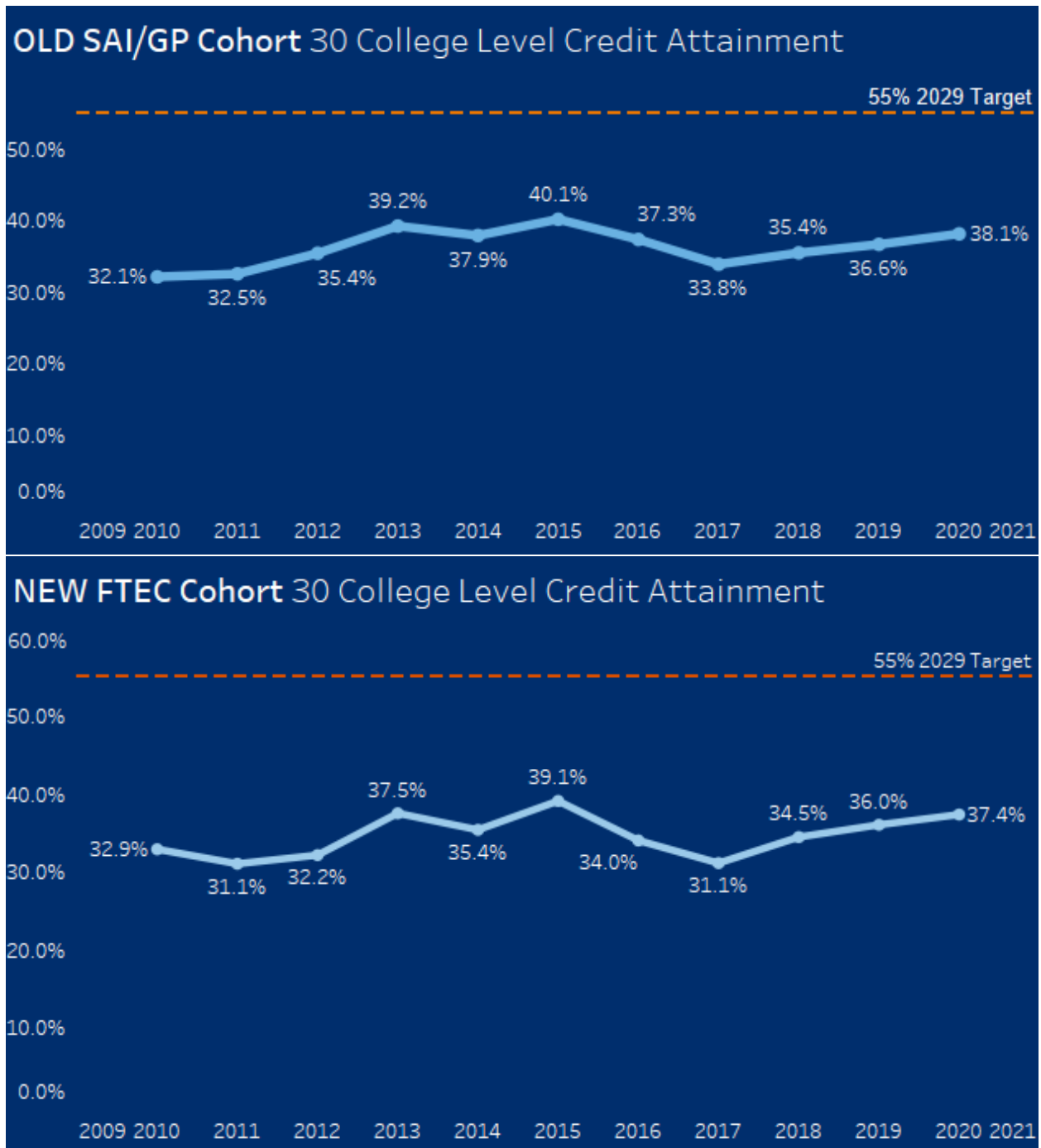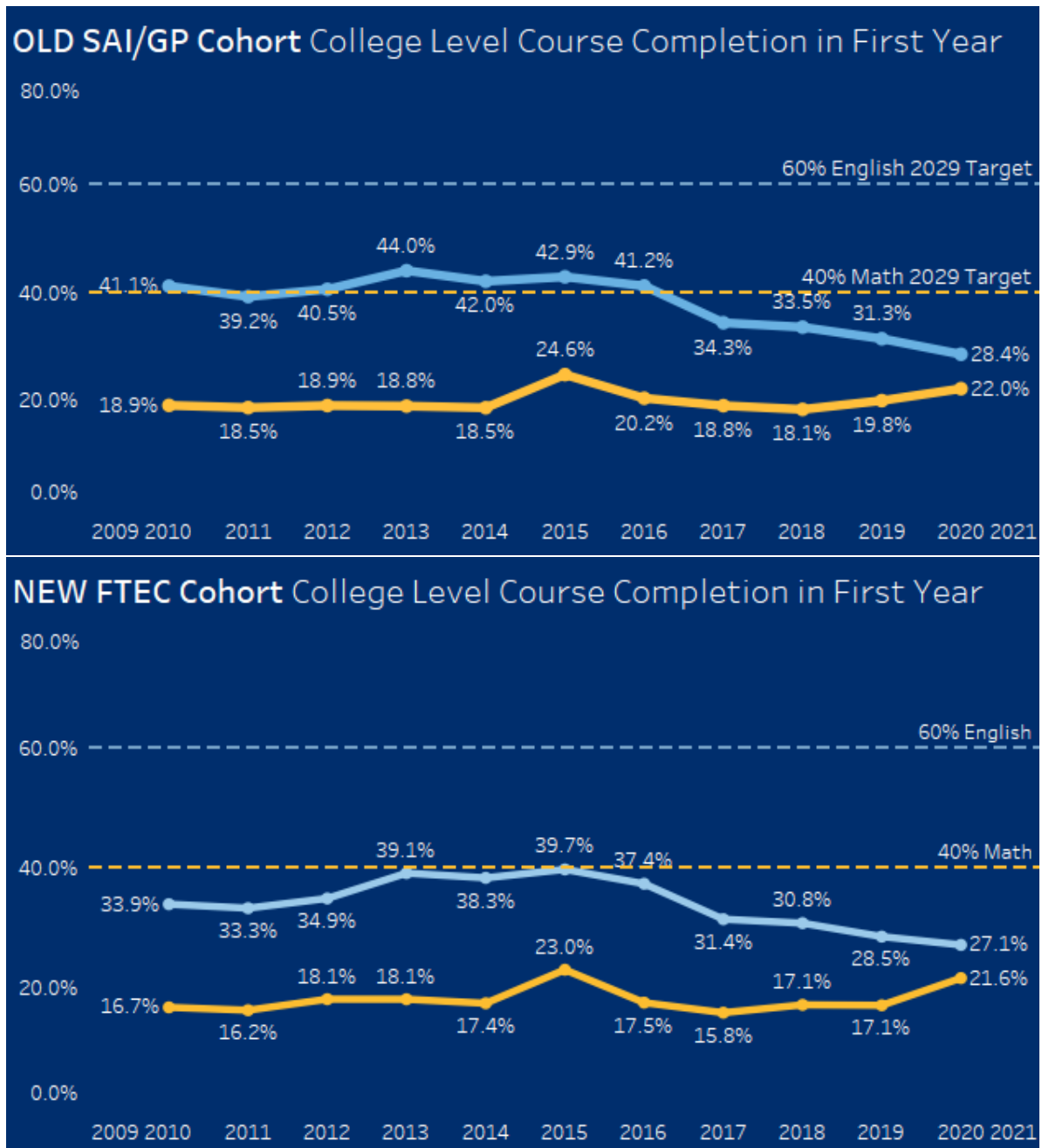- The patterns (increase/decrease) we see every year are roughly similar.

