COLUMBIA BASIN COLLEGE
BOARD OF TRUSTEES' MEETING
June 8, 2020
Zoom Webinar - 4 p.m.

Agenda
    Call to Order

 Pledge of Allegiance

*Agenda Changes

*Approval of Minutes   Exhibit A

Celebrating Excellence - postponed

Linkage with Community - postponed

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

Reports
NWCCU Mid-Cycle Report and Visit   Exhibit C
Cash Balance Report   Exhibit D
Variance Report   Exhibit E
Grants Report   Exhibit F

Discussion
August Board of Trustees Retreat – Draft Agenda   Exhibit G
Board Evaluation

*Discussion/Action

*Consent/Action
Annual College Budget   Exhibit H
Services & Activities Budget   Exhibit I
ASCBC Constitution and Bylaws   Exhibit J
Board Policies Ends E-1-E-3   Exhibit K
Board Policies Board-Staff Linkage BSL-1-5   Exhibit L
Board Policies Governance Process GP-5-GP-8   Exhibit M

Public Comments

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

Adjournment

*(Requires motion/approval)

Exhibit A

Columbia Basin College
Board of Trustees' Meeting Minutes
May 11, 2020
Zoom Webinar – 4:00 p.m.

Board Members in attendance: Duke Mitchell, Kedrich Jackson, Allyson Page, Holly Siler, Bill Gordon
Rebekah Woods, President, Darlene Scrivner, Secretary to the Board
Webinar Panelists: Cheryl Holden, Tyrone Brooks, Camie Glatt, Michael Lee, Brian Dexter, Erin Fishburn, Jason Engle, Christopher Bonilla, Sean McGuire, Alice Schlegel, Tim Harris
Webinar Audience: CBC Employees

The Agenda	The Discussion	Action
Call to Order		Meeting called to order by Chair Mitchell at 4:05 p.m.
Pledge of Allegiance	Chair Mitchell led in the Pledge of Allegiance.	
Agenda Changes		Trustee Page moved and Trustee Gordon seconded the motion to approve the agenda as written. Approved unanimously.
Approval of Minutes	March 9, 2020 Minutes Discussion - None	Trustee Siler moved and Trustee Page seconded the motion to approve all minutes as written. Approved unanimously.

By, Administration
President
	Rebekah Woods
	I am incredibly proud of our College. Everyone has stepped up and worked as a team to accomplish what we needed in order to transition to all online learning and remote operations within a couple weeks.
	
	Collectively, we are working to stay connected with students in a variety of ways:
	       Town halls
	       Student Advisory Meeting
	       Surveys
	       Social Media surveys/Q&A
	       Met with student employees
	       Lots of student communications
	       Calling campaigns
	
	President Woods is connecting with our community and is a part of the larger effort:
	       In helping the Tri-Cities adjust and respond
	       Attending weekly meetings with the Benton Franklin Health District
	       Attending weekly TRIDEC meetings
	
	Meetings with our legislators: President Woods is making sure our legislators know the work that is being done at the College. She is also wanting to understand what they're	

	hearing as possibilities in the future. In addition she wants to make sure they understand how critical our role will be in helping our economy recover and help our neighbors get back to work.
By, CEO, Foundation	**Erin Fishburn** Expanded emergency fund to include more opportunities for students impacted by Covid-19. In the first few weeks there were more students requesting support than requests that were received for an entire year. Once the CARES Act funds became available, students that qualified were directed to apply for CARES Act funds and students that do not qualify for other funding (Running Start, Transitional Study and International students) were given priority for available emergency funds. So far, 85 students received assistance and were awarded over $55,000 in support. Knowing available funds would quickly be exhausted, the staff worked with STCU on a spring fundraising campaign. STCU will match all gifts up to $25,000 made before June 1st. Information letters went out to donors, postcards to alumni and emails were sent to others. To date they have raised a little over $20,000 and will continue to promote on social media throughout the month. Due to Covid-19 the date for Power of Connections has been rescheduled for October 29th. If needed, a contingency plan for the event to go virtual is in place. Donor events scheduled this summer will also have a virtual contingency plan. Scholarship reviews are wrapping up, and staff will be working on scholarship awards for next year. The decline in the stock market has had a huge impact on scholarship awards, so there may be a decrease in awards available for the following year. The Foundation is in the process of updating Board policies, and are currently in the process of onboarding new board members. There is an annual meeting in June to wrap up the year (virtually) and then a kick off for the 20-21 year with a retreat in late summer or early fall.
By, ASCBC	No remarks
By, Faculty Senate Chair	No remarks
By, AHE	Tim Harris introduced himself to the board of trustees as the new AHE representative. Tim is a faculty member that works in the criminal justice department.
By, Board Members	Trustee Siler: No report. Trustee Gordon thanked staff for all the efforts while transitioning to this virtual meeting. Trustee Page: No report. Trustee Jackson: Shared some statistics on 2018-2019 - present mortality rates. Chair Mitchell: No report.

Reports		
Quarterly Monitoring Report	Jason Engle presented a PowerPoint overview of the quarterly monitoring report.	
Cash Balance Report	Brian Dexter reported that the Cash Balance Report reflects where we should be. Cash is a little low and will increase when the college receives money back from scholarships and financial aid.	
Quarterly Financial Statement	Brian Dexter shared highlights from the Quarterly Financial Statement.	
Variance Report	Brian Dexter: The report is where expected.	
Discussion		
First Consideration: Annual College Budget	Brian Dexter: All state agencies received a memo from the Office for Financial Management (OFM) asking us to look at 15% reductions. The budget is a plan for the future and how we intend to use our resources based on the information and assumptions that are available today.	
S&A Budget	Chris Bonilla, ASCBC President and Sean McGuire, ASCBC Secretary gave a PowerPoint presentation on the S&A budget. In part, there was discussion around a proposed Student Life position. This expense is in the budget, but no longer valid. Chris and Sean explained that they are presenting the budget just as the committee recommended. President Woods further clarified, this is following the process by ASCBC's existing constitution and bylaws. In addition, there is a President's response letter to the Services and Activities budget in the Board packet further outlining the reasoning behind necessary changes to the budget.	
ASCBC Constitution and Bylaws	The proposed revisions to the current ASCBC Constitution and Bylaws model demonstrate a more shared government model. ASCBC will begin transitioning to this new model.	Trustee Jackson moved and Trustee Page seconded the motion to move the Annual College Budget, S&A budget and the ASCBC Constitution and Bylaws to the June Consent agenda. Approved unanimously.
President's Response Letter to Services & Activities Budget	No Discussion.	
RCW 28B.15.045	No Discussion.	
Discussion/Action		
First Reading – Board Policies Ends E-1-E-3	Move to June consent agenda.	Trustee Siler moved and Trustee Jackson seconded the motion to move the Board Policies Ends E-1-E-3 to the June consent agenda. Approved unanimously.
Action: Second Reading - Board Policies Board-Staff Linkage BLS-1-5	Move to June consent agenda.	Trustee Siler moved and Trustee Page seconded the motion to move the Board Policies Board-Staff Linkage BLS-1-5 to the June consent agenda. Approved unanimously.

Consent/Action		Trustee Jackson moved and Trustee Siler seconded the motion to move the Board Policies Governance Process GP-5-GP8 to the June consent agenda. Approved unanimously.
Board Policies Governance Process GP-5-GP-8	Move to June consent agenda.	
Public Comments		
	No comments.	
Executive Session		
Convene: 5:45 p.m.	RCW 42.30.110(1)(i): discuss litigation to which the agency, the governing body, or a	
Reconvene: 6:05 p.m.	member acting in an official capacity is, or is likely to become, a party	
Adjournment: 6:05 p.m.	Next Board of Trustees' Meeting June 8 2020-4:00 p.m. Zoom Webinar	

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Duke Mitchell, Chair

Exhibit B

ASCBC BOARD OF TRUSTEES NEWSLETTER

NEXT YEAR'S PRESIDENT AND VICE PRESIDENT

ASCBC has run its yearly election campaign for next year's student body president and vice president. This year marked the last election campaign run by the ASCBC office, pending approval of the revised Constitution. The results of the election have positioned Christopher Bonilla and Yoselin Mendez-Rodriguez (the current president and vice president) as next year's student leaders! They both look forward to continuing in their roles and serving the student body!

ASCBC CANVAS PAGE

ASCBC is working hard to continue investing in students while we work from home! The ASCBC Canvas classroom has served as our main method of connecting with students during this COVID-19 crisis. Within the Canvas classroom are a variety of sections that are updated weekly. These include a section for 2020 graduates to stay updated on deadlines and information. Another module titled "Just for Fun!" hosts Trivia Tuesdays with prizes and virtual interactive links provided by the Service & Activities Board (SAB). Our 'Stay Well! Stay Happy!' module encourages students to practice wellness during social distancing. This includes messages from the Rec and Wellness Department and Mindfulness Monday exercises provided by the Director of Student Activities, Alice Schlegel. Lastly, we have a module called "The More You Know…" In this module, we post campus surveys, educational information, & ASCBC business. We are happy we can continue to serve our student body during this unprecedented time.

ALL STUDENT VOTE ON CONSTITUTION

The all-student vote on the ASCBC Constitution has been finalized. ASCBC took many opportunities to inform students on proposed changes including a recorded explanation of the changes which was posted to Canvas during voting week. We needed a two-third majority approval from those students voting. We exceeded that goa! The students have approved the newly proposed Constitution. We look forward to the approval from the CBC Board of Trustees.

TRUTH INITIATIVE TOWN HALL WEBINAR

The Truth Initiative Town Hall Webinar was a great success! We were excited to host Ann Wright, Ralph Reagan, CBC Security, and students from the CBC Truth Initiative Task Force. Nineteen students attended the webinar and shared their thoughts on a smoke and tobacco free CBC. The Truth Initiative Task Force has also added a smoking and tobacco-free quiz to the "More You Know…" module in ASCBC Canvas. Students who participate have a chance to win a $25 Amazon gift card.

FREE FILMS IN KANOPY

ASCBC in collaboration with the CBC Library has added an additional service for students. The CBC Library has a relationship with Kanopy streaming services where any registered student can view educational films, trainings, or documentaries for their classes. ASCBC has purchased the rights to 35 theatrical films and documentaries over the next year. Every month new films will premiere in Kanopy which students can watch anytime for entertainment. Information has also been provided to students so they know how to add the Kanopy app to their home TV or mobile device. The CBC Library has also provided a webpage where students can see upcoming film release information: https://columbiabasin.libguides.com/ASCBC_Films. Thank you to the Library for their help!

Exhibit C

MID-CYCLE
SELF-EVALUATION
REPORT

CBC
Columbia
Basin College

Table of Contents

INSTITUTIONAL Overview

Columbia Basin College (CBC), founded in 1955, is a comprehensive, public Washington State community college serving both Franklin and Benton counties. The College's vision statement expresses our aspirational goal: "Columbia Basin College will be the educational home that transforms students' lives through economic and social mobility and strengthens the communities we serve through meeting the ever-changing educational needs of our region and state." This reflects our position in the community as a local service leader and a key engine of economic development. Our student body is also reflective of the Tri-Cities demographics, which have changed dramatically over its 63-year history.

The College's main campus is in Franklin County which is one of only two counties designated as a "minority majority" by the state. Hispanics represent 53.0% of the Franklin County population (and 31.4% of the total two-county CBC service population). CBC is one of the few designated Hispanic-Serving Institutions (HSI) in the State of Washington and Hispanic students now represent over 40% of CBC's student population throughout the transfer, workforce, and adult basic education programs. The College has increased efforts around diversity, equity, and inclusion in order to celebrate our differences as well as look for ways to eliminate barriers through intentional and equitable efforts to provide quality learning opportunities.

As part of this work, the College is focusing on Guided Pathways and in fall 2019 began implementing some of the features of this model. Guided Pathways has shown to have a positive impact on student success through its detailed program maps, intrusive advising, and focus on learning. Developmental English and math are important factors in this pathways work, and faculty in both departments, in collaboration with administration and student services, are working on changes that will provide more options for placement and will help our students complete their college-level coursework within their first year. Other pathways work includes changing the college's advising model, creating pathways through new applied baccalaureate degrees, creating articulations with four-year universities, and partnering with local businesses and school districts.

As we move forward with Guided Pathways work, we see a natural connection to the assessment of student learning and achievement which are important aspects of the NWCCU 2020 standards.

Overview of Institutional Assessment Plan

Process for Assessing Mission Fulfillment

Columbia Basin College's mission statement emphasizes our students' learning and achievement.

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

CBC uses the Carver model of board governance (Carver & Mayhew, 1994; Carver, 1997) in which the mission is specified in greater detail through the use of several End States. Each annual monitoring report provides the Board with:

- End State statement
- Four to six goals to be achieved for that End State
- Indicators for each goal
- Results of the indicators
- Status of institution-wide improvement efforts
- New actions to be taken to address performance of the indicators

Quarterly reports, including updates on progress on trends, are provided to supplement data for leading indicators of End State performance, ensuring the Board is reviewing and assessing the College mission on a regular basis.

The primary structure of Mission Fulfillment is evaluated through:

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

Transfer	Professional/Technical	Transitional Studies
Course Performance (6)	Course Performance (6)	Yearly Results (2)
Gateway Courses (2)	Gateway Courses (2)	3-Year Cohorts (4)
Retention (3)	Retention (3)	Completion (2)
Credit Attainment (4)	Credit Attainment (4)	Transition to College (3)
Completion/Transfer (2)	Completion (2)	
Transfer/Employment (5)	Employment/Wages (2)	

Figure 1. Mission Fulfillment Objectives / Proposed Target Performance Categories

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

1. A.A. degree completion, which enable students to begin their chosen careers or transfer to 4-year schools to complete their Bachelor's or higher degree programs,

2. A.A.S. or B.A.S./B.S.N, 4-year degree completion, which enable students to begin their chosen careers,

3. Professional and Technical certificates as proof of enhanced training and skills to continue in or change their careers,

4. GED and HS-Equivalent credentials which allow students to transition to college or begin their chosen careers."

Goals / Objectives include completion and post-completion success as well as research-supported necessary conditions to degree completion. Examples of these conditions include course performance and credit attainment. These conditions are not enough by themselves, but success in these is needed in order for a student to move towards completion. The Board Policy also outlines objectives/goals: "There are several Critical Basic Conditions that are key factors to students achieving completion at CBC. The Board, with the President and Leadership Team, will define and monitor these on a specified basis as well. Some examples of these Conditions are:

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

In spring of 2018 at the request of the Board of Trustees, the College reviewed and updated our mission, vision and values statements. At that time, the core themes were reduced from five to three (Academic Transfer, Professional/Technical, and Transitional Studies) and the goals and indicators were changed to better align with the new mission's focus on student achievement. The latest full mission fulfillment report is included as Appendix A with a summary below.

The assessment of mission fulfillment happens through the collection of data for each indicator, analysis of the data, and evaluation of improvements made.

The indicators are assigned a rating based on a five-point scale:

| Performance Scale *Averages* | < 3.0 Review | >= 3.0 Maintaining | >= 3.5 Progress | >= 4.0 Leadership |

Each objective is summarized and then the core themes are summarized and receive an overall rating. The averages of the three core themes provide the overall rating for mission fulfillment. See Table 1 for the overall summary of mission fulfillment measures for 2018-19.

Table 1. Overall Summary of Mission Fulfillment Measures

Objectives by End State	Transfer	Professional/ Technical	Transitional Studies
Course Completion and Success	3.33	2.33	---
Gateway Course Completion	1.50	2.50	---
Retention	2.67	2.00	---
Credit Attainment	2.50	2.75	---
Completion	2.50	2.50	4.50
Post-CBC / Post-Transitional Outcomes	3.80	5.00	2.33
Transitional Studies Yearly	---	---	3.00
Transitional Studies 3 Year Cohort	---	---	3.75
Core Theme (End State) Ratings	2.72	2.85	3.40

OVERALL RATING: 2.99

After summer and fall data are available, the College's Institutional Research (IR) department performs the analysis and writes an interim mission fulfillment report. This report includes areas of early concerns and opportunities and shows how we are progressing compared with past years. A draft report is shared with administrators, Cabinet, and faculty and then the final report is presented to the Board of Trustees at their April meeting. This interim report gives the College an idea of where mission fulfillment is headed and allows for discussions on interventions.

Once the data for the entire year become available, IR completes the analysis and writes the draft mission fulfillment report. The draft report is again shared across the College with the Cabinet, administrators, Faculty Senate and other constituents for their feedback. IR uses that feedback to update the report which is presented to the Board of Trustees at their October meeting. There is an expectation that the results are being shared and used by various constituents to make changes to help improve outcomes. As an example, IR uses the mission fulfillment metrics in their dashboards. Through the dashboards and training, IR communicates why those metrics are relevant to student success and provides a mechanism for faculty and staff to disaggregate the data in order to analyze what is happening within demographic subsets of students.

While this comprehensiveness gives a nuanced picture of the College's overall health and provides the transparency needed/required by institutional governance, it may be too detailed to appeal to a broader audience and too narrow in scope to gain traction outside of attentive leadership. Thus, in summer of 2019, a very short list of key performance indicators were agreed upon in order to provide touchstones to the larger CBC community.

- Degree completion or successful transfer (to a four-year school) within three years
- Attainment of 30 college credits in Year One
- Completion of English and math gateway courses in Year One

Validity of Core Themes and Objectives

Core themes and objectives were updated in spring 2018 when the mission statement was revised. The first report on mission fulfillment was presented to the Board on October 8, 2018. Since that time the objectives have remained the same but two measurement changes were made.

The first is due to the State and Federal de-emphasis of the CASAS testing as the primary indicator of gains in Transitional Studies. The second is a change from measuring "completion and success rates" for all courses to one that is more predictive of substantial risk of not attaining a degree: "whether a student has not earned credit in at least one class" and "whether a student has earned below a 2.0 in at least one class".