OLD SAI/GP Cohort 30 College Level Credit Attainment

55% 2029 Target

32.1%, 32.5%, 35.4%, 39.2%, 37.9%, 40.1%, 37.3%, 33.8%, 35.4%, 36.6%, 38.1%

2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021

NEW FTEC Cohort 30 College Level Credit Attainment

55% 2029 Target

32.9%, 31.1%, 32.2%, 37.5%, 35.4%, 39.1%, 34.0%, 31.1%, 34.5%, 36.0%, 37.4%

2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021

FIGURE 4. GOAL #3: FIRST YEAR MATH/ENGLISH IN **OLD SAI/GUIDED PATHWAYS COHORT** …

… VS **NEW FIRST TIME ENTERING COLLEGE COHORT**

- Last Academic Year saw a 1.3% and 0.4% point difference between these cohorts.
- The largest recent differences are in English over time (former Running Start students in particular completed English at very high rates).
- The patterns (increase/decrease) we see every year are roughly similar.

OLD SAI/GP Cohort College Level Course Completion in First Year

60% English 2029 Target

40% Math 2029 Target

41.1% 39.2% 40.5% 44.0% 42.0% 42.9% 41.2% 34.3% 33.5% 31.3% 28.4%

18.9% 18.5% 18.9% 18.8% 18.5% 24.6% 20.2% 18.8% 18.1% 19.8% 22.0%

2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021

NEW FTEC Cohort College Level Course Completion in First Year

60% English

40% Math

33.9% 33.3% 34.9% 39.1% 38.3% 39.7% 37.4% 31.4% 30.8% 28.5% 27.1%

16.7% 16.2% 18.1% 18.1% 17.4% 23.0% 17.5% 15.8% 17.1% 17.1% 21.6%

2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021

Recommendation #2: Baseline Measures Updated

Baseline measures will be the three year averages from the academic years 2017-18 to 2019-20. *Reason: these years happen to be mostly reflective of pre-COVID "business as usual" and will be most appropriate for the 3-year (medium-term) benchmarks as we emerge from COVID.*

This is a change in the measures, but represents the same method as the last three year report, but with the baseline moved forward by three years. A three year average smoothes out the year to year fluctuations that might be distracting or unstable, and concentrates on the longer term. The only, possibly unavoidable, consequence might be the inclusion of the Spring term under COVID-19, mostly remote operations.

Recommendation #3: 3-Year Targets

3-Year target achievement gains will be 2% gains for "detectable progress / met targets" (movement that is more than random fluctuation) and 5% gains for "large-scale intervention average progress / met targets" (something we could say was a substantive improvement). *Reason: Targets have been a little opaque in the past, so a hard percentage target will be easier to understand and act upon. The ratings of our targets will be:*

1) Significantly Lower Performance (-5%)
2) Lower Performance (-2%)
3) Maintaining Performance (-1.9% to +1.9%)
4) Met Targets (+2%)
5) Exceeded Targets (+5%)

Rationale and Meaning of 2%/5% Thresholds. It might be appropriate, at this point, to describe a little bit of the "statistical rationale" for how differences might be used in practice since the numbers of students might vary in each of these measures. Table 1 looks at different change thresholds for which we might say a "significant" change has occurred in both a raw statistical sense and whether the difference is robust to external factors. Of course, not all thresholds like these need to be met or not met for there to be good discussion about what constitutes "real" in terms of progress or decline. However, this can help put a statistical lens on how we can best use data to analyze larger trends and regularities.

In Table 1:

(a) A "*meaningful impact*" of 5% gain or loss is the kind of effect that educational interventions might aspire to for success (all else equal)
(b) A "*statistically" significant impact*" (% difference) is a lower threshold that lets us know that "something is happening" and may deserve note as a detectable effect
(c) While a "*robust impact*" (% difference) is a threshold of difference that is generally resilient to other factors (normal changes in policy / demographic shifts from year to year / etc.)

Two points are notable here: one is that for measures where more students are enrolled, we are more confident that changes are due to "what we are doing" and not just regular, normal fluctuation. In this reports, there are very few areas (notably in Professional/Technical or

Transitional Studies) where cohort enrollment is small enough where a statistically significant impact ("b" in Table 1) would not be met for a change that meets the 5% threshold for a meaningful gain (loss). The COVID-19 pandemic may have effects that may not be in the normal course of business, in the next report, and possibly for a few years for which we may want to interpret, but we will be far less confident that the change we see is lasting.

The other is related, that one year within 2% of the previous year is likely so small that it is often best interpreted as "no change at all", even for our larger cohorts that will exceed 2000 in combined enrollment from one year to the next. For most rates between ~20-80%, less than a 2% gain or loss is often indistinguishable from the kind of random upward or downward movement that is seen in a normal year - **no effect**. Above 2% can be interpreted as "something is happening here, but it is probably small" (Table 1), a **small effect**, and a 5% difference can typically be interpreted as "something substantive is happening here" and without another plausible explanation, it is a **meaningful change** – and probably due to things we are doing.

TABLE 1. GUIDE TO PRACTICAL INTERPRETATION OF PERCENT CHANGES IN EDUCATIONAL RESEARCH

Number of students included in year to year comparison	300	500	1000	2000	4500
(a) Meaningful Impact	5%				
(b) % Difference (Significance)	4.7%	3.7%	2.6%	1.8%	1.2%
(c) % Difference (Robust)	9.5%	7.4%	5.2%	3.7%	2.5%

For the kind of investments we are making, the expectation is to maintain a consistently meaningful effect (a) (+5% or more) over time, have those changes.be statistically significant (b), and ideally robust (c) to normal unforeseen fluctuation or bias.

Recommendation #4: Diversity/Equity/Inclusion

Diversity/Equity/Inclusion measures will be included in a separate objective. The measures focus on key gaps with our Hispanic students first: (a) Course Completion and Success, (b) Transfer rates which may manifest itself early in having a 3.0 GPA or greater in first year courses. SES is another area where students are traditionally underserved, which we incorporate in our first year English and Math measure. *Reason: intentionally focusing on equity measures and shoring up our measured weaknesses sends a campus-wide signal that equity is being measured intentionally and that we are holding ourselves accountable.*

- Add Students of Color Course Success and Completion
- Add Students of Color "Transfer-Preferred" GPA Attainment %
- Add SES in a key college outcome (English/Math Gateway)

This particular recommendation was discussed at length with the Research and Data group and has been a CBC-wide topic of conversation. One of our key assets at CBC has been our service to students of color in retention and completion. One area of service that has not closed the difference has been in course success (>2.0), course completion (>1.0), and in four year transfer rates. For four-year transfer, a casual glance at admission pages shows a 3.0 GPA threshold that is commonly referenced, especially in what we consider core coursework of Writing and Math, thus a 3.0 threshold may connect a student's ability to succeed at four year institutions, or, more appropriately, perceive themselves as qualified to move to the next level.

The question of how to incorporate these students more prominently into institution-wide reporting was another part of the discussion. Ultimately, we decided to feature underserved populations in a separate objective, opting not to place measures into each objective. Part of the rationale for doing so was to highlight our performance in these struggling areas up front in the executive summary where they would be more noticeable and make our commitment here explicit. The other part acknowledges that tracking underserved groups on a variety of measures may not help zero in on the areas of need.

The Research and Data group did communicate a desire to go deeper into the lived experiences of a number of groups that have been historically underserved. The variables that we included as representations of unmet need are not exhaustive – and potentially not even representative of the broad swath of students who have not been served well by CBC historically. Nonetheless, for two reasons, we decided to handpick these few measures: (a) they represented some of our weakest areas of which we were aware, and (b) enough students are part of these target measures that movement in them would have meaning enough that we could be confident any change we saw was real. Small groups of students matter, but the performance differences we see could be large enough by chance that inclusion in this venue might be more comprehensive. Our response, while inadequate here to be maximally inclusive, might open the door to more in-depth work with equity in other college settings. IR, obviously, would be happy to support this work in committee.

One key piece of advice we take to heart is that the methodology itself may not be as important (how we incorporate the measures computationally) as our presentation of it. We think that now is the time to include measures as we are able, see unmet needs, but mostly to be more mindful of how these data are presented. In particular, we strive to take ownership of inequity as an institutional opportunity when we present it, as opposed to the language of deficiency or "problem". By the same token, where we are aware of it, we would like to avoid implicit communication that would label students with immutable characteristics of low performance (e.g. by naming "subgroups" or mentioning "gaps" that might not be fully communicative of our belief in growth and growth mindset).

Recommendation #5: Discard or Modify Measures for Emphasis

Discard or modify measures that have been troublesome for measurement and institutional priority/interpretation in the last cycle.

- Discard 45 credits in one year (difficult to do and is applicable to our most prepared and high performing students)
- Discard 3+ years in Course Success and Completion groups, change to 2+ year in Course Success and Completion, and add First Term measures (first term/year success and completion are our key areas of emphasis)
- Discard Post-CBC Completion/Non-completion transfer breakouts (These are duplicative of total transfer and it has been unclear what a difference in these measures might add to completion/transfer on its own)
- Add Math AND English Gateway measure (**both** requirements met in first year)

- 45 college level credits in a student's first year has been difficult for students to achieve because it is a full 15 credit load each term without allowance for credit drops, pre-college coursework, or course failure and re-take. Since well under under 20% of CBC students do not come to college level coursework without developmental work, the measure does not truly represent typical student outcomes and not outcomes we can reasonably affect.
- Course success and completion is a fantastic early success metric, but our primary challenges occur with students who are in their first year of college life. Adding "first term success" and adding 3rd year students to a 2+ year metric better represents our primary obstacles as an institution.
- Students who transfer with and without completing an AA/AAS at CBC do so for a variety of reasons, but these different reasons may not specifically tie to our mission (e.g. non-completion transfers may not reflect well or poorly on CBC directly). Simplifying this to a four year transfer rate gets at this more directly.
- CCRC has included Math AND English gateway completion as one of its top 13 most influential variables predicting degree completion. Again, this adds emphasis to our first year students and provides us with better leverage on the outcome that we value most in our mission – timely degree completion or transfer.

Recommendation #6: Add Measures for Special Enrollments

Add measures for special enrollments / populations (Students Starting in Winter/Spring, Running Start, and BAS students). *Reason: Larger subsets of our students were not fully captured in our measures because of measurement quality or comparability. In our Jedi II outcome sessions, a repeated discussion point was to expand inclusiveness, even if the measures cannot be easily compared statewide or nationally. In many external measures, these students "don't count", and there is some legitimate concern that some representation is warranted.*

- 30 college credits by year 2 (Winter/Spring starters)
- 30 college credits by year 1 (Running Start)
- Prof/Tech BAS 30 college credits by Year 1

These students – students who start their CBC careers in the Winter or Spring (later than students might typically enter), dual enrollment, Running Start students, and BAS students are larger populations of CBC students who do not show up in our measures often. These students do not "count" in IPEDS federal reporting either, but all together, can be a substantial number of students. The measures we include are ways for these students to be included in college reporting in the area of credit attainment (30 college credits) which remains our single most influential predictor of degree completion or transfer.

Added to this, with the exception of BAS students, the new SBCTC research First Time Entering Cohort (FTEC) includes the ability to look at these students more closely by benchmarking them to state results.

Recommendation #7. Transitional Studies
Transitional Studies will include two more measures that best reflect the BEdA and ELA performance and goals. *Reason: I-Best enrollment – a program that has proven successful in accelerating student success with students who experience specific skills gaps – is an important touchstone for us and making expansion a Transitional Studies priority would serve as a good yearly indicator. Overall transition (college coursework or high school credential) would mirror college-wide goals for 2029 and integrate Transitional Studies more with CBC at the college level.*

First, because Transitional Studies students have unique challenges, they often live in a system "of their own". This need not always be the case, especially when it comes to college mission and goals. This year, Transitional Studies will set the same goals for its students by using "55% High School Completion or College Level Coursework" for its high school equivalent enrollees. Roughly 40% of students reach these milestones currently.