Sufficient Evidence to Assess Mission Fulfillment and Sustainability

Institutional progress monitoring has always had multiple functions that exist together, at least two of which are (a) a faithful accountability to community and governance (summative) and (b) a faithful inquiry into continuous improvement throughout the institution (formative). Most times, these are thoroughly compatible, but they can come into conflict when considering different roles in the educational process that requires expert professional judgment "on the ground."

We believe our summative accountability process is sound and our outcomes and measurements are faithful reflections of the College's mission and the overall Board Policy for institutional performance. Objectives and metrics were chosen that support our completion mission. However, completion rates alone often come too late for meaningful action. For example, when we look at the completion data for a particular year, we need to go back three years to understand what occurred that either positively or negatively impacted the completion rates. In order to be more proactive, we're using research on student success initiatives, such as Guided Pathways and Completion by Design, which point to key immediate predictors of future success. Using these critical basic conditions, such as course performance, retention, and credit attainment, allows us to reflect progress, identify opportunities, and roll up into a faithful metric of progress with our selected targets. We also find these indicators vital to monitoring our progress in students' first year—the most critical time to have an impact. For institutional accountability structure, these objectives help build a sound a priori targeting and monitoring function in as concrete and actionable a way as practical.

One change that we need to consider is how to include student learning objectives into the assessment of mission fulfillment. The assessment of student learning relies on professional judgment in the learning process and does not lend itself to easy standardization or communication of measures. It is not easily monitored in a traditional summative way. However, to that end, we have grown a program review process, which includes analysis of student learning at the program level. The goal is to increase our assessment of student learning and use those results in order to improve and to ultimately see an increase in student learning throughout the College.

Representative Examples of Assessment Process

Example One: History Program Assessment of Student Learning Outcomes

In 2017, two history faculty members received a grant from the Teaching & Learning Committee to assess the critical thinking skills of students in three history courses. The full report is included as Appendix B. The faculty members developed Document-Based Assessments (DBQs) for the U.S. History sequence (History 146, 147, and 148). They used these common assessments to measure critical thinking within the discipline of history (a history program outcome) and critical thinking more generally (an institutional student learning outcome). Data from six course sections were collected in fall 2017 and winter 2018.

The assessments of the outcomes were performed using midterms and finals, which were also graded. The instructors used Canvas as the grading and assessment tool which allowed them to have a rubric for grading and a separate rubric for the assessment. They found that from the midterm to the final students made incremental gains in their critical thinking skills.

The history faculty found the Canvas assessment tool to be efficient and easy to use. They recommend that if more faculty would utilize this feature it will help with data sharing across campus and cross-disciplinary conversations about the College's institutional student learning outcomes (SLOs). During the winter Teaching & Learning Day there will be a session to teach faculty how to use this tool.

Example Two: Closing-the-Loop Study of Heritage Spanish Language Learning

The Spanish faculty at CBC were concerned about the low grades earned in Spanish 205 and other Spanish classes by Heritage Language (HL) students. For example, while the overall rate of course success (earning a C or better) across the campus is roughly 80%, the success rate for Spanish 205 is only about 50%. Faculty frequently observe HL students struggling in class because of a lack of confidence in their Spanish, a lack of recognition of the grammar elements, and a weak vocabulary. Faculty frequently hear comments from their HL students that new Spanish skills quickly deteriorate or are forgotten after courses are completed.

A study was performed which involved gathering data from HL students, through focus groups and written surveys, to investigate their perceptions of their academic preparation for Spanish 205 (Spanish for Native Speakers) as well as their perceptions of course pedagogy and in-class processes. Student survey data were linked to existing academic performance data in order to relate responses to demographic factors, course grades, and broader academic performance at CBC. The goals of the study were to 1) identify possible roadblocks to HL student performance and 2) identify and/or develop strategies for improving the effectiveness of the Spanish language pedagogy on campus. Improved pedagogy might include redesigning existing courses or teaching strategies and proposing additional courses be added to the curriculum in order to facilitate student performance. The full study is attached as Appendix C.

Based on the feedback from the focus groups, our faculty are interested in implementing a Spanish Certificate, based on successfully completing Spanish 205/206/207. The study's results also point to offering a prerequisite course which would not only result in improved student performance in Spanish 205, but also would better support long-term acquisition of Spanish skills. The presence of the prerequisite course might also encourage greater rates of enrollment in Spanish 206 and 207.

Evaluative Overview

Assessment Work

In 2019 a new position, Dean for Accreditation and Assessment, was created. This dean has been working with the Vice President for Instruction (VPI), Institutional Research staff, deans, the Teaching & Learning Committee, and faculty to put processes in place to systemize the assessment of student learning. By the Year Seven visit, we intend to have an assessment plan developed by the Teaching & Learning Committee and the Dean for Accreditation and Assessment. Program assessment is a particular area on which the College needs to focus. The VPI and dean are participating in the NWCCU Fellowship on Assessment and Mission Fulfillment and, as part of that fellowship, they are working on tying program assessment to the program review process.

We are continually improving the College's program review process. This year we have expanded the review with additional questions regarding program assessment. In previous years, programs were asked to map their courses to the college SLOs and to turn in program outcomes. We are now asking the programs to map their courses to program outcomes. The mapping will show courses where the outcome is introduced, reinforced, and mastered. This can then be used in Guided Pathways work to demonstrate how the courses build on each other and whether there is an order that courses should be taken. This year we are also requesting an example assessment be attached to the review. We are aware that some programs are performing assessments, but we do not currently have a central repository to collect them.

There is also interest by the faculty on the Teaching & Learning Committee to review the institutional SLOs as they have not been reviewed in over 10 years. This will provide an opportunity for faculty to discuss the current SLOs to determine whether or not they are still valid. Other stakeholders (students, transfer partners, employers, etc.) will also be included in the review process through surveys and focus groups.

Institutional Goals

Based on recommendations of external partners, Institutional Research has developed three goals to be used as a touchstone across campus. A recipe for success graphic was developed to show the evidence-based interventions we're using to help us reach these goals in the next 10 years. The hope is that these goals are easier for everyone at the College to understand and remember and to show faculty and staff how they can have an impact.

- **Goal #1: Degree completion or successful transfer** (to a four-year school) from ~35% to 55%
- **Goal #2: Attainment of 30 college credits in Year One** from ~35% to 55%
- **Goal #3: Completion of English and math gateway courses in Year One** to 60% (in English) and 40% (in math)

To support the efforts to reach these goals, a new Student Success Leadership Committee was formed towards the end of 2019. The committee will use the lens of equity and student success in order to make decisions around future direction, design and implementation of guided pathways philosophies. This committee is composed of faculty and staff from different areas of the College to increase cross-campus collaboration.

Strategic Planning

The College's strategic plan expires in 2020, so we are beginning the process to develop a new one. A campus-wide committee is being formed and consultants are being hired to help facilitate the process. Student learning and achievement and aligning with the new NWCCU standards will be important aspects of this plan.

New Standards

We will be examining the new standards to ensure that our goals and objectives align. In the new standards student learning is specifically called out in 1.A.1 (The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement). Our mission is focused on student achievement, and our indicators and goals are aligned with that focus. We need to have discussions on how SLOs can be included in the mission fulfillment process.

Conclusion

The College feels it has valid measures of mission fulfillment and we are confident in our progress towards the Year Seven Self-Evaluation Report. We are excited about the work that is happening across the College to move our mission forward. There has been a concerted effort to align our institutional goals, Guided Pathways, and other initiatives and to regularly communicate how the work of our faculty and staff contributes to our students' success.

We know there is still work to do to systematically assess student learning at the program level, but headway is being made through activities such as connecting program assessment to the program review process. We look forward to receiving feedback from the upcoming mid-cycle visit in order to inform our continued work towards achieving mission fulfillment.

Columbia Basin College

MISSION FULFILLMENT 2018-19

Second Annual Report of Institutional Progress

October 14, 2019

Overall, mission fulfillment was not substantially changed from 2017-18. A strong year for Transitional Studies buoyed our results. In other areas, 2018-19 reflected some weakness in our key leading indicators, many continuing from last year, and highlighted by a drop in completion. The dip is consistent with projections from the Fall report and carry forward from first year drops in leading indicators from the 2016-17 student cohort.

The 2018-19 Academic Year was characterized by the start of some large, important projects, and establishment of long term plans in Guided Pathways. New for the 2019-20 academic year is the restructured developmental Math sequence, the identification of students in meta-major schools, and the institution of Guided Pathways school core teams to help advise students on academic maps devise in 2018-19. Additionally, we look to establish a model for advising and further progress on English co-requisite activity.

To communicate and focus on key goals, we provide a smaller, focused group of ten (10) year goals to serve as touchstones for us and the larger campus community - as well the larger community/communities in our service area.

This report is the second annual compilation of metrics that track yearly institutional progress toward 3 year goals. These indicators are assembled with respect to the Mission Statement and Board Policies for Mission Fulfillment as revised in May 2018. It covers Objectives outlined

Mission Fulfillment 2018-19

SECOND ANNUAL REPORT OF INSTITUTIONAL PROGRESS

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

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

Two **measurement changes** are made in this report. The first is due to the State and Federal de-emphasis of the CASAS testing as the primary indicator of gains in Transitional Studies. Part of what we have measured in the past was heavily dependent on CASAS, which substantially change the meaning of why/how we administer Post-Tests, gains on tests for Federal reporting, and what are considered substantial gains. Instead, the state system has included credit and testing and rolled it into a single "Measurable Skills Gain" – one measure that we are using to replace the three that relied on CASAS.

The second is a change from measuring "completion and success rates" for all courses to one that is more predictive of substantial risk of not attaining a degree: "whether a student has not earned credit in at least one class" and "whether a student has earned below a 2.0 in at least one class". The difference can be striking:

- Only 61.2% of first year students in 2018-19 failed to earn credit in at least one class (38.8% have at least one class with unearned credit).
- Only 37.2% of first year students in 2018-19 failed to earn a 2.0 or above in at least one class.

To put it differently, a large portion of CBC students maintain a transcript that includes a "D" or "F" on it for their first year of study. The predictive power of one "F" is a difference between a roughly 40% chance of attaining a degree and a 10% chance – one "D" at least doubles the risk of not completing.

- Executive Summary
  - Overall Results
  - Results by Core Theme / End State
  - Results by Objective
- Individual Measures

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

- Adoption of 10 Year Goals
- End Notes
- Appendices (A: Projects, B: Methodology, C: Data Dictionary)

YEAR TWO EXECUTIVE SUMMARY (2018-19)

Overall Results

The 2018-19 Academic Year was the second year this report has been used in its current form, characterized by establishment of long term plans in Guided Pathways. New for the 2019-20 academic year is the restructured developmental math sequence, the identification of students in meta-major schools, and the institution of Guided Pathways school "core teams" to help coordinate efforts in schools around academic maps devised in 2018-19. This year, we will establish a model for advising and make progress on English co-requisite and other developmental reforms.

The results for 2018-19 reflect some weakness in our key leading indicators, many continuing from last year, and highlighted by a drop in completion. This completion drop is consistent with the forecasts from our interim Fall and Winter data. The completion dip also coincides with declines in first year success metrics for the same cohort in previous years.

Although the consistency between the first year declines three years ago and the completion results may not be comforting, but it stresses that we have an opportunity to change this trend. This year's completion results underscore a continuing need for the emphasis on areas of developmental education and Guided Pathways to bolster first year success, and first year students are the primary focus of our institution-wide efforts (Appendix A). Furthermore, though our completion results appear roughly average compared to national metrics and state metrics in spite of our weaker first year metrics is, in a sense, a good sign going forward.

Another encouraging sign is that our leading indicators are not eroding further, rebounding somewhat from the 2016-17 cohort lows. The fundamental cohort performance in Year 1 since then does not appear to forecast continued erosion of completion rates through 2020-21.

Appendix A shows the key institution-wide projects that seek to address the perceived needs at CBC and this monitoring report largely underscores the need for these interventions. Though we understand that the projects in Appendix A are not the only meaningful improvements occurring at CBC, they provide a basis from which to form our expectations for sustained improvement over a three year time period. A few institution-wide, direct interventions are currently underway: Title V Math Center in its third year, Title V Early Alert in its second year (after a pilot in Math last year), Title V Bridge Instruction (TAP) is in its second year, and English Co-requisite Study is in its pilot year.

Overall Rating. Our overall rating of **2.99** (+0.13 from 2.86 last year) represents a small change from the previous year – most of which was due to gains in the Transitional Studies area. In sum, we had more "wins" than "losses" (Figure 2) overall, but not enough to show an appreciable difference over our historic baselines.
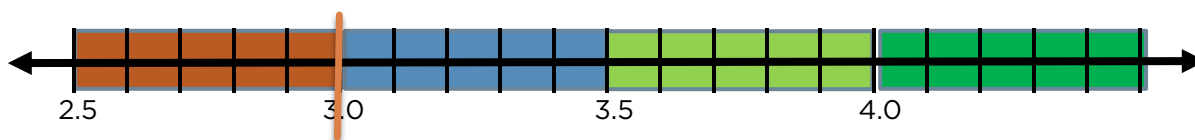
Figure 1. Overall Mission Fulfillment

| Performance Scale *Averages*	< 3.0 Review	>= 3.0 Maintaining	>= 3.5 Progress	>= 4.0 Leadership

Results by Core Theme / End State

Our **Academic Transfer** Core Theme / End State ratings have not gained ground overall (**2.72** – up from 2.69 in 2017-18). While below our aspirations, some leading indicators strengthened a bit (Retention and Course Success), reversing lower performance from last year.
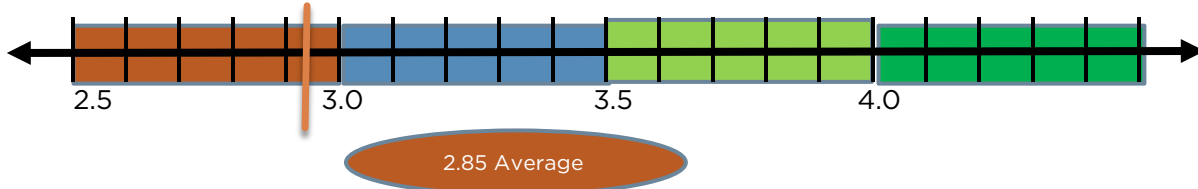
Professional/Technical Core Theme/End State ratings are lower overall (**2.85** – down from 3.00 in 2017-18). Because there are fewer students, these measures may go up and down more sharply, but some of the sharp turns can be cause for concern – especially course completion, success, and gateway courses. Our very strong post-CBC outcomes pull up what is a weak 2018-19 in key leading areas.

 In **Transitional Studie**s, the four (4) objective average is up considerably (**3.40** – up from 2.88 in 2017-18). Completion of degree programs and college credits lead the way from historical averages that were weak due to overly stringent federal GED requirements, and three (3) year cohort performance remains strong. There is some weakness 2018-19 in the "Transitional Studies Yearly" Objective (Table 1 and Table 4), some of which was the result of de-emphasized CASAS testing system-wide – and replaced with "Measurable Skills Gains" which can be obtained through credit accumulation OR testing and not simply testing alone. The weakest area in our measures (Transition to College), has seen a rebound and has already shown exceptional progress to date for next year's reportable cohort.
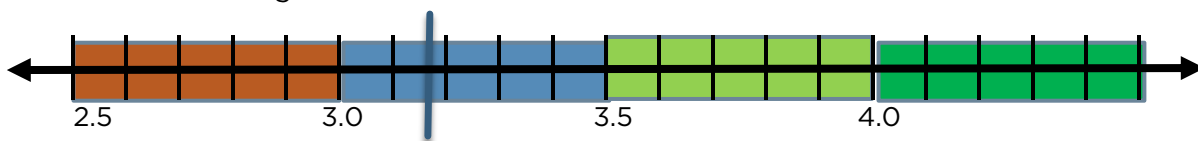
Transfer Rating
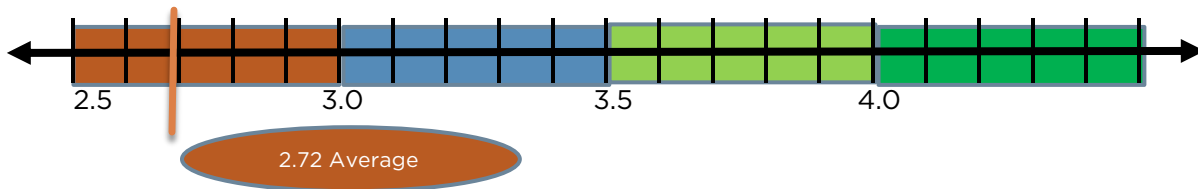
2.5   3.0   3.5   4.0

2.72 Average

Professional/Technical Rating

2.5   3.0   3.5   4.0

2.85 Average

Transitional Studies Rating

2.5   3.0   3.5   4.0

Core Theme (End State) Ratings	Transfer	Professional/ Technical	Transitional Studies
2017-18	2.69	3.0	2.88
2018-19	2.72	2.85	3.4

3.40 Average

Figure 2. Mission Fulfillment by End State / Core Theme

All Results by Objective

Table 1 shows the summary ratings as of the end of the 2018-19 school year followed by tables that detail individual metrics.[2] Percentage of total enrollment college-wide in these areas for Fall 2018-19 were 53.5% Academic, 36.2% Professional/Technical, and 9.1% BEdA/ELA. First time entering cohorts heavily favor Academic Transfer students, where roughly 1,000 students enter each cohort in an AA track and 300-400 students typically enter on a Professional/Technical track each year. BAS students and some ASN nursing students eventually bolster total Professional/Technical enrollment.