Second, I-Best is a Washington State model for integrating students with specific skill challenges (English Language Acquisition and/or other developmental content) into substantive coursework. The idea is one that mirrors the supplemental instruction practices that are working in Guided Pathways contexts and the system has shown results in the SBCTC system.

> "I-BEST challenges the traditional notion that students must move through a set sequence of basic education or pre-college (remedial) courses before they can start working on certificates or degrees. The combined teaching method allows students to work on college-level studies right away, clearing multiple levels with one leap."

Because of its effectiveness and fit with CBC and partner institutions, expanding this program has been a Transitional Studies priority. Expanding this helps with shoring up skills while making progress in high school level coursework, but additionally scales to college work. Our Agriculture department has recently begun getting students into I-Best and the intent is to expand into academic areas that can make use of it. We have a base of experience with I-Best here over the years, and with our student needs at CBC, especially students who speak Spanish at home, this program has some unique benefits.

Recommendation #8: Benchmark Post-CBC Employment and Wages to State Averages
Continue to measure and rate post-CBC outcomes, but modify them to be more robust to swings in economic climate using state benchmarks. This means subtracting the State of Washington employment rates and wages, so our difference will be the measure of interest.

The Tri-Cities has a unique economy and culture, but not so unique that our students are not affected by trends in the larger economy. The last ten years has seen a resurgence of job growth nationally which can make CBC look good by historical standards, but may not reflect our own contribution. CBC has historically graduated students with higher employment rates than average, but lower wages. By charting the difference between CBC students and other state students may still not be ideal, we might hope to see a truer picture of the value of a CBC education than what we currently track.

End Notes / Effect of Recommendations

The following tables look at the recommendations #1 through #8 and show the changed measures, highlighted in yellow. The total number of measures tracked totals 63, roughly similar to last year, with 29 of these measures either added or substantively modified.

Overall Effect of Recommendations

The impact of these recommendations on our Mission Fulfillment would be to:

- Increase the focus of results on early indicators, in particular, first year success
- Increase the focus on areas where we would like to target most
- Maintain comparability of indicators with respect to state benchmarks
- Focus on historically underserved students in areas of most persistent need

Mission Fulfillment (2021-2023)

Table 2. Academic Transfer Ratings Table (New or Revised Measures Highlighted in Yellow)

Objective	Measure	CBC 3 Year Average	2017-18	2018-19	2019-20
Course Performance	Course Completion (Student Term 1)	**88.4**	88.1	88.1	88.9
(Student Risk)	Course Completion (Student Year 1)	**60.1**	60.3	58.7	61.2
**	Course Completion (Hispanic Students)	**54.5**	54.1	55.4	54.0
	Course Completion (Student Year 2+)	**74.9**	74.1	74.6	75.9
	Course Success (>2.0 Student Term 1)	**76.4**	75.0	77.3	76.8
	Course Success (>2.0 Student Year 1)	**36.1**	33.9	35.6	38.7
**	Course Success (Hispanic Students)	**28.8**	24.4	31.0	30.9
	Course Success (>2.0 Student Year 2+)	**54.6**	53.1	53.6	57.2
Gateway Courses	Gateway Course (Math Year 1)	**20.2**	18.3	17.9	24.5
	Gateway Course (English Year 1)	**32.0**	33.5	31.0	31.4
	Both Gateways (Math + English Year 1)	**10.6**	10.3	9.3	12.3
**	Both Gateways (Lower SES Quintiles 4&5)	**8.1**	7.5	8.3	8.6
Retention	Retention Year 1 (Fall to Winter)	**79.0**	78.0	78.6	80.3
	Retention Year 1 (Fall to Spring)	**68.1**	67.3	68.1	68.8
	Retention Year 1 (Fall to Fall)	**51.6**	50.4	51.8	52.5
Credit Attainment	College Level (15 Credits, Year 1)	**65.6**	64.7	63.7	68.4
	College Level (30 Credits, Year 1)	**37.4**	34.7	36.1	41.5
	Winter/Spring Enrollees 30 Credit Year 2	**36.3**	38.2	35.5	35.1
	Running Start 30 Credit Year 1	**67.2**	62.6	67.8	71.2
	College Level (45 Credits, Year 2)	**38.4**	36.9	38.2	40.2
Completion	Completion or Transfer (3 Years)	**30.5**	32.6	30.1	28.9
	Degree Completion (3 Years)	**22.8**	23.9	22.7	21.8
Post-CBC Transfer	Employment % vs State	**+8%**	+10%	+8%	+6%
	Wages State Difference (1,000/yr)	**-1**	-1	0	-2
	4-Year Transfer	**27.6**	28.7	28.6	25.6
	"Transfer-Preferred" GPA (>=3.0)	**47.5**	45.4	48.4	48.7
**	"Transfer-Preferred" GPA (Hispanic Students)	**40.5**	40.9	39.9	40.6

Consolidated all non-First Year Students: Recommendation #5

Added Both Gateway Courses: Recommendation #5

Added Winter and Spring Enrollees / RS: Recommendation #6

Added State Difference: Recommendation #8

Added 4 Year Transfer: Recommendation #6

Added Transfer-Preferred GPA to Post-CBC Transfer Area

**Added Historically Underserved: Recommendation #4

Performance Scale: 1. Significantly Lower Performance | 2. Lower Performance | 3. Maintaining Performance | 4. Met Targets | 5. Exceeded Targets

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Columbia Basin College

Table 3. Professional/Technical Ratings Table (New or Revised Measures Highlighted in Yellow)