Table 1. Overall Summary of Mission Fulfillment Measures

Objectives by End State	Transfer	Professional/ Technical	Transitional Studies
Course Completion and Success	3.33	2.33	--
Gateway Course Completion	1.50	2.50	--
Retention	2.67	2.0	--
Credit Attainment	2.50	2.75	--
Completion	2.50	2.50	4.5
Post-CBC / Post-Transitional Outcomes	3.8	5.0	2.33
Transitional Studies Yearly	--	--	3.0
Transitional Studies 3 Year Cohort	--	--	3.75

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[2] Includes updated CBC warehouse (Enrollment, Transcripts, WABERS Transitional Studies, and NSC data as of 8/2018) and current reported SBCTC where referenced (9/2019)

	Transfer	Professional/ Technical	Transitional Studies
Core Theme (End State) Ratings	2.72	2.85	3.4

Overall Rating 2.99

Performance Scale *Averages*	< 3.0 Review	>= 3.0 Maintaining	>= 3.5 Progress	>= 4.0 Leadership

Table 2. Academic Transfer Ratings Table

Objective	Measure	2014-15	2015-16	2016-17	CBC 3 Year Average	Lower	Maintaining	Met Target	Exceeded Target	2017-18	2018-19	2018-19 Rating
Course Performance (Student Risk)	Course Completion (Student Year 1)	60.4	61.2	60.8	60.8	54.9	58.9	62.7	66.4	59.9	61.2	❸
Course Performance (Student Risk)	Course Completion (Student Year 2)	70.2	67.9	68.8	69.0	63.5	67.2	70.7	74.1	71.2	69.7	❸
Course Performance (Student Risk)	Course Completion (Student Year 3+)	77.3	74.3	77.1	76.2	71.4	74.7	77.8	80.6	76.4	77.3	❸
Course Performance (Student Risk)	Course Success (>2.0 Student Year 1)	35.4	37.8	35.9	36.4	30.9	34.5	38.3	42.1	33.0	37.2	❸
Course Performance (Student Risk)	Course Success (>2.0 Student Year 2)	43.1	39.4	42.1	41.5	35.8	39.6	43.5	47.5	42.4	45.9	④
Course Performance (Student Risk)	Course Success (>2.0 Student Year 3+)	55.8	53.7	58.1	55.9	49.9	53.9	57.8	61.7	59.5	58.0	④
Gateway Courses	Gateway Course (Math Year 1)	25.8	20.9	21.1	22.6	18.4	21.1	24.1	27.4	19.3	20.5	❷
Gateway Courses	Gateway Course (English Year 1)	45.1	44.9	37.9	42.6	36.9	40.7	44.6	48.6	35.1	33.7	❶
Retention	Retention Year 1 (Fall to Winter)	80.6	77.5	76.2	78.1	73.4	76.6	79.5	82.3	76.4	77.9	❸
Retention	Retention Year 1 (Fall to Spring)	71.4	70.2	67.9	69.8	64.4	68.1	71.6	74.8	67.7	68.6	❸
Retention	Retention Year 1 (Fall to Fall)	56.0	51.6	53.0	53.5	47.6	51.5	55.5	59.4	51.2	50.5	❷
Credit Attainment	College Level (15 Credits, Year 1)	70.2	68.4	66.3	68.3	62.8	66.5	70.1	73.4	68.2	67.6	❸
Credit Attainment	College Level (30 Credits, Year 1)	40.9	37.8	34.2	37.6	32.1	35.8	39.5	43.4	35.9	36.4	❸
Credit Attainment	College Level (45 Credits, Year 1)	10.5	8.6	7.8	9.0	6.8	8.2	9.8	11.6	8.3	7.4	❷
Credit Attainment	College Level (45 Credits, Year 2)	42.3	42.8	38.8	41.3	35.6	39.4	43.3	47.2	38.5	38.2	❷
Completion	Degree Completion (3 Years)	24.2	23.7	28.0	25.3	20.8	23.7	26.9	30.3	27.3	24.7	❸
Completion	Completion + Non-completion Transfer (3 Years)	34.7	34.2	35.7	34.9	29.5	33.0	36.7	40.6	36.2	32.8	❷
Post-CBC Employment / Transfer	*Employment %	42.1	43.3	45.4	42.7	36.9	40.7	44.7	48.6	45.4	50.7	❺
Post-CBC Employment / Transfer	*Wages ($000)	20.8	20.5	22.3	20.7	16.6	19.3	22.1	23.5	22.3	22.3	④
Post-CBC Employment / Transfer	4-2 Transfer	29.6	28.3	29.1	29.0	24.1	27.3	30.7	34.3	28.7	29.7	❸
Post-CBC Employment / Transfer	3-1Non-completion transfer	10.1	13.0	14.7	14.0	10.9	12.9	15.1	17.6	11.7	13.0	❸
Post-CBC Employment / Transfer	3-1Completion transfer	12.2	12.5	13.7	15.0	11.8	13.9	16.2	18.8	17.0	16.7	④

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

Table 3. Professional/Technical Ratings Table

Objective	Measure	2014-15	2015-16	2016-17	CBC 3 Year Average	Lower	Maintaining	Met Target	Exceeded Target	2017-18	2018-19	2018-19 Rating
Course Performance (Student Risk)	Course Completion (Student Year 1)	70.4	66.7	71.9	69.7	64.2	67.9	71.4	74.7	67.0	62.0	❶
Course Performance (Student Risk)	Course Completion (Student Year 2)	76.5	73.9	74.5	75.0	70.0	73.4	76.5	79.5	77.4	67.8	❶
Course Performance (Student Risk)	Course Completion (Student Year 3+)	76.3	79.8	78.4	78.2	73.5	76.7	79.6	82.3	86.1	80.0	④
Course Performance (Student Risk)	Course Success (>2.0 Student Year 1)	48.8	50.8	49.3	49.6	43.7	47.6	51.6	55.6	47.9	45.0	❷
Course Performance (Student Risk)	Course Success (>2.0 Student Year 2)	51.3	55.1	57.2	54.5	48.6	52.5	56.5	60.4	51.6	44.7	❶
Course Performance (Student Risk)	Course Success (>2.0 Student Year 3+)	62.6	62.6	64.4	63.2	57.4	61.3	65.1	68.7	67.5	71.8	❺
Gateway Courses	Gateway Course (Math Year 1)	20.9	17.8	10.6	16.4	13.0	15.2	17.7	20.4	14.5	17.6	❸
Gateway Courses	Gateway Course (English Year 1)	35.9	27.3	21.5	28.2	23.4	26.6	29.9	33.5	28.5	23.6	❷
Retention	Retention Year 1 (Fall to Winter)	84.6	70.7	73.0	76.1	71.2	74.5	77.6	80.5	74.5	73.1	❷
Retention	Retention Year 1 (Fall to Spring)	72.3	56.9	58.1	62.4	56.6	60.5	64.3	68.0	60.6	58.1	❷
Retention	Retention Year 1 (Fall to Fall)	55.0	63.0	46.7	54.9	48.9	52.9	56.9	60.8	46.9	52.2	❷
Credit Attainment	College Level (15 Credits, Year 1)	72.2	61.7	59.2	64.4	58.6	62.5	66.2	69.8	63.7	62.6	❸
Credit Attainment	College Level (30 Credits, Year 1)	37.9	35.3	32.4	35.2	29.8	33.4	37.1	40.9	34.0	36.8	❸
Credit Attainment	College Level (45 Credits, Year 1)	12.7	14.5	12.9	13.4	10.4	12.3	14.5	16.9	8.8	10.8	❷
Credit Attainment	College Level (45 Credits, Year 2)	40.1	46.1	36.8	41.0	35.3	39.1	43.0	46.9	34.3	40.2	❸
Completion	Degree Completion (3 Years)	31.1	28.7	28.1	29.3	24.4	27.6	31.0	34.7	30.1	28.8	❸
Completion	BAS Completion (3 Years)	72.5	74.2	70.3	72.3	67.1	70.6	74.0	77.1	71.4	69.8	❷
Post-CBC Employment	*Employment %	42.1	41.9	50.6	42.0	36.2	40.1	44.0	47.9	50.6	53.4	❺
Post-CBC Employment	*Wages ($000)	22.8	20.1	24.0	21.5	17.3	20.0	23.0	24.5	22.3	24.8	❺

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

Table 4. Transitional Studies Ratings Table

Objective	Measure	2014-15	2015-16	2016-17	CBC 3 Year Average	Lower	Maintaining	Met Target	Exceeded Target	2017-18	2018-19	2018-19 Rating
Yearly Results	*Federally Reportable (%)	74.7	73.3	78.6	75.5	70.6	73.9	77.1	80.0	83.5	80.8	⑤
Yearly Results	**Measurable Skills Gains (New Model)	52.7	52.7	52.0	52.5	46.5	50.5	54.5	58.4	54.2	43.2	❶
3-Year Cohorts	45 Hours or more BEdA	65.5	63.9	65.8	65.1	59.4	63.2	66.9	70.4	68.0	66.2	④
3-Year Cohorts	45 Hours or more ELA	74.1	74.4	74.5	74.3	69.3	72.7	75.9	78.9	75.8	78.5	④
3-Year Cohorts	Made ELA Gains	52.5	45.1	46.9	48.2	42.2	46.2	50.2	54.1	48.3	52.9	④
3-Year Cohorts	Retention (First to Second Year)	25.5	25.7	27.6	26.3	21.6	24.7	27.9	31.4	32.6	28.4	❸
Completion	Completed HS Equivalent / GED	29.1	19.1	3.8	19.1	15.3	17.8	20.5	23.4	20.4	26.7	⑤
Completion	Completed any College Level Credits	13.0	14.9	9.8	12.6	9.7	11.6	13.6	15.9	13.1	14.3	④
Transition to College	**6 College Level Credits	9.1	10.3	8.3	9.2	7.0	8.4	10.1	12.0	6.6	8.6	❸
Transition to College	**15 College Level Credits	5.2	5.7	7.6	6.2	4.5	5.6	6.8	8.2	2.9	4.3	❶
Transition to College	**30 College Level Credits	2.2	4.1	4.5	3.6	2.6	3.2	4.0	5.0	1.5	3.8	❸

* 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.

** "Measurable Gains" replaces the testing gains only which

*** College credits attained for students who entered BEdA with level 4 or above within 3 years of starting BEdA.

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

10 YEAR GOALS

One of the key recommendations from our partners in the Frontier Set through their work with us has been to assemble a short list of goals to use as a touchstone campus-wide. These goals were established for a number of reasons, but with the overall goal of appealing to a broader audience at CBC.

While the comprehensive, multi-measure Mission Fulfillment report here is necessary to more fully represent the range of outcomes and represent a holistic view of campus and is necessarily detailed for the purposes of policy governance under the Carver model, it cannot adequately address a need for summarized aspirations across campus. As with any pitch or touchstone, the focus needs to be narrow enough to resonate and be repeated through multiple venues across campus.

- **Goal #1: Degree completion or successful transfer** (to a 4-year school) from ~35% to 55%
- **Goal #2: Attainment of 30 college credits in Year 1** from ~35% to 55%
- **Goal #3: Completion of English and Math gateway courses in Year 1**
    - to 60% (in English) and 40% (in Math)

The reasons for choosing these measures are:

- To reinforce the central role of completion
- To reinforce the vital importance of first year success that builds on (a) broad credit attainment toward a student's own path and interest (b) while acknowledging the significant barriers many students have in progressing in core college English and Math requirements
- To recognize CBC measurement values of comparability, inclusivity, and ease of use

The reasons for choosing the specific targets include the desire to be aspirational, yet realistic:

- By surveying top-tier institutions that resemble CBC in makeup (Aspen top 150)
- By looking at the expectations of our system, including the Washington Student Achievement Council
- And by looking critically at what we plan to do as an institution and mapping forward what research suggests is the likely effect of succeeding in those efforts

A key point to reinforce is our specific plans as a college, and how each area of the college affects these metrics. Additionally this would empower faculty and staff to contribute their efforts toward these goals and innovating in their own roles – understanding and implementing the core ideas of Guided Pathways, using high impact practices, engaging in emerging and research-based projects like TILT, and looking seriously at student barriers (to name a few).

The "Recipe" metaphor seeks to show that these successful (and research-based) efforts can provide the necessary conditions for improvement in student success. When combined with focus, knowledge and adoption of changes we can make individually to affect student success, and an openness to take action, we might realistically realize the outcomes to which we aspire.

Goal #1: All Students Complete a Degree/ Certificate or Transfer to a 4-year College in Three (3) Years
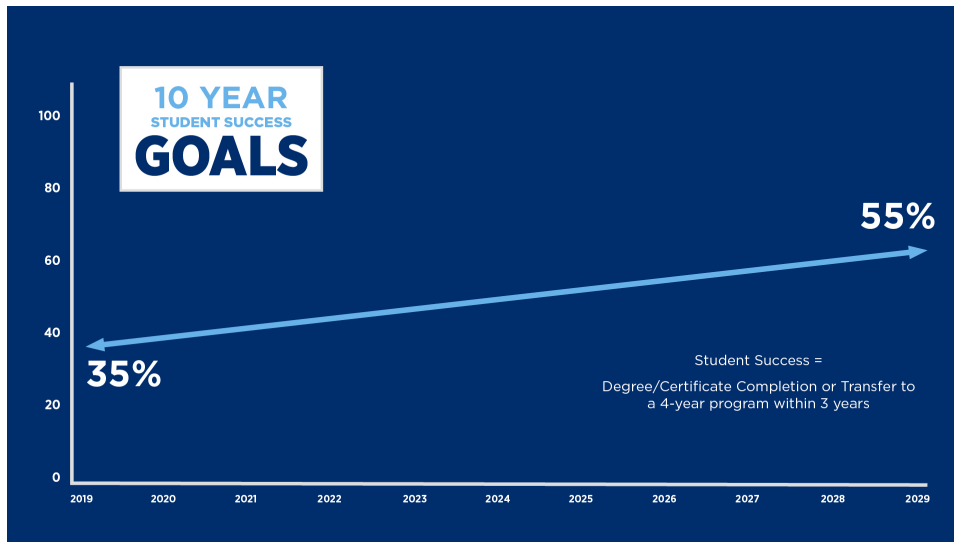
Aspiration to 2029: 55% in 10 years

Figure 3. Ten (10) Year Goal for Completion/Transfer in Three (3) Years

Where we stand now...
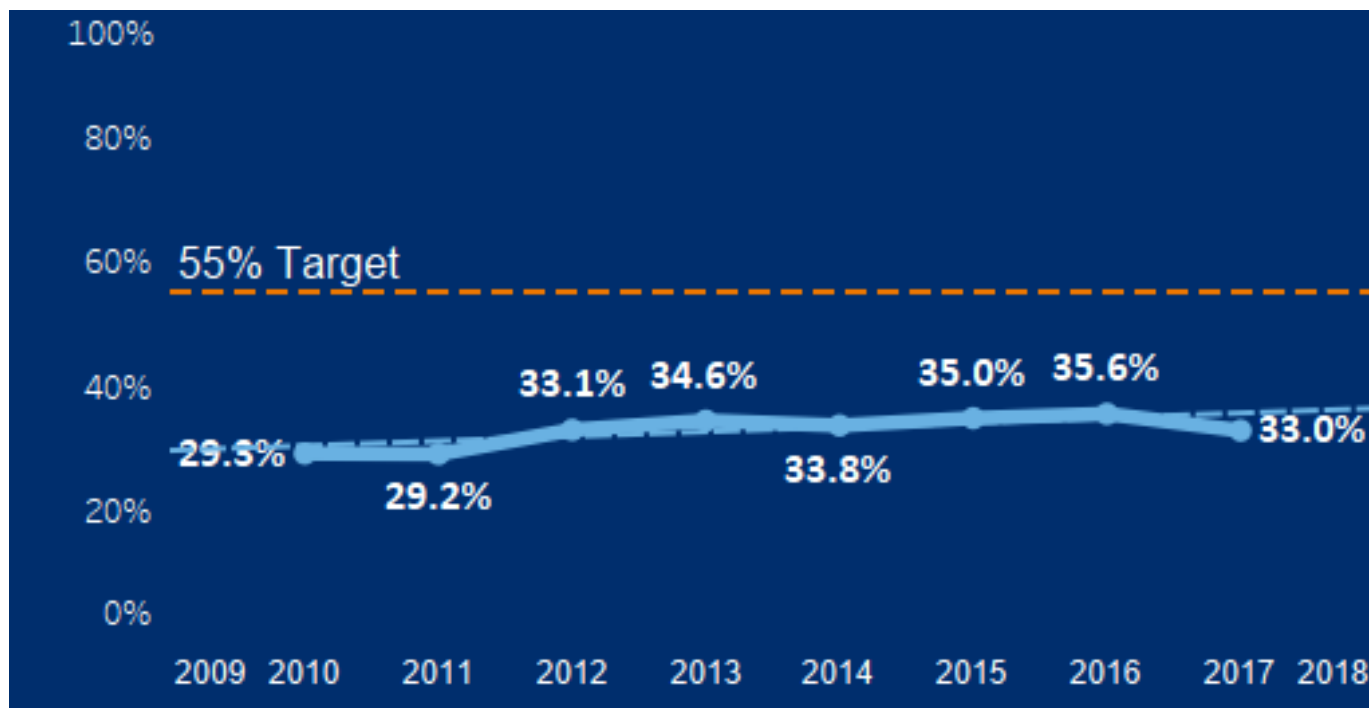
Figure 4. History for Completion/Transfer in Three (3) Years

Goal #2: All Students Complete 30 College level Credits by End of Year 1 at a 55% Rate

Aspiration to 2029: 55% in 10 years
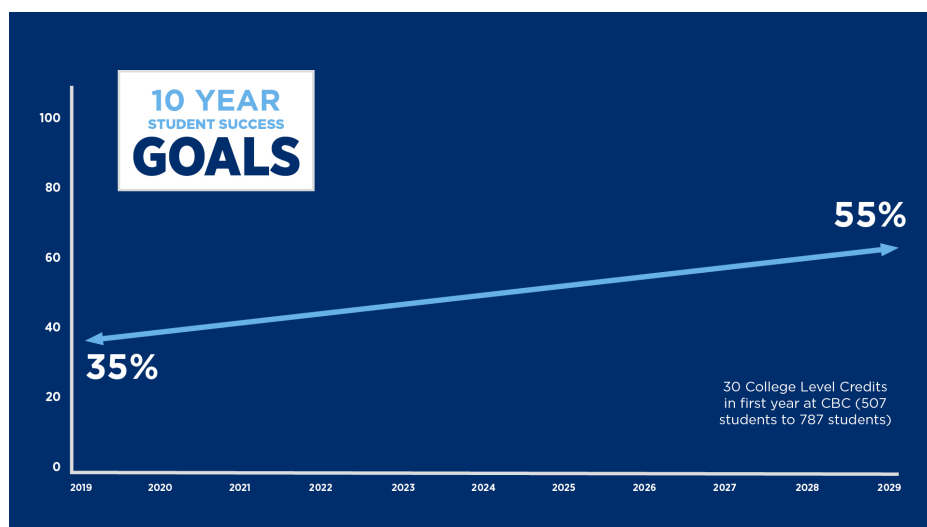
Figure 5. Ten (10) Year Goal for Thirty (30) College Credit Attainment in Year One

Where we stand now...
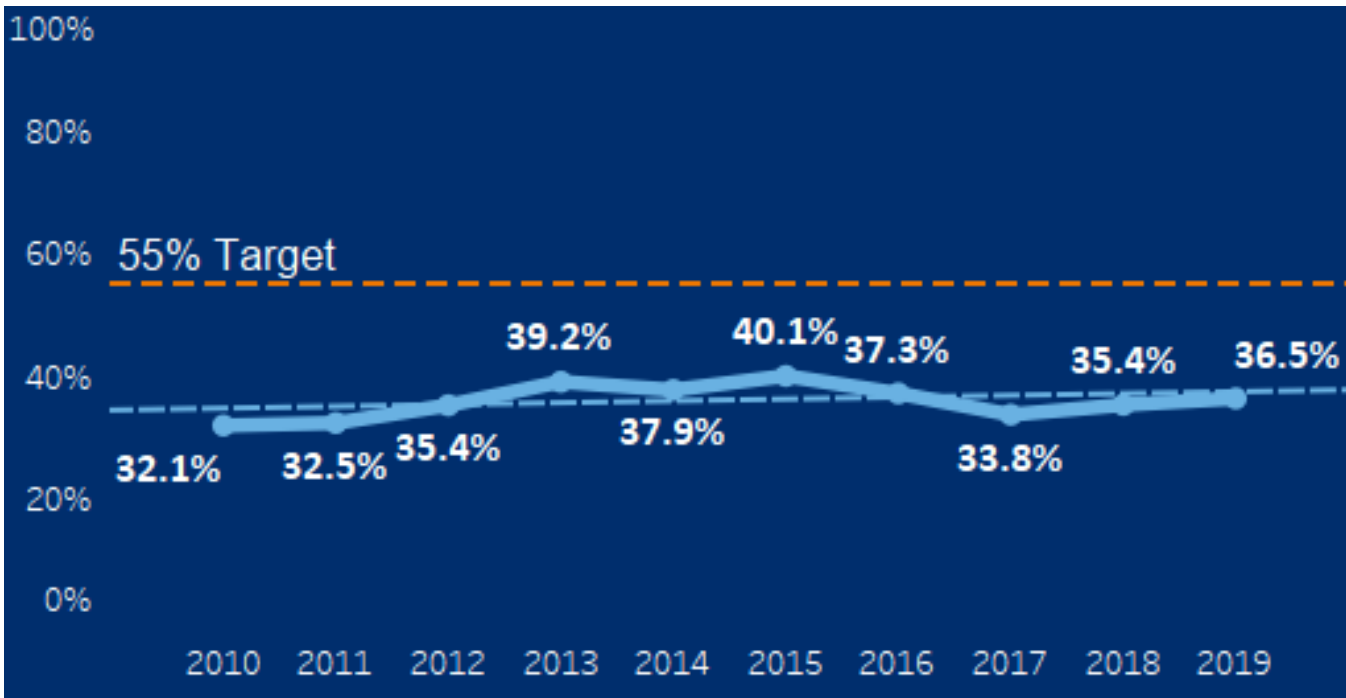
Figure 6. History for Thirty (30) College Credit Attainment in Year One

Goal #3: All Students Complete a Degree or Certificate, or Transfer to a 4-year College in Three (3) Years

Aspiration to 2029: 60% (English) and 40% (Math) in 10 years
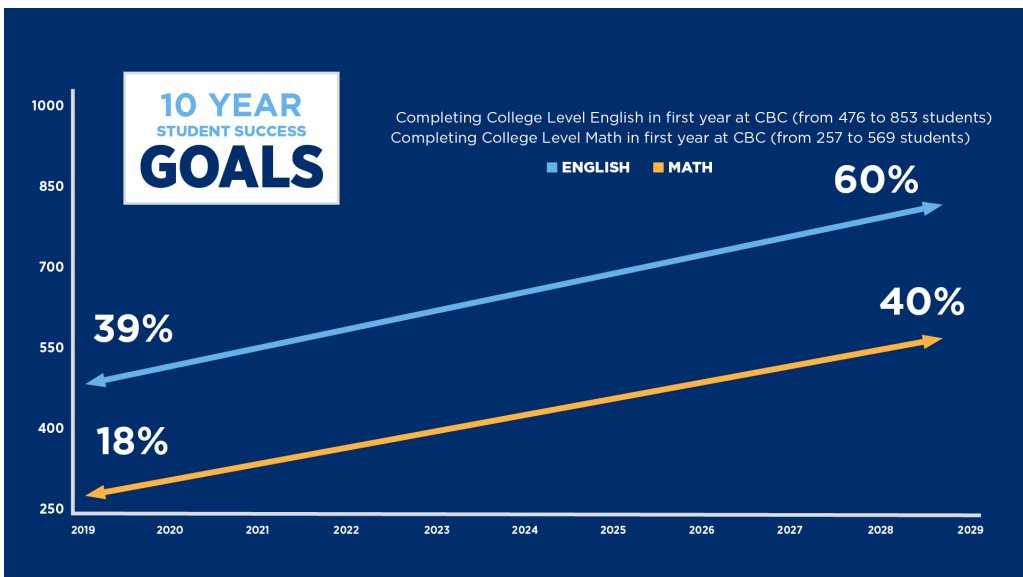
Figure 7. Ten (10) Year Goal for English and Math Gateway College Credit Attainment in Year One
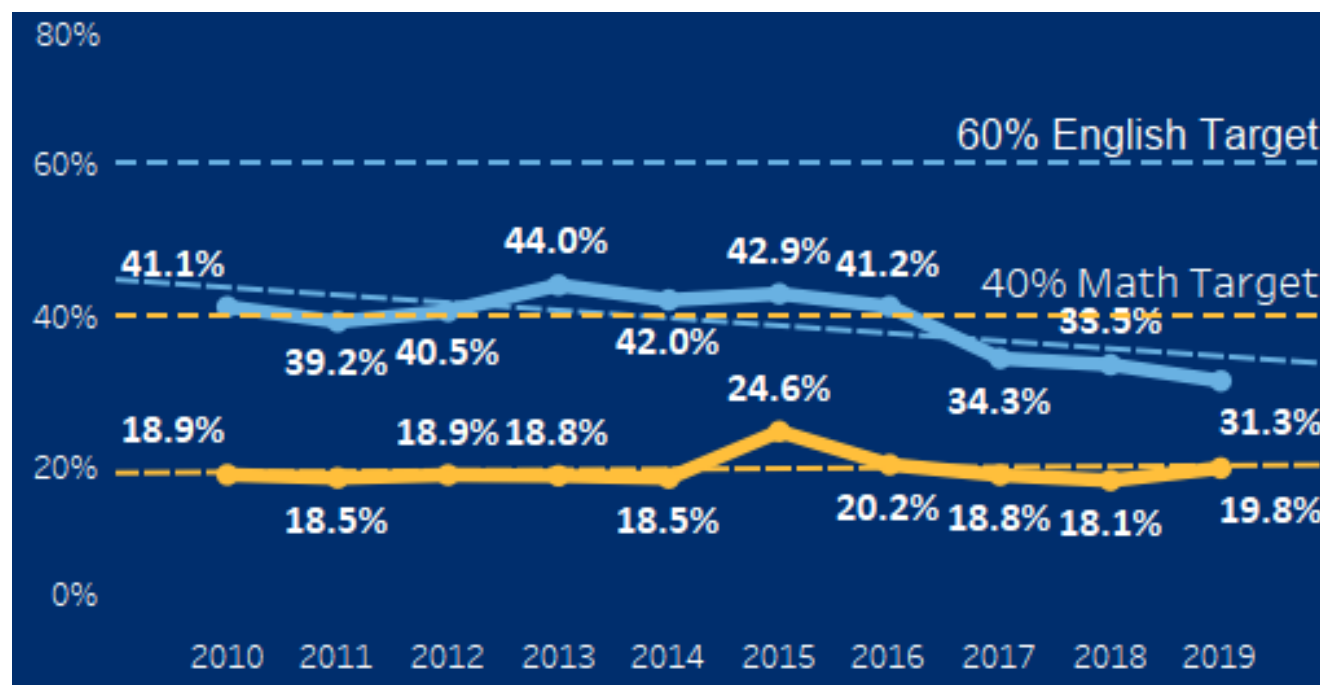
Where we stand now...

Figure 8. History for English and Math Gateway College Credit Attainment in Year One

Expect Some Bumps

The nice, smooth chart belies a smooth path that to which no institution can hold themselves. Program theory, and studies of large-scale structural reform, often note that any new idea – once implemented – takes 3 to 5 years to mature. In large organizations/systems like CBC, this means we will embark on journeys that:

- will succeed in part initially, but not immediately gain traction
- will succeed to a large degree over the medium term, but will break in certain places
- the broken pieces will be fixed, and the fixing will break other pieces

This cycle, combined with evolving student needs/preferences/expectations give us new challenges. Nonetheless, these measures can be expected to increase over time as we reach out and actively engage students at critical moments where they may be rethinking their own ability to succeed and whether post-secondary education is right for them.
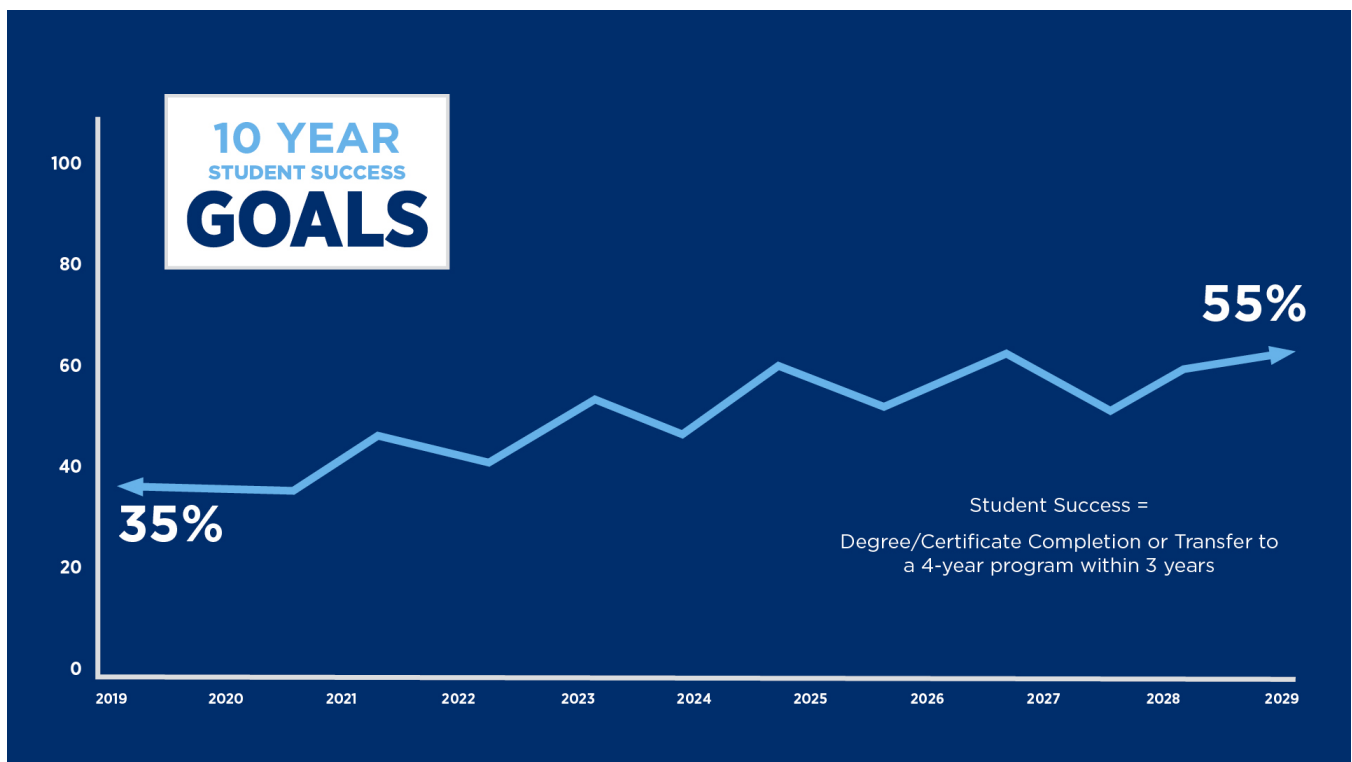
10 YEAR
STUDENT SUCCESS
GOALS

55%

35%

Student Success =
Degree/Certificate Completion or Transfer to
a 4-year program within 3 years

Figure 9. The Bumpy Ride

ENDING NOTES

Data work, here at CBC and at the State Board (SBCTC), develops each year. The introduction of comprehensive Student Achievement Initiative (SAI) dashboards and Guided Pathways compilations have increased our ability to perform some rough state comparisons on similar measures where available, as in this report. The adoption of Mission and Mission Fulfillment board policies have also added more clarity to this work and have led to the establishment of meaningful indicators. As such, this report is the refinement of effort to translate Board Policy into meaningful analyses, interpreting the values of measurement and board intent into tangible outcomes. As refinements become appropriate, CBC will work to augment them as necessary to better adhere to our values of measurement and board policy. This year, one such change was made in Transitional Studies and another was made in measuring Course Completion/Success.

A key feature of this report is the timing and representation of students at CBC. Though we strive to balance measures, the weight of this report is largely skewed to students in their first year of study. This is by design. The first year of a student's post-secondary work is a pivotal year, where students make a difficult transition from secondary work to a different social environment, different expectations, and different life challenges and norms of conduct.

First year measures have an additional advantage. Measuring first year student outcomes have the fastest turnaround time. What we know about these outcomes can be known most quickly and often lead performance of our ultimate targets. Students who receive AA/AAS degrees this year will have started their study, generally, approximately three years prior. While the culmination of this effort is vital, and reporting of it is vital, the foundation of the degree is largely laid in the past. This year is no different, and draws on an underperforming 2016-17 first year cohort to fruition in 2018-19 with a downward spike in degree completion.

Transfer outcomes, and especially Employment outcomes, provide a unique challenge that looks into the more distant past as a measure of current success. CBC, as well as other institutions, struggles with this difficulty perennially, which is compounded by availability of quality data after students exit CBC. This year, for example, our graduates' employment and wages have increased – some of which is under our control, and some of which may be indicative of historically strong labor markets. Response for survey work after graduation is often sub-par, even with concerted effort, and the responses are upwardly biased. As we look to improve these measures, there may be several different ways to reasonably increase our ability to make these measures more current to CBC as it exists today and capture the value of CBC after students have left.

Special thanks to Joshua Ellis, Cabinet, and Deans for review.

Jason Engle – Dean for Organizational Learning, Columbia Basin College

Appendix A: Projects/Initiatives Designed to Improve Student Learning Directly

	Name of Intervention	When	Description (Evidence Base / Demonstrated Need)[3]
1	• Guided Pathways Transfer Academic maps / Meta-majors	Maps Start in Fall 2019 for use in advising Recording of Meta-majors starts in Winter 2020	High Need / High Evidence Base
1	• Advising / Case Management	TBD (Target Fall 2020)	High Need / High Evidence Base
1	• Math Developmental Coursework Restructure	Coursework starts Fall 2019	High Need / High Evidence Base
1	• English Co-requisite	Winter 2019 Pilot	High Need / High Evidence Base
2	• Math Center	• Started in January, 2017	High Need / High Evidence Base Moderate / Targeted Service Population
3	• Summer Bridge	• Summer 2017, Expanded Summer 2018	High Need / High Evidence Base • Smaller Service Population (~100)
3	• Placement Enhancements	• In Development	Mixed Evidence Base / Moderate Need • Small / Targeted Service Pop • Efficiency Potential
3	• Title V Early Alert • Title V Advising / Risk Information	• Expanding September 2018 from Math to other divisions • In Development	High Need / Mixed Evidence Base • Moderate / Targeted Service Pop • Can Assist Case Management

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[3] Evidence Base is predicated on either inclusion in the Institute for Education Sciences (IES) What Works Clearinghouse for rigorous evidence standards or by the CCRC Guided Pathways theoretical framework.

Appendix B. Mission Fulfillment Methodology / Procedures

Institutional self-assessment requires three elements:

- a clear mission,
- measures that adequately reflect that mission, and
- a concept of what constitutes "good performance", with a clear and meaningful way to summarize that progress.

Clear Mission: Board Policy

After reworking CBC's mission statement, this report is the first edition based on that mission and serves as End State reporting for Board oversight, public transparency, and aid in continuous improvement.