Objective	Measure	CBC 3 Year	2017-18	2018-19	2019-20
Course Performance (Student Risk)	Course Completion (Student Term 1)	88.4	90.1	89.1	88.9
	Course Completion (Student Year 1)	66.6	70.6	64.6	64.7
**	Course Completion (Hispanic Students)	58.7	64.8	56.1	55.2
	Course Completion (Student Year 2+)	79.8	82.1	76.9	80.5
	Course Success (>2.0 Student Term 1)	80.4	82.0	82.1	77.0
	Course Success (>2.0 Student Year 1)	49.6	54.3	47.8	46.8
**	Course Success (Hispanic Students)	42.6	50.5	38.9	38.5
	Course Success (>2.0 Student Year 2+)	64.6	63.3	63.5	67.0
Gateway Courses	Gateway Course (Math Year 1)	15.3	14.4	14.9	16.7
	Gateway Course (English Year 1)	22.1	24.3	22.1	20.0
	Gateway Course (Math + English Year 1)	6.7	6.1	6.9	7.0
**	Both Gateways (Lower SES Quintiles 4&5)	6.7	6.9	7.5	5.6
Retention	Retention Year 1 (Fall to Winter)	74.6	75.9	74.7	73.1
	Retention Year 1 (Fall to Spring)	57.9	60.5	57.1	56.2
	Retention Year 1 (Fall to Fall)	47.5	43.0	50.6	48.9
Credit Attainment	College Level (15 Credits, Year 1)	59.4	61.0	59.3	57.9
	College Level (30 Credits, Year 1)	33.5	34.0	36.0	30.4
	Winter/Spring Enrollees 30 Credit Year 2	33.3	35.9	28.4	35.6
	BAS 30 Credit Year 1	76.0	72.0	76.3	79.7
	College Level (45 Credits, Year 2)	36.8	32.7	37.6	40.0
Completion	Degree/Certification Completion (3 Years)	22.8	23.9	22.7	21.8
	BAS Completion (3 Years)	77.3	82.6	74.8	74.6
Post-CBC Employment	*Employment % State Difference	4.7	+3%	+6%	+5%
	*Wages State Difference (1,000/yr)	3.7	+7	+2	+2

Consolidated all non-First Year Students: Recommendation #5

Added Both Gateway Courses: Recommendation #5

Added Winter and Spring Enrollees / BAS: Recommendation #6

Added State Difference: Recommendation #8

**Added Achievement Gaps: Recommendation #4

Performance Scale

| | 1. Significantly Lower Performance | 2. Lower Performance | 3. Maintaining Performance | 4. Met Targets | 5. Exceeded Targets |

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Table 5. Transitional Studies Ratings Table (New or Revised Measures Highlighted in Yellow)

Objective	Measure	CBC 3 Year	2017-18	2018-19	2019-2020
Yearly Results	+Federally Reportable (%)	**80.3**	83.5	80.8	76.5
	+++I-Best Enrollment	**55.9**	65.4	49.3	53.0
	++Measurable Skills Gains	**55.6**	59.6	49.2	57.9
3-Year Cohorts	45 Hours or more BEdA	**65.2**	68.0	66.2	61.4
	45 Hours or more ELA	**76.2**	75.8	78.5	74.4
	Made ELA Gains	**51.3**	48.3	52.9	52.6
	Retention (First to Second Year)	**28.4**	32.6	28.4	24.1
Completion	HS Credential / Any College Courses	**36.6**	32.6	36.8	40.3
	Completed HS Equivalent / GED	**23.5**	20.4	26.7	23.4
	Completed any College Level Credits	**17.2**	13.1	14.3	24.1
Transition to College	15 College Level Credits	**6.5**	2.9	4.3	12.4
	30 College Level Credits	**5.2**	1.5	3.8	10.2

I-Best and HS Credential / Any College Course: Recommendation #7

+ Federally reportable students are those that complete 12 hours of instruction, Post-Test Takers complete a term without withdrawal, Level progression is by standardized (mandatory) CASAS testing.

++Testing gains, completion, or 45 hours (Performance Summary WABERS+)

+++ I-Best Target 25=Significantly Lower, 35=Lower, 45-65=maintaining, 65=Met, 75+=Exceeded

Exhibit D

FY 2020 - Estimated Cash Balances - COLUMBIA BASIN COLLEGE

ASSETS	FY2020-2021		
CASH			
1110	In Bank	$	13,856,103
1120	Undeposited	$	-
1130	Petty	$	5,504
	Total	$	13,861,607
INVESTMENTS			
1210	Investments(ST/LT)	$	19,271,545
	Total	$	19,271,545
ACCTs RECEIVABLE			
1312	Current	$	182,900
1318	Unbilled	$	-
1319	Other	$	15,555
1342	Allowance for Accts Rec	$	(35,504)
	Total	$	162,951
INTER/INTRA GOV RECEIVABLES			
1351	Due From Fed	$	844,835
1352	Due From Other Gov	$	6,237,296
1354	Due From Other Agency	$	252,124
	Total	$	7,334,255
TOTAL ASSETS		$	40,630,359
LIABILITIES			
CURRENT			
5111	Accts Payable	$	1,178,569
5124	Accrued Salaries Pay	$	-
5150	Due To State Treasurer	$	922,103
5154	Due To Other Agency	$	39,235
5158	Sales/Use Tax	$	11,272
5199	Accrued Liabilities	$	-
5173	COP Current Year P&I Due	$	1,163,868
Total		$	3,315,047
TOTAL LIABILITIES		$	3,315,047

Cash Balance			
(ASSETS less LIABILITIES)		**$**	**37,315,311**
Dedicated Balances			
1110	Student Supported Capital	$	3,183,451
1110	3.5% - Needy Student Aid	$	386,003
1110	Students S&A	$	1,001,683
1110	Bookstore Operating Reserves	$	500,000
1110	Technology Fee	$	1,331,195
1110	Parking Fees	$	589,673
1110	Basic Food Employment and Training	$	220,983
Total		**$**	**7,212,987**
Reserves Policy - (BOT Policies on Reserves)			Values
Operating Reserve		$	8,600,000
Unplanned Capital Repair and Replacement		$	2,000,000
Real Estate Debt Fund		$	218,361
Planned Future Operations		$	2,850,000
Capital Facilities Projects		$	9,250,000
Emergencies		$	2,000,000
Total		**$**	**24,918,361**

Operating Reserves Balance		
Existing Reserve balance less Dedicated Reserves and Emergency Reserves	**$**	**5,183,963**

Exhibit E

Columbia Basin Community College
Statement of Revenues, Expenses and Changes in Net Position
For March 31, 2021 (Unaudited)