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

The primary structure of Mission Fulfillment is evaluated through:
- End States / Core Themes (3 End States: Transfer, Professional/Technical, and Transitional Studies) which contain multiple
- Goals / Objectives (16 Goals) and are tracked by multiple
- Indicators (54 separate metrics with corresponding performance ratings)

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

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

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

> 1. Retention

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

Measures / Indicators

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

- Fidelity to goals / objectives and coverage of concept (best impacts, Brand et al., 2014),
- Reliable, valid, and widely accepted measurement properties (non-descriptive, evaluated observed behavior, and "cohort" based),
- Comparability, as much as practicable, with externally reported measures (IPEDS, State Board, and independent agency metrics like NCES/NSC and State Board performance funding metrics),
- Representativeness of CBC degree-seeking population (including GED/HS equivalent seekers), and
- Transparency and ease of replication from administrative data.

One key aspect of these measurement values is **cohort-based reporting**. Cohort reporting is based on incoming classes, those who enter in Summer/Fall of their first year with an intent to pursue a degree, and are not dual enrolled (Running Start). This kind of reporting creates a greater degree of comparability with external reporting, external standards that include IPEDS, SBCTC SAI cohorts, Frontier Set KPIs (forthcoming from NSC), National Student Clearinghouse, and other national reporting conventions (Achieving the Dream, NCES). It also creates similar comparisons within CBC across years.

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

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

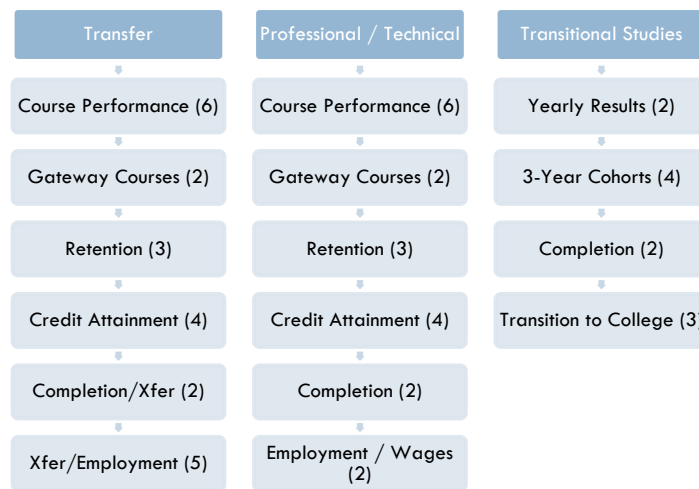- Under 3 Core Themes > 16 Objectives > 52 Indicators

Transfer	Professional / Technical	Transitional Studies
Course Performance (6)	Course Performance (6)	Yearly Results (2)
Gateway Courses (2)	Gateway Courses (2)	3-Year Cohorts (4)
Retention (3)	Retention (3)	Completion (2)
Credit Attainment (4)	Credit Attainment (4)	Transition to College (3)
Completion/Xfer (2)	Completion (2)	
Xfer/Employment (5)	Employment / Wages (2)	

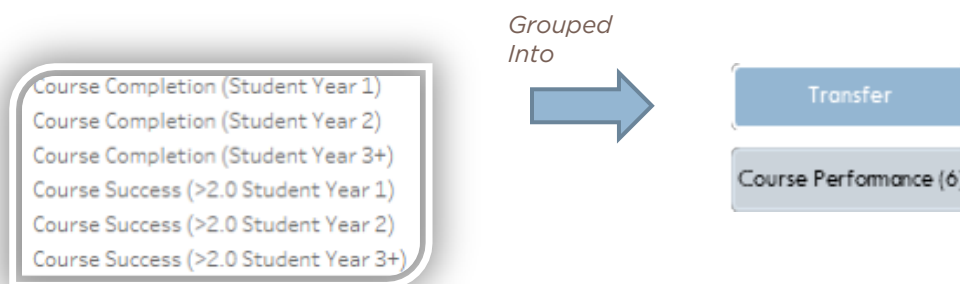**Figure 10. Mission Fulfillment Objectives / Proposed Target Performance Categories**

Why Group Indicators into Objectives? Aside from the convention of Goal-Setting that accreditation looks for, grouping indicators this way lends clarity to the purpose of the Mission Fulfillment report, composed of intermediate groups of goals that culminate in the CBC mission. Several studies show this grouping in terms of stair steps. This graphic displays how the completion goals depend on successful navigation of the previous step (Critical Basic Conditions). Completion of a degree requires several successive milestone markers across a student's career, which we call critical basic conditions to success.[4]

For Mission Fulfillment, this not only communicates where progress occurs and how student completions are built on foundations of work, but it can also provide a diagnosis where steps may be in need of repair in a way that indicators alone might struggle to show.

For example, the 6 different indicators (measures of progress) of "Course Completion and Success" (Figure 4) represent a single objective of "Course Performance". These indicators point toward a single goal, student completion of courses (earned credit) and student course success (earning a 2.0 grade or better).

Indicators for Course Performance   *Course Performance Objective*

Grouped Into

Course Completion (Student Year 1)
Course Completion (Student Year 2)
Course Completion (Student Year 3+)
Course Success (>2.0 Student Year 1)
Course Success (>2.0 Student Year 2)
Course Success (>2.0 Student Year 3+)

Transfer

Course Performance (6)

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[4] Moore, C., Offenstein, J., & Shulock, N. (2009). See also Washington State Board for Community and Technical Colleges (2007).

Figure 11. Course Completion Indicators "Roll Up" into the Course Performance Objective

Targets

As a review of how these metrics will be used, from a Frontier Set discussion in Spring (Guided Pathways meetings with the Aspen Institute and AIR), Mission Fulfillment metrics should ideally include two levels of targets:

- Ambitious, yet achievable goals
- Aspirational goals – higher level goals that embody top tier excellence

These serve a couple functions: one is to ground our analysis in what we can best know is obtainable. From surveying the extent to which other schools in similar situations might expect to obtain levels of success[5], and results of similar "whole school" initiatives that have been evaluated and published.[6] The other is to define, as well as research can help us, a threshold that is more than reasonable improvement, but an exemplary performance that is typical of similar 2-year colleges that are recognized state and national leaders.

Specific Thresholds. The following tables translate the purpose of targets into specific thresholds for meeting and exceeding targets in each indicator. With this specificity, we look to embody a clear commitment to progress. They contain:

- *CBC 3 Year Average.* This documents where we have been, setting a baseline for comparison of the benchmark three cohorts/years.
- *CBC Target 1: Ambitious, but Attainable.* A specific 3 year target that represents ambitious, but attainable goals that will receive a rating of "4".
- *CBC Targets 2: Aspirational, Toward Leadership.* A specific 3 year target that represents aspirational goals, exemplary progress. These will receive a rating of "5".

Each Indicator receives a rating based on targets for improvement:

- Exceeded Targets (Based on Aspirational Goals - Toward National Leadership)
- Met Improvement Targets (Based on Ambitious, but Attainable Goals)
- Maintaining Current Performance
- Lower Performance
- Significantly Lower Performance

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[5] Bloom, H. S., Hill, C. J., Black, A. B., and Lipsey, M. W. (2008). Performance Trajectories and Performance Gaps as Achievement Effect-Size Benchmarks for Educational Interventions. Journal of Research on Educational Effectiveness, 1(4): 289-328.

Borman, G. D., Hewes, G. M., Overman, L. T., & Brown, S. (2003). Comprehensive school reform and achievement: A meta-analysis. Review of educational research, 73(2), 125-230.

Lipsey, M. W., Puzio, K., Yun, C., Hebert, M. A., Steinka-Fry, K., Cole, M. W., & Busick, M. D. (2012). Translating the Statistical Representation of the Effects of Education Interventions into More Readily Interpretable Forms. National Center for Special Education Research.

[6] A *sustained* quality improvement that exceeds 0.05 ES (effect size) is in the positive range that can be detected here. Exceeding 0.15 ES for institutional initiatives has represented institutional improvement that is equivalent of taking a median school performance into a top decile (Lipsey et al 2012). Though each measure may exhibit unique properties, these thresholds represent these two levels of quality improvement.

Figure 12. Individual Indicator Performance Scale

Summarizing Results

For Mission Fulfillment Summary, we:

- summarize **indicator ratings** on a 1-5 scale for each indicator (Figure 5),
- summarize these ratings by objective (objective performance in Figure 6),
- summarize **core theme average rating** and **overall rating** (Figure 6), and
- describe and interpret these ratings, discussing important information when interpreting averages:
    - o Trends
    - o Baseline data/context
    - o One year results presented in a multi-year process of improvement
    - o Connection to progress on key Guided Pathways projects

| Performance Scale Averages | < 3.0 Review | >= 3.0 Maintaining | >= 3.5 Progress | >= 4.0 Leadership |

Figure 13. Summary Performance Scale

These indicators are grouped by Objective and summarized at the Objective, Core Theme, and Overall institutional level with the overall goal of achieving an average rating of 3.5 or better over a 3 year period, analyzed on three levels:

- Objective Level (similar indicator groups),
- Core Theme Level (Transfer, Professional/Technical, Transitional Studies), and
- Overall Rating

Appendix C: Data Dictionary

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

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

Indicator	Definition
Course Completion	A student earned credit in all courses attempted (over 4 credits). Earned credit can include grade points of 0.7 (D-) or higher. Data Source: CBC Data Warehouse (Transcripts EARN_IND) State Benchmarking Source: (none)
Course Success	A student earned a C (2.0) or better in all courses attempted (over 4 credits). Of all students who enrolled in all classes during the year (not withdrawn). To graduate, a C (2.0) average in course GPA is required. Data Source: CBC Data Warehouse (Transcripts) State Benchmarking Source: (none)
Gateway Course	A student satisfies Gateway course completion when a college level course (non-developmental) credit is earned in the first academic year, Summer to Spring. These gateway courses include primarily: the English (ENGL&101 and ENGL103: or any prerequisite higher level course using 101 or 103) and Math (any college level course). Data Source: CBC Data Warehouse (Transcripts) State Benchmarking Source: SBCTC SAI College Data Access
Retention	A student enrolled in the Fall term is Retained when they enroll in courses in the first Fall term and subsequently re-enroll in: Winter, Spring, and the following Fall. Degree completions omitted (no double-counting). Data Source: CBC Data Warehouse (Student Enrollment) State Benchmarking Source: SBCTC SAI College Data Access
Credit Attainment	College level (non-developmental) credit milestones achieved since the start of a student's enrollment in their first year. These measures are 15 credits (the equivalent of a full-time 3 course load per term), 30 credits, and 45 credits. Data Source: CBC Data Warehouse (Transcripts) State Benchmarking Source: SBCTC SAI College Data Access

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

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

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

Indicator	Definition
Federally Reportable	Student is federally reportable upon receiving 12 hours of instruction. This percentage indicates a baseline of students who enroll and enter CBC. Source: WABERS/WABERS+ databases
Measurable Skills Gains	This SBCTC metric identifies students who have made measurable progress – which can be measured in CASAS testing (less emphasized) or by other credit or milestone attainment as reported through the WABERS + system. CBC looks at these as a percentage of federally reported students. Source: WABERS/WABERS+ databases
45 Reported Hours or Better	Percent of federally reportable BEdA students started in year who were enrolled for at least 45 hours or achieved level gains within 3 years. Source: WABERS/WABERS+ databases
Made ELA Gains	Percent of federally reportable ELA students started in year who achieved level gains within 3 years. Source: WABERS/WABERS+ databases
Retention	Percent of federally reportable ELA students started in year who came back in the next calendar year. Completions omitted (no double-count). Source: WABERS/WABERS+ databases

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

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

Teaching and Learning Grant Report
Assessing Critical Thinking in History Using Document-Based Questions, a
Common-Rubric, and Canvas Outcomes

David Arnold, Professor of History
Chris Herbert, Senior Associate Professor of History

1. Describe what took place. Note any changes that might have been made from the time the project was initiated:

This is the last phase of a grant that began in the summer of 2017 when Chris Herbert and David Arnold collaborated and developed a number of Document-Based Assessments (DBQs) for History 146, 147, and 148. These common assessments were then used to measure critical thinking within the discipline of history (History Program Outcome 3) and critical thinking more generally (SLO 1) in a number of courses in the Fall of 2017 and Winter of 2018.

Rubric: This final phase of the grant was spent revising the rubric we had created during the previous phase and tweaking it until it made sense. The final draft of the rubric is now included in this report at Appendix A.

Data: The other primary task completed during this phase was the gathering of data from multiple classes analyzing it. The data is now included in this report as Appendix B and C.

2. What did you discover? Were there any surprises?

Our Students Are Learning: The data that we gathered in the course of the project (see Appendix A) tells us that our students are making incremental gains from the midterm to the final in terms of critical thinking, which we define as the ability to analyze documents and use them as evidence in making historical arguments. We can see that the number of students judged "developing" on the midterm decreases and the number of students judged "evident" on the final exam increases. This is good. However, we also realized that the tool we were using to measure Program Outcomes and SLOs was too blunt—it only measures three categories (Evident, Developing, Not Evident), whereas the rubric we developed to grade the DBQs is more fine grained, with five categories (Excellent, Very Evident, Evident, Developing, Not Evident). So our data for SLOs and Program Outcomes is not as nuanced as we would like. We are currently working with Jerry Lewis and David Spiel to change the rubrics that we use to gather SLOs and Program Outcomes from multiple courses on Canvas to make them more fine-grained.

A Good Rubric: The primary thing we discovered is that a good rubric is key to getting good data and being able to make valid claims for the purposes of assessment. Developing a good rubric ended up being a lengthy process and involved many revisions to our existing rubric. Working through the rubric was part of the process of refining our understandings of what we were seeking to assess and how. We also learned that making a good rubric is a lengthy collaborative process.

3. In the process of doing this project, what did you learn that could lead to improvements in teaching and learning? How may these results inform teaching/learning across the College or in specific areas?

Again, Begin with a Good Rubric: As stated above, we learned that creating a good rubric that makes sense to us as well our students is crucial to helping students achieve positive results. This might be something we take for granted too often as we focus on providing our students information related to the subject matter more than the skills we hope them to develop. Now that we have a good rubric, this should help us moving forward as we try to assess critical thinking skills across multiple sections where subject matter differs but we seek to cultivate common skills.

Using Rubrics in Canvas to Assess SLOs and Program Outcomes Across Multiple Sections: One thing that might help teaching and learning, and assessment, across the college is the ability to use rubrics in Canvas to assess SLOs and Program Outcomes. Multiple instructors can use their own assignments, and even their own grading rubrics, but still assess common SLOs and Program Outcomes.

Focus on Skills: Instructors teach different material and even when they teach the same subject they approach material differently—how do we find common ground? How do we work towards common outcomes and assess students based on common standards, when our material and teaching methods differ? One answer to this question for us was to focus on skills: on the ability to analyze historical documents, craft thesis statements, and use evidence to make thesis-driven arguments.

4. What needs to be done for these changes and improvements to be implemented on a wider scale, if possible?

For one, more instructors could be made aware of how they can use the Canvas LMS to accumulate SLO and Program Outcomes data across multiple sections, and even multiple disciplines. If more faculty were doing this, we could be having more cross-disciplinary conversations on how we seek to cultivate common skill-sets in our students, such as the ability to take a set of data and analyze and interpret that data in order to answer a question. These are common, desirable skills that cut across disciplinary lines. Using rubrics on Canvas can be a pretty painless way to gather data and assess our progress—or at the very least stimulate us to adjust our rubrics and re-focus our teaching.

Within the discipline of History, the rubric is currently designed to work with a particular type of assignment - the DBQ. However, not all history professors use DBQs or use them consistently. Ideally, the next step within the department will be to create rubrics for other common types of assignments that test the same skills and learning outcomes so that we can compare different types of assignments and their outcomes.

We are happy to talk to faculty about this process at a future Teaching and Learning Day.
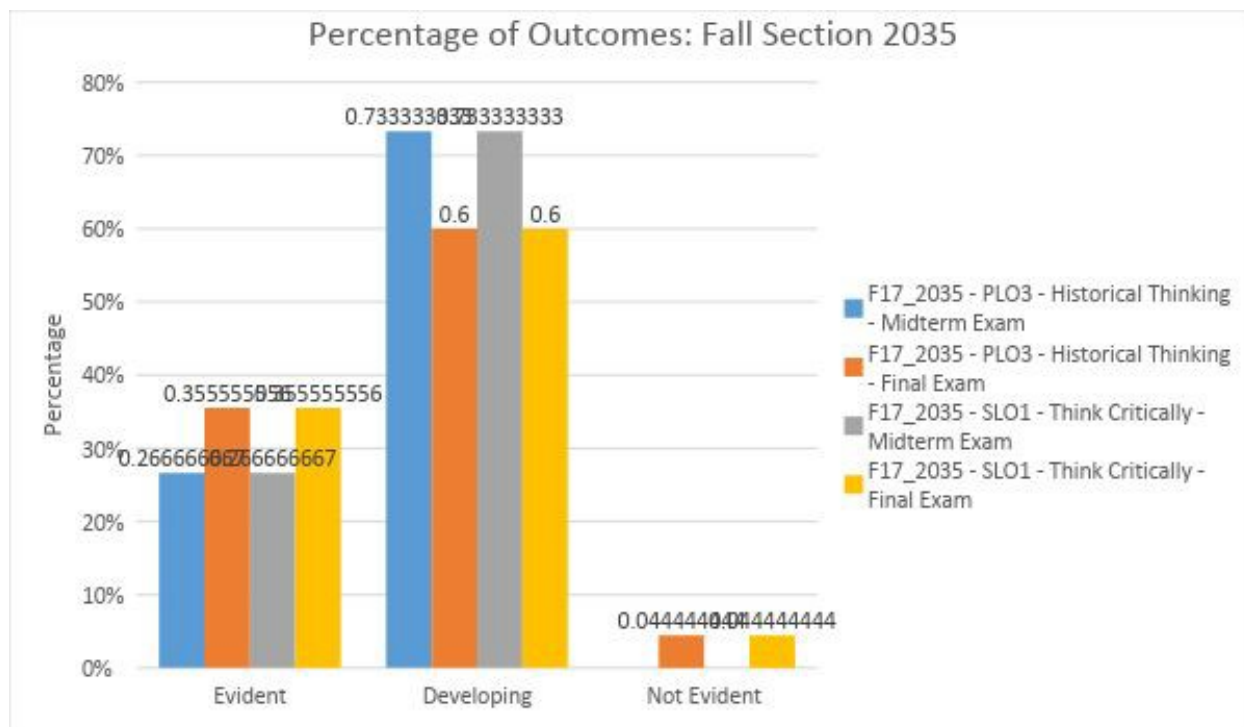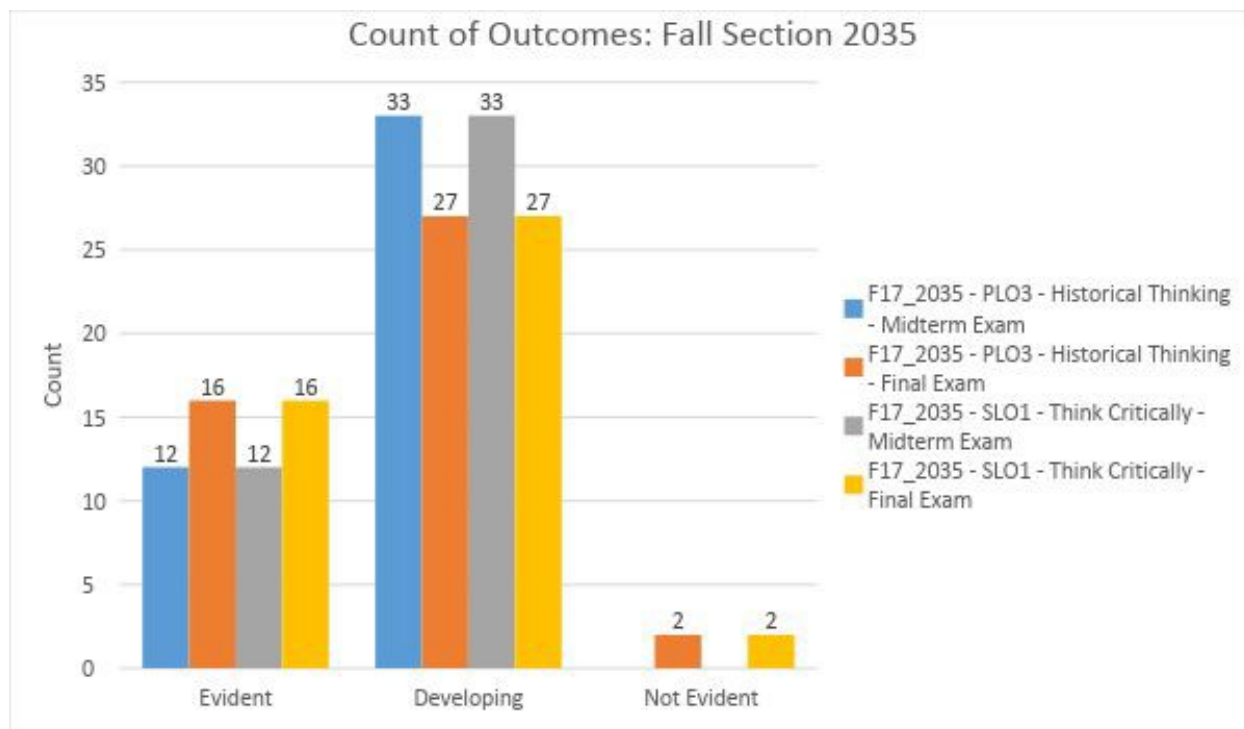
Appendix A: Revised Grading Rubric

Criteria	Exceeds (20)	Very Evident (17)	Evident (15)	Developing (13)	Not Evident (8)
Thesis: States a thesis that addresses the prompt.	Thesis addresses all parts of the question with sophistication and nuance.	Thesis thoroughly addresses all parts of the question. Shows good understanding.	Thesis addresses the question but may lack nuance.	Thesis might not address all parts of the question; lacks nuance. Simplistic.	Thesis does not address the question.
Evidence: Develops and supports the thesis with documents.	Clearly develops and supports the thesis with ALL documents. Use of documents reveals excellent understanding of the material.	Uses ALL or MOST of the documents to adequately support argument. Use of documents shows good understanding.	Supports the thesis using MANY of the documents; may lack development or show confusion.	Uses SOME documents appropriately but lacks development and may use documents incorrectly.	Does not support thesis with documents.
Organization: Logically and coherently organizes the documents to support thesis.	Groups ALL the documents in logical paragraphs to support thesis. Has topic sentences.	Clearly organizes ALL or MOST of the documents to support thesis.	Adequately organizes MOST of the documents to support thesis. Maybe some confusion.	Organizes SOME of the documents appropriately but needs work on paragraphing and topic sentences.	Does not adequately organize the documents.
Historical Thinking: Analyzes and interprets documents and outside information to make a coherent, persuasive, and accurate historical argument.	Analyzes material to make a persuasive, accurate, and nuanced historical argument. Shows excellent understanding.	Makes an accurate historical argument that shows good understanding of the material.	Makes a coherent historical argument. Maybe some confusion.	Very little analysis. Shows confusion. Simplistic understanding of material.	No analysis. Argument not accurate or coherent.

Historical Context: Places documents into their proper historical context and connects them to larger concepts, themes, and historical events.	Has EXTENSIVE "outside" information (beyond the documents), including concepts, themes, and specific events.	Has ADEQUATE "outside" information (beyond the documents), including concepts, themes, and specific events.	Has SOME useful historical context beyond the documents, but not many specifics.	Provides VERY LITTLE useful outside information beyond the documents. May not show good understanding of historical context.	Does not link the documents to larger historical context. No outside information.

Appendix B: Fall Sections Data

Fall Section 2035

Fall Section 2032

Count of Outcomes: Fall Section 2032

Percentage of Outcomes: Fall Section 2032

Fall Section 2028

Count of Outcomes: Fall Section 2028

Percentage of Outcomes: Fall Section 2028

Fall Section Totals

Count of Outcomes: All Fall Sections

Percentage of Outcomes: All Fall Sections

Legend:
- PLO3 - Historical Thinking - Midterm
- PLO3 - Historical Thinking - Final
- SLO1 - Think Critically - Midterm
- SLO1 - Think Critically - Final

Evident:
- 0.270676692
- 0.356589147
- 0.263157895
- 0.34375

Developing:
- 0.691729323
- 0.581395349
- 0.691729323
- 0.5859375

Not Evident:
- 0.037593985
- 0.062015504
- 0.045112782
- 0.0703125
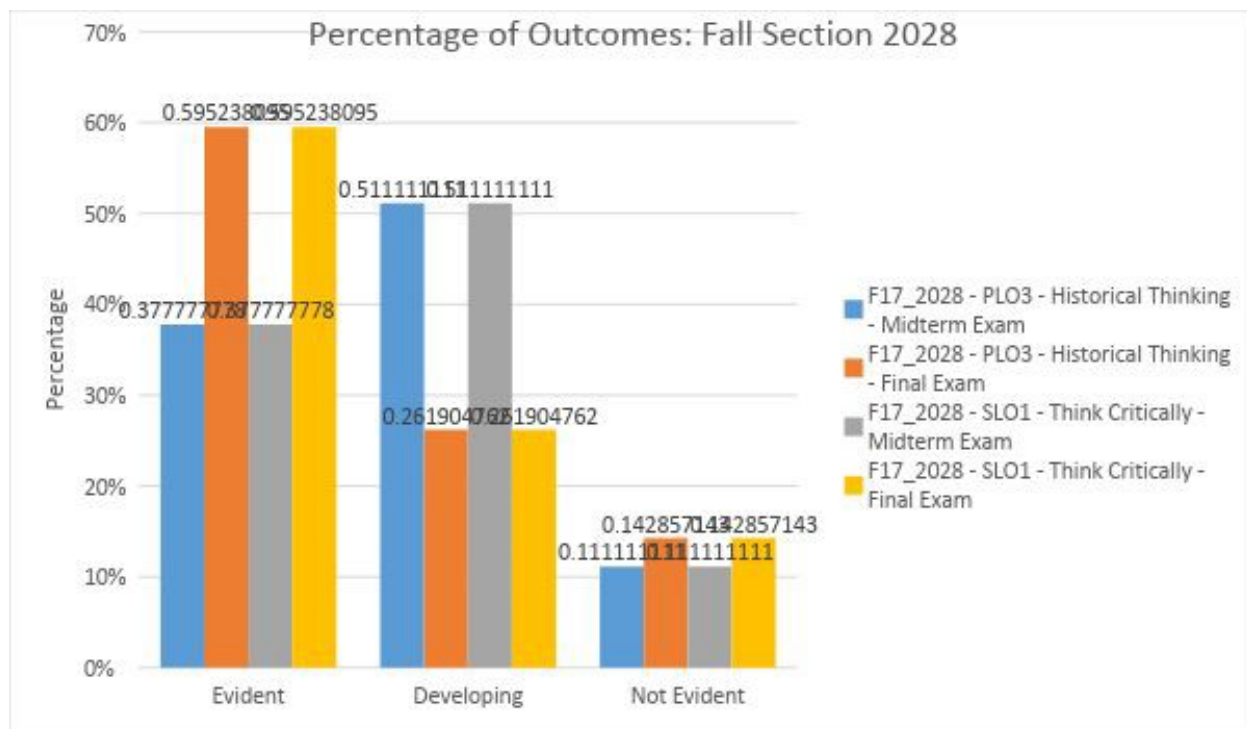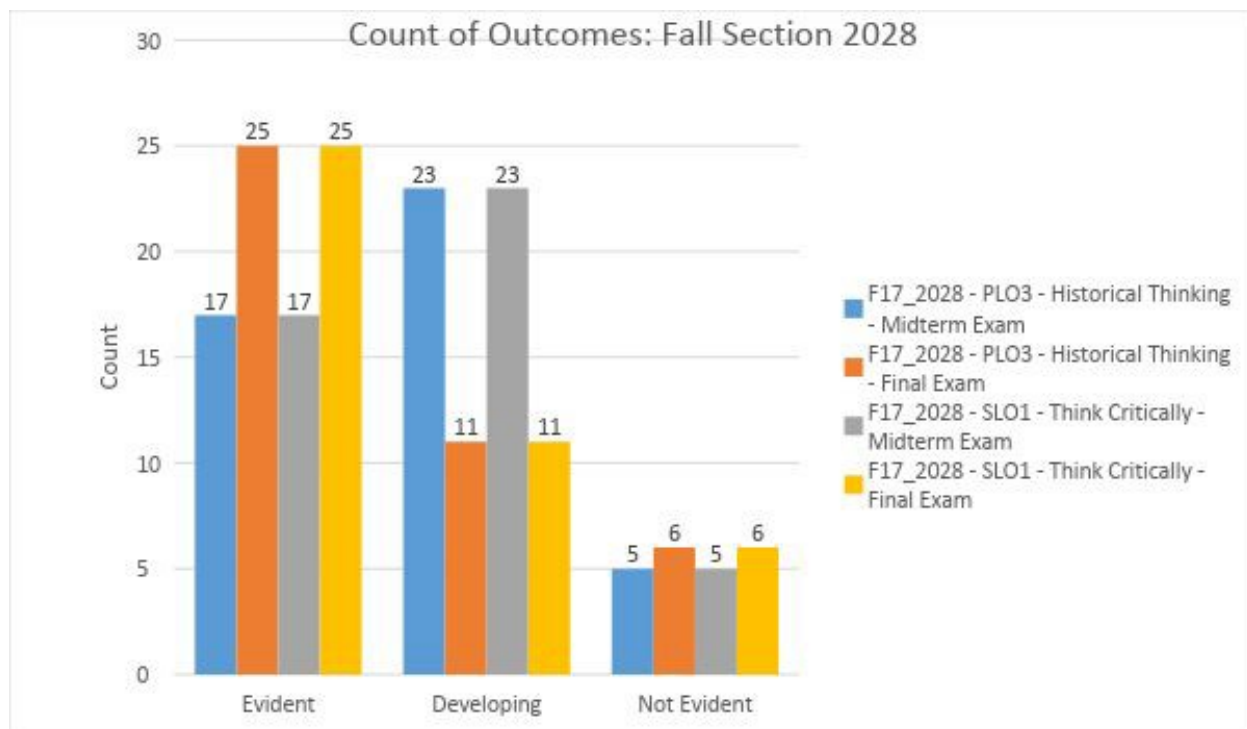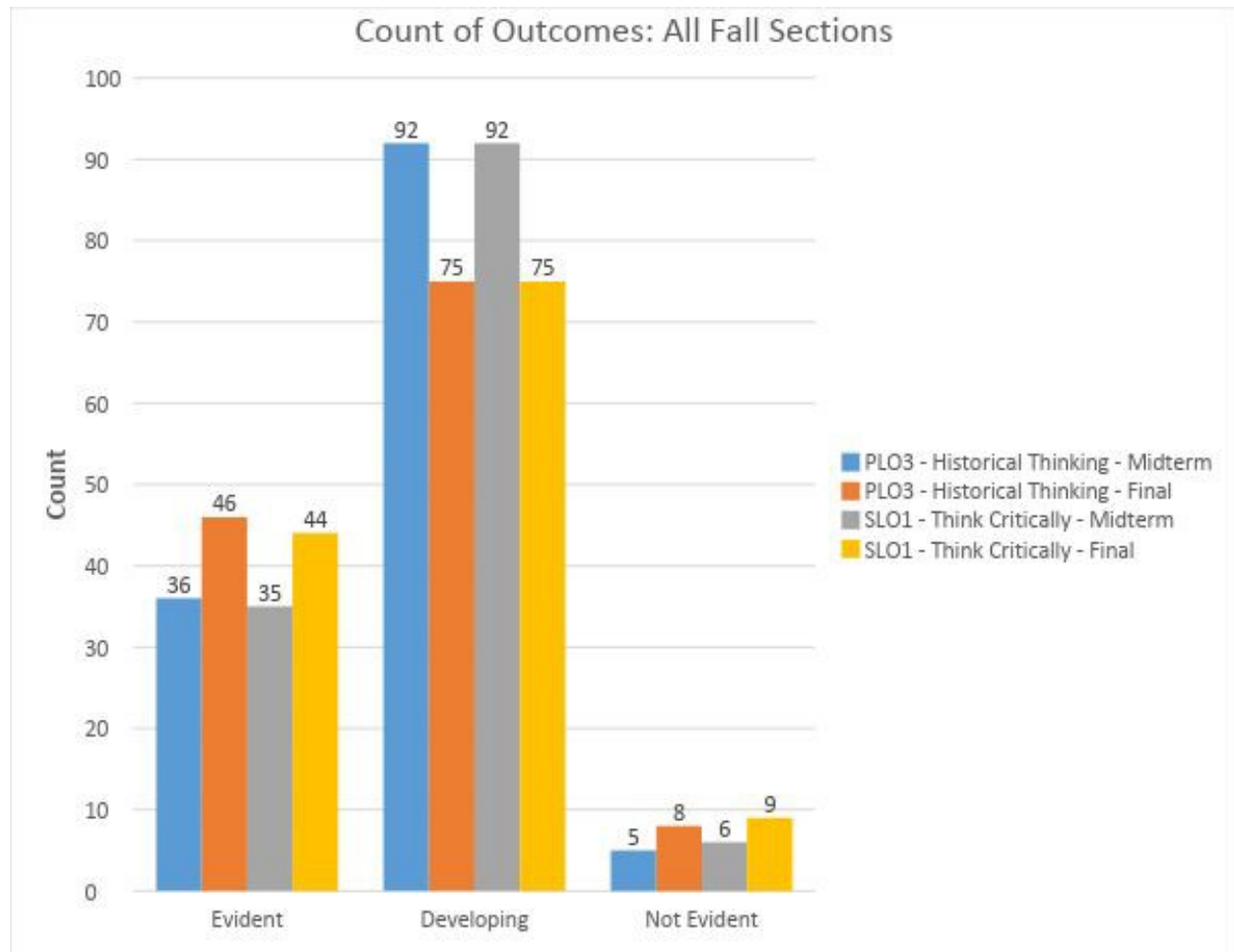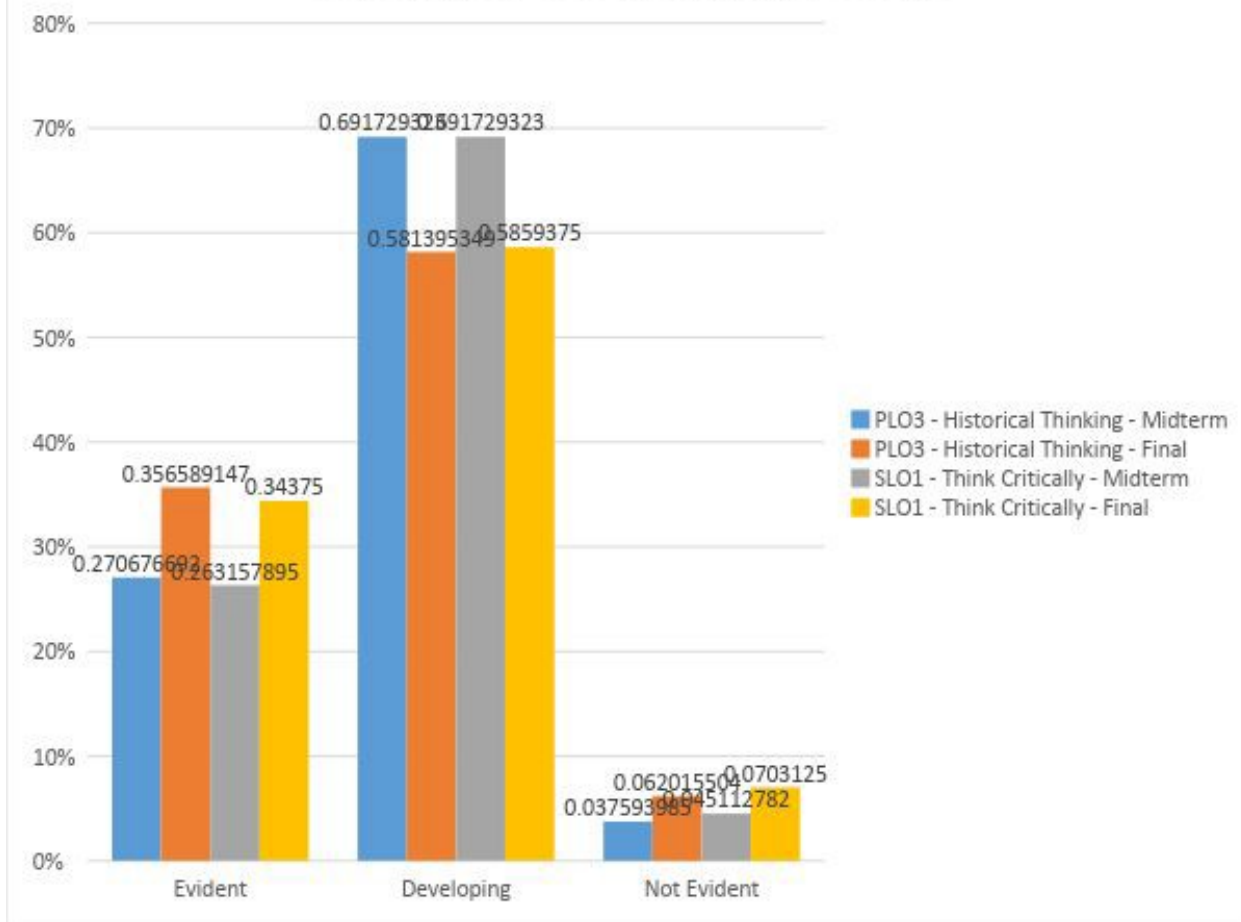
Appendix C: Winter Sections Data