	FY2021	FY2020
	MARCH 2021	MARCH 2020
Operating Revenues		
Student tuition and fees, Gross	22,209,004	22,456,243
Auxiliary enterprise sales	2,088,717	2,128,979
State and local grants and contracts	12,827,764	12,181,100
Federal grants and contracts	3,112,658	1,661,576
Other operating revenues	272,185	1,187,387
Total operating revenue	40,510,327	39,615,285
Operating Expenses		
Salaries and wages	21,894,177	22,325,627
Benefits	7,764,080	7,445,955
Scholarships and fellowships, Gross	15,630,104	15,418,978
Operating Expenses	5,105,173	3,761,983
Purchased services	953,112	1,349,607
Depreciation	2,972,334	2,972,334
Supplies and materials	1,395,148	1,827,826
Utilities	868,541	829,051
Total operating expenses	56,582,668	55,931,361
Operating income (loss)	**(16,072,341)**	**(16,316,076)**
Non-Operating Revenues		
State appropriations	18,571,552	19,365,878
Federal Pell grant revenue	5,053,636	6,667,832
Investment income, gains and losses	117,095	202,108
Total non-operating revenue	23,742,283	26,235,818
Non-Operating Expenses		
Building fee remittance	1,287,667	1,660,734
Innovation fund remittance	331,697	428,647
Interest on indebtedness	627,753	305,722
Total non-operating expenses	2,247,118	2,395,102
Net non-operating revenues (expenses)	**21,495,165**	**23,840,716**
Income or (loss) before other revenues, expenses, gains, or losses	**5,422,824**	**7,524,640**
Capital appropriations	2,449,191	392,064
Increase (Decrease) in net position	**7,872,015**	**7,916,704**

Exhibit F

POLICY TYPE: BOARD-STAFF LINKAGE BSL-1

POLICY TITLE: EMPLOYMENT RESPONSIBILITIES

The Board of Trustees reserves the authority for the following Employment Responsibilities:

1. Employ, for a period to be fixed by the Board, a President for Columbia Basin College. The Board may also appoint a President for the district, and fix their duties and compensation, which may include elements in addition to salary.

2. Release a President from duties and responsibilities for the College based on justified cause or mutual agreement between the parties.

POLICY TYPE: BOARD-STAFF LINKAGE BSL-2

  POLICY TITLE: PRESIDENT'S ROLE

The President, is accountable to the Board acting as a body. The Board will instruct the President through written policies, delegating to her or him interpretation and implementation of those policies.

POLICY TYPE: BOARD-STAFF LINKAGE BSL-3

POLICY TITLE: DELEGATION TO THE PRESIDENT

All Board authority delegated to the operating organization is delegated through the President, so that all authority and accountability of the operating organization--as far as the Board is concerned--is considered to be the authority and accountability of the President.

1. The Board will direct the President to achieve specified results, for specified recipients, at a specified worth through the establishment of *Ends* policies. The Board will limit the latitude the President may exercise in practices, methods, conduct and other "means" to the ends through establishment of *Executive Limitations* policies.

2. As long as the President uses *any reasonable interpretation* of the Board's *Ends* and *Executive Limitations* policies, the President is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities.

3. The Board may change its *Ends* and *Executive Limitations* policies, thereby shifting the boundary between Board and President domains. By so doing, the Board changes the latitude of choice given to the President. But so long as any particular delegation is in place, the Board and its members will respect and support the President's choices.

4. Only decisions of the Board acting as a body are binding upon the President.
   a. Decisions or instructions of individual Board members are not binding on the President except in rare instances when the Board has specifically authorized such exercise of authority.
   b. In the case of Board members requesting information or assistance without Board authorization, the President can refuse such requests that require--in the President's judgment--a material amount of staff time or funds or is disruptive.

POLICY TYPE: BOARD-STAFF LINKAGE BSL-4

    POLICY TITLE: PRESIDENT JOB DESCRIPTION

As the Board's single official link to the operating organization, the President's performance will be considered to be synonymous with organizational performance as a total.

Consequently, the President's job contributions can be stated as performance in only two areas:

1. Organizational accomplishment of the provisions of Board policies on *Ends.*

2. Organization operation within the boundaries of prudence and ethics established in Board policies on *Executive Limitations.*

POLICY TYPE: BOARD-STAFF LINKAGE BSL-5

POLICY TITLE: MONITORING EXECUTIVE PERFORMANCE

Monitoring executive performance is synonymous with monitoring organizational performance against Board policies on *Ends* and *Executive Limitations*.

1. The purpose of monitoring is simply to determine the degree to which Board policies are being fulfilled. Information which does not do this will not be considered to be monitoring. Monitoring will be as automatic as possible, using a minimum of Board time so that meetings can be used to create the future rather than to review the past.

2. A given policy may be monitored in one or more of three ways:
   a. Internal report: Disclosure of compliance information to the Board from the President.
   b. External report: Discovery of compliance information by a disinterested, external auditor, inspector or judge who is selected by and reports directly to the Board. Such reports must assess executive performance only against policies of the Board, not those of the external party unless the Board has previously indicated that party's opinion to be the standard.
   c. Direct Board inspection: Discovery of compliance information by a Board member or the Board as a whole. This is a Board inspection of documents, activities or circumstances directed by the Board which allows a "prudent person" test of policy compliance.

3. Upon the decision of the Board, any Governance policy can be monitored by any method, at any time. For regular monitoring, however, each relevant *Ends* and *Executive Limitations* policy will be classified by the Board according to frequency and method.

4. Each June, the Board will conduct a formal evaluation of the President. This Evaluation will focus on the monitoring data on *Ends* and *Executive Limitations* policies provided during the previous year.

   This Evaluation can be modified to include additional criteria to this basis of focus so long as it is agreed upon with the President, and has been specified 1 year in advance of the Evaluation. An example of this additional criteria could be to include discretionary "360° degree feedback" from within the organization.

Date Adopted 7/1/97
Date Last Reviewed 5/11/20

Exhibit G

Student Recreation Center
Sponsorship Opportunities

Location	Value	Terms of Agreement
Building	50% of project value	negotiable
Fitness Center	$250,000	10 years
E-Sports Center	$150,000	5 years
MAC Court	$50,000	10 years
Outdoor Rec Center	$50,000	5 years
Practice Court	$45,000	10 years

Exhibit H

<div align="center">

Service & Activities Budget Recommendation 2021-22
Detailed Report

</div>

Introduction:

The S&A fee will be increasing every year until we reach the state maximum. This gentle increase will not overburden the students, but it will allow our S&A funded programs ample funding to remain competitive with CTCs across the state whose S&A fees are currently at the state maximum. In general, it will also assist with rising expenses such as travel costs and the increase to minimum wage.

However, for the 2021-22 academic year, the mild increase will allow our total S&A projection to be the same as the current year, even if our enrollment reduces by 10%.

FY21: $10.10 = $1,500,000 (current)

FY22: $11.10 = $1,500,000 (possibly with a 10% decreased enrollment)

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

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

Background & Proposed Plan:

In summer quarter 2020, the ASCBC Executive Council discussed extending the decisions made by the 2020 student budget committee into the 2021-22 academic year and not hosting a formal budget committee this year to review proposals. This was discussed due to a number of factors, which you can see in the *Rationale for the Current Plan* section. After careful consideration, the students decided under the guidance of the Director of Student Activities to wait until November 2020 to see if the COVID-19 situation improved and how the pandemic would affect fall quarter enrollments. As we moved toward Thanksgiving, it was clear the situation with COVID-19 was not significantly improving and that enrollment could potentially see a decline of between 8-10%.