Winter Section 2001

Winter Section 2028

Count of Outcomes: Winter Section 2028

Legend:
- W18_2028 - PLO3 - Historical Thinking - DBQ- Does not count for final grade
- W18_2028 - SLO1 - Think Critically - DBQ- Does not count for final grade

Evident: 5, 5
Developing: 27, 27

Percentage of Outcomes: Winter Section 2028

Legend:
- W18_2028 - PLO3 - Historical Thinking - DBQ- Does not count for final grade
- W18_2028 - SLO1 - Think Critically - DBQ- Does not count for final grade

Evident: 0.15625, 0.15625
Developing: 0.84375, 0.84375

Winter Section 2030

Count of Outcomes: Winter Section 2030

Percentage of Outcomes: Winter Section 2030

Winter Section Totals

Count of Outcomes: All Winter Sections

Legend:
- PLO3 - Historical Thinking - Midterm Exam
- PLO3 - Historical Thinking - Final Exam
- SLO1 - Think Critically - Midterm Exam
- SLO1 - Think Critically - Final Exam
- PLO2 - Historical Methodology - Historical Thinking/Source Analysis Project
- PLO3 - Historical Thinking - DBQ- Does not count for final grade

Percentage of Outcomes: All Winter Sections

Legend:
- PLO3 - Historical Thinking - Midterm Exam
- PLO3 - Historical Thinking - Final Exam
- SLO1 - Think Critically - Midterm Exam
- SLO1 - Think Critically - Final Exam
- PLO2 - Historical Methodology - Historical Thinking/Source Analysis Project
- PLO3 - Historical Thinking - DBQ- Does not count for final grade
- SLO1 - Think Critically - DBQ- Does not count for final grade

Evident values: 0.5795, 0.6046, 0.604, 0.6046, 0.51163, 0.545454545, 0.15625
Developing values: 0.40909, 0.3954, 0.4090, 0.4000, 0.43181, 0.4132, 0.84375
Not Evident values: 0.01136, 0.03636, 0.02727, 0.022727273

Closing-the-loop Study of Heritage Spanish Language Learning

Introduction

The majority of learners of Spanish as a Heritage Language (HL) come to their first Spanish 205 (Spanish for Native Speakers) class at Columbia Basin College thinking it will be easy because they already speak Spanish. The first week they learn that their knowledge of Spanish is not a sufficient condition for performing well in the class and that the class won't be as easy as they thought.

The Spanish faculty at CBC has become increasingly concerned about the low grades earned in Spanish 205 and other Spanish classes by HL students. For example, while the overall rate of course success (earning a C or better) across the campus is roughly 80%, the success rate for Spanish 205 is only about 50%. Faculty frequently observe HL students struggling in class because of a lack of confidence in their Spanish, a lack of recognition of the grammar elements, and a weak vocabulary in Spanish. Faculty frequently hear comments from their HL students that new Spanish skills quickly deteriorate or are forgotten after courses are completed.

The difficulties encountered by CBC HL students are not unique to our campus- they represent a nationwide HL issue. The members of the American Association of Teachers of Spanish and Portuguese (AATSP) have identified teaching heritage learners as their second greatest area of concern, after proficiency testing (Roca & Colombi, 2003). Roca & Colombi (2003) also point out that "The Spanish they may have been exposed to in childhood may not be sufficient when they find themselves as adults in more demanding environments, academic or professional. Heritage language learners appear in a wide spectrum of proficiency, from those who have a low level of speaking abilities, to those who may have a higher degree of bilingualism, but not fluent. Whatever the individual case may be, these heritage speakers of Spanish have different linguistic and pedagogical needs than those students learning Spanish as a second or foreign language."

In spite of the difficulties in improving Spanish performance by HL learners, an increasing number are seeking to become more proficient in Spanish (Roca & Colombi, 2003). Students who are able to perform well in Spanish coursework and are able to document Spanish fluency experience enhanced job opportunities as well as enhanced salaries in the community. Further, if these students develop broad Spanish competencies, (auditory, oral, reading and writing) they can participate in their own culture and in society in general with all the multiple advantages that accrue to those with a bilingual competence (Ada & Baker, 2001; Ruiz, Aguilar, & Maguirre, 2013).

The present study involved gathering data from HL students, through focus groups and written surveys, to investigate their perceptions of their academic preparation for Spanish 205 (Spanish for Native Speakers) as well as their perceptions of course pedagogy and in-class processes. Student survey data were linked to existing academic performance data available through the CBC Data Warehouse in order to relate responses to demographic factors, course grades, and broader academic performance at CBC. The goals of the study were to 1) identify possible roadblocks to HL student performance and 2) to identify and/or develop strategies for improving the effectiveness of the Spanish language pedagogy on campus. Improved pedagogy might include redesigning existing courses or teaching strategies and might also include proposing additional courses be added to the curriculum in order to facilitate student performance.

Focus Group Results

The students and former students attending the three focus groups expressed a number of reasons for enrolling in Spanish 205. Most were interested in improving their Spanish-speaking ability, including improving their grammar and vocabulary. Many mentioned the improved job opportunities for those who can demonstrate fluency in Spanish. Although most had taken some form of Spanish in high school, they felt that those courses were poorly taught, lacked rigor, and were often taught by instructors with weak Spanish skills.

Nearly all the focus group participants felt that the Spanish 205 course was much more difficult than they expected. They were surprised by their own weak grammar skills and limited vocabulary. They found that

the class required a great deal of study time and many were unable to keep up with the assignments, given other coursework and their work schedule. Many felt that the course had too much content for them to learn all of the material effectively. Nonetheless, nearly all participants felt that they had gained a great deal from the course, including improved vocabular and grammar skills, writing skills, and increased knowledge about Spanish culture.

There were a number of recommendations for changes to the Spanish 205 course. Many asked that a prerequisite course be developed and made available to students with weak formal Spanish preparation. The prerequisite course would let them build the skills needed to perform well in Spanish 205. They also suggested that the course description in the Course Catalog be changed to more accurately reflect the level of difficulty of the course and the expectations for outside-of-class homework.

Another common theme that emerged from the focus groups was the importance of being able to document their bilingual Spanish ability to employers. Those with bilingual skills were seen as having access to expanded job opportunities, enhanced salaries, and expanded opportunities for long-term career growth and success. Several students requested that CBC create a Spanish bilingual certificate program, involving the Spanish 205/206/207 series. Students successfully completing these courses would receive a certificate of Spanish proficiency that could be provided to prospective employers.

Results of the Hispanic Survey
This section provides an overall summary of the survey results. Greater details of the analysis and findings are presented in a separate technical report (see Barboza and Montgomery, 2019). A total of 60 students completed the Legacy Hispanic Survey. Of these, 31 were born and raised in the U.S., while the remainder (with one exception) were born in Mexico and attended at least some school there. The education level of the students' parents was overall very low: over 80% of their fathers had earned less than a high school diploma and about 60% for their mothers. More females than males completed the survey (70% vs 30%). Most of the respondents (n=38, 63%) were U.S. citizens.

The initial portion of the survey (see Appendix 1) asked respondents to rate the extent to which various factors reflected their motivations for enrolling in Spanish 205. A second set of items asked them to rate their level of fluency in various aspects of Spanish; additional items asked for ratings of the desired level of proficiency in several aspects of Spanish. These items incorporated 5-point Likert type rating scales, ranging from 5 (Strongly Agree) to 1 (Strongly Disagree). A final section of the survey provided items involving Spanish sentences in which students were asked to change various aspects of the sentence grammar. (The responses to the grammar items were graded individually by the Spanish Department lead instructor.)

Data from the survey were coded and uploaded to a statistical analysis package (SPSS). Demographic and academic data from the CBC Data Warehouse were added to the data set, and a variety of analyses were performance. A review of item descriptive statistics showed that the main motivations for enrolling in Spanish 205 were "to become more proficient in speaking Spanish" (mean= 4.19) and "to become more proficient in writing Spanish" (mean= 4.25). Most desired to become fluent in speaking and conversation in Spanish (mean= 3.97). Students generally rated their current Spanish fluency as low, including fluency in writing (mean= 3.32), grammar and punctuation (mean=2.68), and vocabulary (mean= 3.12). They also rated themselves as having limited knowledge of Spanish history and culture (mean= 3.21). The desired levels of proficiency were quite high, including speaking and conversation (mean= 4.57), writing (mean= 4.42), grammar and punctuation (mean=4.39), vocabulary (mean= 4.39), and translating into English (mean= 4.61). Performance on the grammar items was generally poor: 37 students (62%) received a grade of "F" on these items, while only 4 (7%) received a grade of "A".

There were relatively few differences in survey responses, based on demographic characteristics. For example, there were few significant differences in responses between those who were U.S. citizens and those who were not citizens, males versus females, those from economically disadvantaged backgrounds versus those who were not from such backgrounds, and by those whose mothers did or did not have a high school diploma.

In comparing students born and raised in the U.S. to those born outside the U.S., those born outside the U.S. rated themselves higher on Spanish fluency in speaking, writing, grammar and punctuation, and vocabulary. However, on the actual grammar items, those born outside the U.S. only performed better on a single item (changing to future tense). Thus, there was little evidence of a difference in level of Spanish fluency.

The main demographic factor affecting survey responses proved to be Father's Level of Education. Those respondents whose father had a high school diploma or higher had higher items means on all 16 survey items, a statistically unlikely event (binomial test, $p < .000001$). In particular, respondents whose fathers had a high school diploma or higher rated themselves as significantly more fluent in grammar and punctuation, vocabulary, knowledge of Spanish language and culture, and desired level of proficiency in speaking and conversation in Spanish. However, there were no statistically significant differences in actual performance on the grammar items and, in fact, respondents whose fathers had less than a high school diploma had slightly higher mean scores on two of the three items and on the total score.

A series of correlation analyses were conducted to examine the relationships between survey items and the grammar performance items. Very few of these correlations were significant and no pattern emerged. However, there were some significant correlations between respondent Age and performance and between cumulative CBC GPA and performance. Older respondents and respondents with a higher cumulative GPA tended to perform better on the grammar items.

Recommendations for Improvement Activities
The focus group findings suggest that adding a pre-requisite to Spanish 205, which would build and develop a base of grammar and vocabulary skills, would contribute significantly to Spanish 205 performance. The current Spanish skill level of students entering Spanish 205 appears to be generally at too low a level for them to perform well in the class. In addition, it would likely be helpful to develop and implement a diagnostic assessment tool to assess student readiness for Spanish 205. Not all students indicated a need or desire for a prerequisite and students with sound grammar and vocabulary skills would likely not profit from such a course.

Based on the focus groups, there was a strong consensus regarding the desirability of creating a Spanish Certificate, based on successfully completing Spanish 205/206/207. Such a certificate could contribute significantly to students' employment opportunities as well as the ability to earn a good salary.

In terms of implications from the survey study, the results suggested that legacy Hispanic students have a strong motivation and desire to improve their fluency in Spanish. However, regardless of demographic characteristic (e.g., parent education level, country of origin, economic status, gender) these students generally showed poor performance on the grammar items, with over 60% scoring at the "F" level on these items. This was a somewhat surprising finding. Pre-study, the researchers had anticipated that those born outside the U.S., with formal schooling in a Spanish language education system, would outperform those raised in the U.S. without such formal Spanish schooling. This was not the case. At the risk of overgeneralizing to the Hispanic student population, all subgroups struggle with Spanish grammar, vocabulary, and writing skills. The poor performance scores suggest that a prerequisite course would allow additional study and instructional time for students to absorb Spanish rules of grammar and increase their vocabulary levels. It is anticipated that implementation of the prerequisite course would not only result in improved student performance in Spanish 205, but would also better support long-term acquisition of Spanish skills. The presence of the prerequisite course might also encourage greater rates of enrollment in Spanish 206 and 207.

Report by Joe Montgomery, former Dean for Institutional Research and Heritage Hispanic Student Study Consultant
Based on research performed with Lorena Barboza, Senior Associate Professor for Spanish

Exhibit D

FY 2019 - Estimated Cash Balances - COLUMBIA BASIN COLLEGE

ASSETS	As of May 29, 2020		
CASH			
1110	In Bank	$	11,165,012
1120	Undeposited	$	-
1130	Petty	$	5,504
	Total	$	**11,170,516**
INVESTMENTS			
1210	Investments(ST/LT)	$	21,989,844
	Total	$	**21,989,844**
ACCTs RECEIVABLE			
1312	Current	$	575,236
1318	Unbilled	$	35,613
1319	Other	$	27,255
	Allowance for Accts Rec	$	(35,504)
	Total	$	**602,601**
INTER/INTRA GOV RECEIVABLES			
1351	Due From Fed	$	15,803
1352	Due From Other Gov	$	1,336,082
1354	Due From Other Agency	$	144,531
	Total	$	**1,496,416**
TOTAL ASSETS		$	**35,259,376**
LIABILITIES			
CURRENT			
5111	Accts Payable	$	48,265
5124	Accrued Salaries Pay	$	-
5150	Due To State Treasurer	$	162,937
5154	Due To Other Agency	$	21,562
5158	Sales/Use Tax	$	13,062
5199	Accrued Liabilities	$	-
5173	COP Current Year P&I Due	$	-
Total		$	**245,827**
TOTAL LIABILITIES		$	**245,827**

Cash Balance			
(ASSETS less LIABILITIES)		$	**35,013,550**
Dedicated Balances			
1110	Student Supported Capital	$	2,483,104
1110	3.5% - Needy Student Aid	$	503,990
1110	Students S&A	$	1,249,832
1110	Bookstore Operating Reserves	$	500,000
1110	Technology Fee	$	1,457,794
1110	Parking Fees	$	481,519
1110	Basic Food Employment and Training	$	155,574
Total		$	**6,831,813**
Reserves Policy - (BOT Policies on Reserves)			Values
Operating Reserve		$	8,400,000
Unplanned Capital Repair and Replacement		$	2,000,000
Real Estate Debt Fund		$	2,000,000
Planned Future Operations		$	1,925,000
Capital Facilities Projects		$	8,117,586
Emergenices		$	1,000,000
Total		$	**23,442,586**

Operating Reserves Balance		
Existing Reserve balance less Dedicated Reserves and Emergency Reserves	$	**4,739,151**

Exhibit E

FY1920 Operating Funds Variance Report

		% of Fiscal YR: 92.05%		6/1/2020
		% of Bdgt Exp	% of Rev Exp	% of Bdgt Rev
By FUND		**EXP/BDGT**	**EXP/REV**	**REV/BDGT**

By FUND	Fund	Line	Amount	EXP/BDGT	EXP/REV	REV/BDGT
*State Allocation (101,123,3E0,BK1,BG1,BD1,PS0,CE1,031,071,091,DD1)	000	EXP BDGT	$27,325,679.00	84.39%	89.12%	94.69%
		EXP	$23,059,848.53			
		REV (Alloc)	$25,873,717.00			
Local Fees	148	EXP BDGT	$2,470,918.00	76.71%	52.96%	144.84%
		EXP	$1,895,463.45			
		REV	$3,578,882.30			
Local Tuition	149	EXP BDGT	$18,400,105.00	70.76%	90.56%	78.14%
		EXP	$13,020,245.17			
		REV	$14,376,953.39			
Contracts	146	EXP BDGT	$2,477,264.00	115.85%	33.52%	345.56%
		EXP	$2,869,866.19			
		REV	$8,560,470.02			
TOTALS		EXP BDGT	$50,673,966.00	80.60%	77.96%	103.39%
		EXP	$40,845,423.34			
		REV BDGT	$50,497,954.00			
		REV	$52,390,022.71			

BY OBJ, ALL FUNDS COMBINED

	Code		BDGT	EXP	EXP/BDGT
SALARIES	A		$29,112,982.00	$23,918,393.80	82.16%
BENEFITS	B		$10,029,898.00	$8,200,231.56	81.76%
PROFESSIONAL SERVICES CONTRACTS	C		$413,636.00	$346,776.58	83.84%
GOODS & SERVICES	E		$6,445,816.00	$5,053,298.15	78.40%
COST OF GOODS SOLD	F		$0.00	$0.00	0.00%
TRAVEL	G		$602,833.00	$411,171.02	68.21%
CAPITAL OUTLAYS	J		$2,100,548.00	$1,144,031.28	54.46%
SOFTWARE	K		$0.00	$0.00	0.00%
GRANTS BENEFITS & CLIENT SVCS	N		$1,121,608.00	$1,104,150.51	98.44%
DEBT SERVICE	P		$1,534,732.00	$1,187,039.64	77.35%
INTERAGENCY REIMBURSEMENTS	S	Revenue Bdgt	($238,536.00)	($178,671.62)	74.90%
INTRAAGENCY REIMBURSEMENTS	T	Revenue Bdgt	($449,551.00)	($340,997.58)	75.85%
DEPRECIATION, AMORTIZATION, BAD DEBT	W		$0.00	$0.00	0.00%
			$50,673,966.00	$40,845,423.34	80.60%

NOTES:

Revenue:

STATE: per State Allocation #8

149: Revenue is below expected year to date to cover the full amount of expenses budgeted in 149. Any expenses beyond our fund balance target will be moved to Fund 146.