In seeing this and considering the following factors, the ASCBC Leadership Council along with the ASCBC President decided to recommend pushing the 2020 budget committee decisions forward into the upcoming academic year (2021-22). This was decided in December 2020, and the College's Cabinet was informed of this recommendation shortly after. Once receiving support from the Cabinet, the S&A funded groups were then informed of this decision in January 2021 with the rationale listed below. They were given time to ask questions and give feedback. All of the feedback received on this decision was positive.

Since that time, many other CTC student governments across the state have made the same decisions regarding their S&A accounts. We are proud to say that we were one of the first to adopt this plan of action.

Rationale for the Current Plan:

The following are the reasons that we elected to move the 2020 budget committee decisions forward into the upcoming year.

1. With classes being primarily online this year, it has been difficult for many of our S&A funded groups to fully operate in accordance with their current approved proposals. Because of this, the groups had no new data or information to present. And in some cases, our S&A funded groups have not been active this year due to the various hardships that come along with COVID-19. This inactivity is not always a choice, and it seemed unfair to penalize those groups for something outside of their control.
2. It also was both an unkindness and a hardship to ask S&A funded groups to project their needs for next year, when we currently don't know what next year will bring (travel, gatherings, limitations to services, the possibility for audiences, etc.).
3. Running an S&A Budget Committee online – even under normal circumstances – is difficult, but running one where the student members have been unable to witness or understand the full scope of these S&A programs in which they are judging could be construed as unfair and may have unintended consequences for S&A funded groups through no fault of their own.
4. With an 8-10% reduction in enrollment and a modest increase in S&A fees next year, the S&A projection will hold true to the current year. There will be no new dollars to allocate to current groups without cutting other groups. It's only fair that we freeze amounts at their current position until we know what the future brings.

Recommendation:

It is recommended that the 2020-21 allocations continue at the same amount in the 2021-22 academic year, pending the Board of Trustee's approval.

Groups that have unforeseen expenses that may put them over-budget in the upcoming school year due to these COVID-19 decisions will have the opportunity to solicit funds from the S&A Student Support Account (which is a COVID-19 emergency account for S&A funded groups or special projects related to students' needs as they recovery from the pandemic). This year the S&A Student Support Account has been able to purchase 30+ additional laptops for the library check-out program and has funded the BetterYou app through CBC's Rec & Wellness Office – which focuses on keeping students both physically and mentally healthy during the pandemic.

For unexpected expenses not directly related to COVID-19, we also have a S&A Emergency Account in which groups could apply. You will see both of these accounts reflected at the top of the S&A Budget Spreadsheet.

For groups that include travel funding, they will retain that funding with the hope that travel will be permitted at some point during the upcoming academic year. If not, they will be given the opportunity to spend those funds in an alternate way to support those students.

S&A funding not spent at the end of the academic year will be retained by ASCBC in their S&A reserve account. Those funds are currently be used for student union (HUB) improvements – which includes improvements to sound equipment/technology, an increase of electrical outlets to charge student devices, new furniture, carpet replacement, and a fresh coat of paint.

We ask that the Board of Trustees support this decision to move the 2020-21 budget decisions forward into the 2021-22 academic year.

S&A Budget	2019-20	2020-21	2021-22	
Projection & Continual Expenses				
Service & Activities Fee	$ 1,425,000.00	$ 1,500,000.00	$ 1,500,000.00	
ASCBC Salaries (continual)	$ 200,000.00	$ 217,000.00	$ 217,000.00	
HUB Facelift Reserve (continual)	$ 55,000.00			
Food Pantry Pilot (up to 2 years)	$ 14,538.00			extension granted into YR 21-22
Student Support Account (COVID-19 related)		$ 71,600.00	$ 71,600.00	
S&A Emergency Fund for S&A Funded Groups	$ 30,000.00	$ 18,018.00	$ 18,018.00	Rolling acct; unused funds roll into current year
Organizations				
Orchestra	$ 5,000.00	$ 5,000.00	$ 5,000.00	
Band	$ 40,000.00	$ 35,000.00	$ 35,000.00	
Vocal Music	$ 49,000.00	$ 55,255.00	$ 55,255.00	**Orchestra**
Drama/Theater	$ 60,600.00	$ 60,600.00	$ 60,600.00	**ASCBC**
Baseball	$ 39,000.00	$ 39,000.00	$ 39,000.00	**Band**
Men's Basketball	$ 29,000.00	$ 29,000.00	$ 29,000.00	**Vocal Music**
Men's Soccer	$ 27,000.00	$ 27,000.00	$ 27,000.00	**Drama/Theater**
Men's Golf	$ 13,000.00	$ 13,000.00	$ 13,000.00	**Athletics**
Women's Basketball	$ 29,000.00	$ 29,000.00	$ 29,000.00	**Resource Center**
Volleyball	$ 29,000.00	$ 29,000.00	$ 29,000.00	**Manages One Budget**
Women's Soccer	$ 27,000.00	$ 27,000.00	$ 27,000.00	
Women's Golf	$ 13,000.00	$ 13,000.00	$ 13,000.00	
Softball	$ 29,000.00	$ 29,000.00	$ 29,000.00	
Services				
Services Managed by ASCBC				
Service	$ 9,000.00	$ 9,500.00	$ 9,500.00	
Travel/Training	$ 14,300.00	$ 14,200.00	$ 14,200.00	
Office Expense	$ 13,500.00	$ 13,500.00	$ 13,500.00	
Progressive Club Funding	$ 40,000.00	$ 40,000.00	$ 40,000.00	
Activities	$ 45,000.00	$ 45,000.00	$ 45,000.00	
Music Copyrights	$ 5,000.00	$ 5,000.00	$ 5,000.00	
Game Room	$ 32,208.00	$ 34,175.00	$ 34,175.00	
Services Managed outside of ASCBC				
Veterans Resource Center	$ 7,000.00	$ 10,000.00	$ 10,000.00	
Athletic Promotions	$ 1,500.00	$ 1,500.00	$ 1,500.00	
Game Management	$ 82,577.00	$ 85,000.00	$ 85,000.00	
Esvelt Gallery	$ 21,310.00	$ 23,430.00	$ 23,430.00	
Tutor Center (Academic Success Center)	$ 55,234.00	$ 75,351.00	$ 75,351.00	
Disability Testing	$ 31,500.00	$ 32,670.00	$ 32,670.00	
Grants in Aid (Athletic scholarships)	$ 127,680.00	$ 131,040.00	$ 131,040.00	
Talent Grants (Drama)	$ 15,000.00	$ 18,000.00	$ 18,000.00	
Talent Grants (Vocal Music)	$ 25,800.00	$ 25,800.00	$ 25,800.00	
Talent Grants (Band)	$ 22,500.00	$ 22,500.00	$ 22,500.00	
Talent Grants (Orchestra)	$ 1,500.00	$ 3,000.00	$ 3,000.00	
Childcare Reimbursement	$ 50,000.00	$ 52,500.00	$ 52,500.00	
Travel Reimbursement for Low Income Students	$ 36,000.00	$ 37,800.00	$ 37,800.00	
Planetarium	$ 5,400.00	$ 8,200.00	$ 8,200.00	
Prefunded Clubs				
Speech Debate Club	$ 5,500.00	Alternative Funding	Alternative Funding	
Hockey Club	$ 15,537.00	$ 15,588.00	$ 15,588.00	
Automotive Performance Club	No Proposal	$ 5,000.00	$ 5,000.00	
SkillsUSA	$ 25,000.00	$ 25,000.00	$ 25,000.00	
Splitting Image	$ 6,000.00	$ 14,000.00	$ 14,000.00	
Tech Club	$ 5,000.00	$ 5,900.00	$ 5,900.00	
Professional Agricultural Student Org (PAS)	$ 12,750.00	$ 11,000.00	$ 11,000.00	
Psych Club	$ 5,500.00	$ 13,300.00	$ 13,300.00	
Game Club	$ 5,771.00	$ 8,178.00	$ 8,178.00	
Dental Hygiene	$ 3,295.00	$ 5,295.00	$ 5,295.00	
Cyberhawks	$ 3,500.00	$ 3,000.00	$ 3,000.00	
Phi Theta Kappa (PTK)	$ 6,000.00	$ 8,100.00	$ 8,100.00	
	19-20 Total:	**20-21 Total:**	**2021-22 Total:**	
	$ 1,425,000.00	$ 1,500,000.00	$ 1,500,000.00	

The amounts in green indicate groups who are eligible to travel; they will be given an opportunity to use their travel funds in alternate ways to serve the same cohort of students if we continue to limit travel in 2021-22.

Exhibit I

POLICY TYPE: GOVERNANCE PROCESS GP-5

POLICY TITLE: BOARD MEMBERS CODE OF ETHICS

The Board commits itself and its members to ethical, businesslike, and lawful conduct. This includes proper use of authority and appropriate decorum when acting as Board Members.

1. Board Members must represent un-conflicted loyalty to the interests of the community. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other Boards or staffs. It also supersedes the personal interest of any Board Member acting as a consumer of the organization's services.

2. Board Members must avoid conflict of interest with respect to their fiduciary responsibility.
   a. There must be no self-dealing or any conduct of private business or personal services between any Board Member and the organization except as procedurally controlled to assure openness, competitive opportunity and equal access to "inside" information.
   b. When the Board is to decide upon an issue, about which a Board Member has an unavoidable conflict of interest, that Board Member shall absent herself or himself without comment from not only the vote, but also from the deliberation.
   c. Board Members must not use their positions to obtain employment in the organization for themselves, family members or close associates. Should a Board Member desire employment, he or she must first resign.
   d. Board Members will annually disclose their involvements with other organizations, with vendors, or any other associations which might produce a conflict.

3. Board Members may not attempt to exercise individual authority over the organization except as explicitly set forth in Board policies.
   a. Board Members' interaction with the President or with staff must recognize the lack of authority vested in individuals except when explicitly Board-authorized.
   b. Board Members' interaction with public, press or other entities must recognize the same limitation and the inability of any Board Member to speak for the Board.
   c. Board Members will give no consequence or voice to individual judgments of President or staff performance.

4. Members will respect the confidentiality appropriate to issues of a sensitive nature.

Date Adopted 7/1/97
Date Last Reviewed 5/11/20

POLICY TYPE: GOVERNANCE PROCESS GP-6

POLICY TITLE: COST OF GOVERNANCE

The Board of Trustees will invest in its governance capacity to promote and ensure effective, and continuous improvement of its governance of the College.

Accordingly:

1. The Board will decide on the funds it deems necessary for it to perform its duties.

2. The Board skills, methods and support resources will be sufficient to ensure governing with excellence.
   a. Training and re-training will be utilized to orient new Trustees and candidates to be Trustees, as well as to maintain and increase existing Trustee skills and knowledge.
   b. Outside monitoring assistance and resources will be arranged so that Board can exercise confident control over organizational performance, which includes, but is not limited to, Fiscal Audit.
   c. Outreach mechanisms will be used as needed to ensure the Board's ability to listen to the citizens of Benton and Franklin counties' viewpoints and values.

3. Costs will be prudently incurred, though not at the expense of jeopardizing the development and maintenance of superior governance knowledge and capability.

Date Adopted 7/1/97
Date Last Reviewed 5/11/20

POLICY TYPE: GOVERNANCE PROCESS GP-7

POLICY TITLE: NAMING OF FACILITIES

The Board of Trustees shall have the discretion of naming College facilities, including buildings, rooms, wings, parks, landscaped areas or other significant locations, for persons or corporations. In exercising its discretion, the Board will consider the request in conjunction with the following guidelines:

1. It is the intent of the Board of Trustees that such naming should not be done casually, but reserved for those who have made extraordinary contributions to CBC through personal service, financial support, or who have greatly enhanced the prestige of the institution through outstanding state or national achievement and recognition.

2. A facility should not be named for any living individual who has been employed by the college or has served on the Board of Trustees prior to three (3) years following their termination of service to the institution unless exceptional circumstances exist and there is unanimous Board approval.

3. When consideration is being given to naming a facility after a former employee or trustee of the institution, such consideration shall go beyond that person's excellence in the performance of his/her duties and responsibilities.

4. Advisory recommendations for awarding the honor pursuant to this policy shall be made by an ad-hoc advisory committee appointed by the Board of Trustees. Such committees shall consist of one member from each of the following categories: administration, faculty, classified staff, student body, the CBC Foundation, and the community.

Date Adopted 7/1/97
Date Last Reviewed 5/11/20

POLICY TYPE: GOVERNANCE PROCESS GP-8

POLICY TITLE: EMERITUS DESIGNATION

The Board of Trustees shall have the discretion to designate a former President or Administrator to the status of Emeritus for the College. This designation does not have any financial obligation for the College, but does allow access to facilities to the awardee.