146: Expenses are tracking higher than original budget for FY20. Current revenue is sufficient to cover additional expenses related to COVID-19.

Object Code Note:

N: Object N is expensing at a faster rate than our budget run rate due to increased direct student related expenses incurred due to COVID-19

Key: Spend rate less than 5% below FY% | Spend rate with in + or - 5% of FY% | Spend rate more than 5% above FY%

Page 1 of 1

Exhibit F

COLUMBIA BASIN COLLEGE
GRANT STATUS REPORTS SUMMARY (Updated through April 30, 2020)

CURRENT GRANTS

Project Name	Funding Agency	Director	Start Date	End Date	Term Year	Total Awarded	Total Expended	Indirect Costs Recovery Rate	Allowed	Recovered	Difference Due To	Performance Summary Financial	Objectives
FEDERAL GRANTS													
CAMP	ED	Miriam F.	7/1/2017	6/30/2022	3 of 5	$2,125,000	$1,095,586	8% of direct	$141,540	$70,236	Funds underspent	Underspent, funds carryover	Projected to meet all objectives
CARES Act - Student Aid	ED	Tyrone B.	4/20/2020	4/19/2021	1 of 1	$1,920,205	$398,568	N/A	-	-	N/A	On track	Stimulus, no objectives
Feeding the Future	USDA	Sandya K.	9/1/2019	8/31/2023	1 of 4	$249,761	$4,942	45.9% of S + FB	$52,000	$875	Funds underspent	Underspent, funds carryover	Project delayed due to COVID-19
HEP	ED	Daphne L.	7/1/2015	6/30/2020	5 of 5	$2,271,390	$2,089,822	8% of direct	$163,990	$150,956	5% grant remaining	On track	Projected to meet 5 of 6 objectives
Manufacturing the Future	NSF	Tanya B.	6/1/2019	5/31/2022	1 of 3	$289,982	$6,790	45.9% of S + FB	$67,721	$1,281	Funds underspent	Underspent, funds carryover	Project delayed due staff retirement, COVID-19, and other factors
Nuclear Scholarship	NRC	Jesus M.	7/16/2018	7/15/2020	2 of 2	$150,000	$140,786	N/A	-	-	N/A	On track	Met four of five objectives
SSS	ED	Amy S.	9/1/2015	8/31/2020	5 of 5	$1,517,175	$1,444,061	8% of direct	$115,595	$106,967	5% grant remaining	On track	Projected to meet all objectives
Title V - STAA	ED	Jose V.	10/1/2015	9/30/2020	5 of 5	$2,624,938	$2,198,146	N/A	-	-	N/A	Underspent, intend to request grant extension	Projected to meet 7 of 8 objectives
Upward Bound	ED	Susan V.	9/1/2017	8/31/2022	3 of 5	$2,004,900	$976,342	8% of direct	$129,490	$68,880	47% grant remaining	On track	Met all objectives
CONTRACTS/STATE ALLOCATIONS													
MESA	State	Debbie P.	7/1/2019	6/30/2020	1 of 1	$125,000	$102,071	N/A	-	-	N/A	On track	Projected to meet all objectives
Opportunity Grant	State	Scott K.	7/1/2019	6/30/2020	1 of 1	$293,648	$227,500	N/A	-	-	N/A	On track	Projected to meet all objectives
Worker Retraining	State	Scott K.	7/1/2019	6/30/2020	1 of 1	$1,771,448	$1,421,502	N/A	-	-	N/A	On track	Projected to meet all objectives
Workforce Development	SBCTC	Tammy S.	1/23/2020	6/30/2020	1 of 1	$17,700	$17,700	N/A	-	-	N/A	On track	Equipment only, no objectives
STATE GRANTS													
ABAWD	SBCTC	Scott K.	10/1/2019	6/30/2020	1 of 1	$75,000	$34,592	5% of salaries	$2,525	$1,177	Funds underspent	Underspent, funds to be returned	Met all objectives
BEdA - IEL Civics	SBCTC	Erin H.	7/1/2019	6/30/2020	1 of 1	$45,266	$21,451	5% of salaries	$1,876	$808	25% grant remaining	On track	Projected to meet all objectives
BEdA - Leadership Block	SBCTC	Erin H.	7/1/2019	6/30/2020	1 of 1	$4,074	$2,814	N/A	-	-	N/A	On track	Travel, no objectives
BEdA - Master Grant	SBCTC	Erin H.	7/1/2019	6/30/2020	1 of 1	$193,270	$157,221	5% of salaries	$6,272	$5,954	Funds underspent	Underspent	Projected to meet all objectives
BFET	SBCTC	Debra W.	10/1/2019	9/30/2020	1 of 1	$243,479	$152,275	45.9% of S + FB	$44,509	$17,985	50% grant remaining	Overspent	Projected to meet all objectives
Computer Science	OSPI	Josh B.	8/1/2019	6/30/2020	1 of 1	$10,000	$4,630	10% of direct	$909	$421	2nd half of funds to be spent in May	On track	Met all objectives
Early Achievers	SBCTC	Scott K.	7/1/2019	6/30/2020	1 of 1	$107,900	$79,280	N/A	-	-	N/A	On track	Projected to meet all objectives
HOPE Survey	SBCTC	Jason E.	9/1/2019	4/30/2020	1 of 1	$1,000	$1,000	N/A	-	-	N/A	On track	Survey incentives only, no objectives
Perkins Leadership Block	SBCTC	Soo P.	7/1/2019	6/30/2020	1 of 1	$20,400	$0	N/A	-	-	N/A	On track to start 5/1/20	Travel, no objectives
Perkins Non-Trad	SBCTC	Soo P.	7/1/2019	6/30/2020	1 of 1	$5,000	$732	N/A	-	-	N/A	Underspent, funds to be returned	Project canceled due to COVID-19
Perkins Plan	SBCTC	Soo P.	7/1/2019	6/30/2020	1 of 1	$393,786	$277,225	5% of salaries	$7,712	$6,663	17% grant remaining	On track	Projected to meet all objectives
Perkins Special Project	SBCTC	Soo P.	9/6/2019	6/30/2020	1 of 1	$18,427	$5,477	N/A	-	-	N/A	Underspent, funds to be returned	SkillsUSA Director, no objectives, travel canceled due to COVID-19
WorkFirst	SBCTC	Debra W.	7/1/2019	6/30/2020	1 of 1	$212,853	$148,706	5% of salaries	$4,978	$3,956	17% grant remaining	On track	No objectives, metrics below last year's performance due to COVID-19
PRIVATE GRANTS													
Computer Science	Battelle	Josh B.	8/1/2019	6/30/2020	1 of 1	$10,000	$8,307	N/A	-	-	N/A	On track	Met all objectives
Guided Pathways	Aspen	Kristen H.	1/1/2017	6/30/2021	4 of 5	$805,000	$478,874	10% of direct	$67,580	$43,534	26% grant remaining	Underspent, funds carryover	Projected to meet all objectives
Redesign Vocational Math	College Spark	Ryan O.	7/1/2019	6/30/2022	1 of 3	$148,952	$34,860	10% of direct	$13,541	$3,049	Funds underspent	Underspent, funds carryover	Projected to meet all objectives
Tobacco Free College	Truth	Ann W.	8/15/2018	12/31/2020	2 of 2	$19,980	$16,328	8% of direct	$1,480	$1,210	27% grant remaining	On track	Projected to meet all objectives
TOTAL						$17,675,534	$11,547,587	-	$821,718	$483,952			

Spending Rate: ±8% | ±16% | ±>16%

% of Objectives Met: 90-100% | 66-89% | <66%

FUTURE GRANTS

Project Name	Funding Agency	Director	Start Date	End Date	Renew	Total Awarded	Total Expended	Indirect Costs			Project Summary
								Recovery Rate	Allowed	Requested	
FEDERAL GRANTS											
CARES Act - Institutional Aid	ED	Brian D.	5/6/2020	5/5/2021	no	$1,920,205	$0	N/A	-	-	COVID-19 Stimulus
CARES Act - HSI Aid	ED	Brian D.	6/1/2020	5/31/2021	no	$245,485	$0	N/A	-	-	COVID-19 Stimulus
CONTRACTS/STATE ALLOCATIONS											
Career Launch Equipment - Agriculture	SBCTC	Sandya K.	5/6/2020	6/30/2021	no	$494,767	$0	N/A	-	-	Funds new ag equipment: research harvester, irrigation system, disk and packer, windrower, assisted steering system for tractor, two hydroponics systems, and two drones
SUBRECIPIENTS											
GenCyber	NSA via UW	Josh B.	3/1/2021	2/28/2022	yes	$9,628	$0	45.9% of S + FB	$2,896	$2,896	Funds two cybersecurity camps for middle and high schoolers
PRIVATE GRANTS											
Early EdU Inclusion	UW	Lori G.	5/1/2020	7/31/2021	no	$15,000	$0	N/A	-	-	Funds redesigning Early Childhood Education curriculum with a focus on DEI
					TOTAL	$2,685,085	$0	-	$2,896	$2,896	

Columbia Basin College

COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)

$2,125,000

GRANT PERIOD: 2017-2022

WHO WE SERVE
Approximately 40 students per year from migrant/seasonal farmworker (MSFW) backgrounds
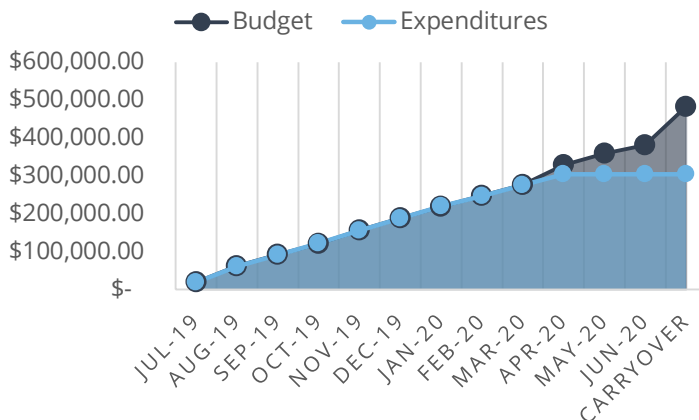
WHAT WE DO
Provide academic, career, financial, and support services for first-year MSFW students

86%
Fall-to-fall retention rate
(29% above CBC average)

FINANCIALS (Year 3 of 5)

CURRENT YEAR BUDGET: $482,724

Legend: — Budget — Expenditures

Chart axis values: $600,000.00, $500,000.00, $400,000.00, $300,000.00, $200,000.00, $100,000.00, $-

X-axis: JUL-19, AUG-19, SEP-19, OCT-19, NOV-19, DEC-19, JAN-20, FEB-20, MAR-20, APR-20, MAY-20, JUN-20, CARRYOVER

OBJECTIVES

By November 2020:

Outreach to 500 students, enroll 40 MSFWs
★ TBD

100% of students receive scholarship and financial aid assistance
★ TBD

86% of students complete their first academic year
★ TBD

100% of students receive academic, career, and counseling/advising services
★ TBD

85% of first year completers continue in postsecondary education
★ TBD

100% of first year completers referred to other programs and offered follow-up services
★ TBD

UPDATES SINCE LAST SUBMITTAL

- Program Assistant search on hold

- Unspent funds from this academic year: Currently, plans are to expend those dollars on the technology needs of the incoming 20-21 cohort of students; i.e., laptops and hot spots.

Reporting Through: April 30, 2020

STUDENT STORY HIGHLIGHT

This student story highlight is the STORY *of* ALL *current* CAMP *student employees*, who in the face of the COVID-19 crisis, continue to rise to the challenge of being our support. There have been countless instances this quarter where our CAMP student employees have stepped up to help each other, provide us with valuable input, and continue to inspire their fellow CBC CAMP students. Andrea Guzman, Claudia Ramirez, and Angela "Skyler" Hidalgo-Andrade, have without a doubt been there for the CBC CAMP program and I would be remiss not to highlight them. Andrea and Claudia will complete their degrees this spring and transfer to WSU. Skyler has a few more courses at CBC before continuing on with her studies in Pre-Dentistry. They are all CAMP alumni and work in the capacities of tutor, mentor, and now, our social media content creators.

Columbia Basin College

FEEDING THE FUTURE
EXPANDING STUDENT INTEREST AND DIVERSITY IN FANH SCIENCE CAREERS

$249,761

GRANT PERIOD: 2019-2023

WHO WE SERVE
Approximately 450 high school, undergraduate, and graduate students located throughout southeastern Washington with an emphasis on Hispanic students and 40-60 STEM faculty

WHAT WE DO
Develop and conduct outreach activities and an agricultural summer internship program to increase the number and diversity of students pursuing post-secondary agricultural education. Lead interdisciplinary faculty professional development workshops to increase collaboration between STEM and FANH faculty.

OBJECTIVES

Positively impact high school students' and parents', and CBC students' and faculty's knowledge of agricultural industry.
★ TBD

80% of professional development workshop participants integrate the knowledge into their classrooms
★ TBD

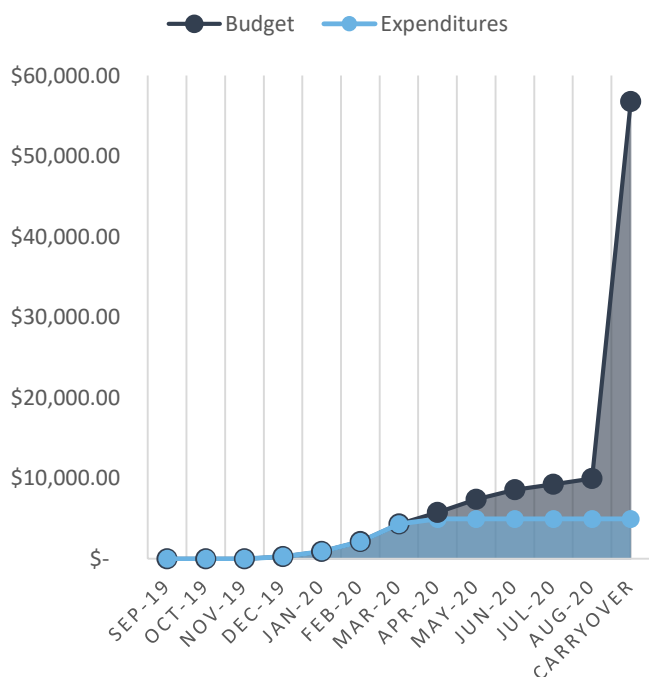Increase CBC's Agricultural Program enrollment by 75% (20 students) by Fall 2023
★ TBD

Increase the percent of Hispanic students enrolled in CBC's Agricultural Program by 5% (from 31% to 36%) by Fall 2023
★ TBD

FINANCIALS (Year 1 of 4)

CURRENT YEAR BUDGET: $56,782

Chart legend: ● Budget ● Expenditures

Y-axis: $60,000.00, $50,000.00, $40,000.00, $30,000.00, $20,000.00, $10,000.00, $-

X-axis: SEP-19, OCT-19, NOV-19, DEC-19, JAN-20, FEB-20, MAR-20, APR-20, MAY-20, JUN-20, JUL-20, AUG-20, CARRYOVER

UPDATES SINCE LAST SUBMITTAL

- After discussing with CAMP, TRiO SSS, and MESA directors, we decided to host Greenhouse-Field workshops for undecided students in Spring and Summer, 2020.
- Made flyers for Spring Workshop to be held on April 24, 2020.
- Reached out to CTE directors (Richland, Pasco, Kennewick, Tri-Tech, Columbia-Burbank, Connell, Kiona-Benton and Finley).
- Advertised summer internships.
- Because of COVID-19, we cancelled all the activities and therefore didn't spend the budget as anticipated. We would like to achieve them next fiscal year and carryover the budget to achieve those activities.

Reporting Through: April 30, 2020

Columbia Basin College

$2,271,390

Grant Period: 2015-2020

WHO WE SERVE

Approximately 150 students per year from migrant/seasonal farmworker (MSFW) backgrounds.

WHAT WE DO

Assist MSFWs and their children in earning a High School Equivalency Diploma (HSED) and gaining postsecondary education/training or employment.

60%

of HEP graduates continue their postsecondary education at CBC

OBJECTIVES

Outreach to 250 MSFW students
⭐ TBD

Conduct 150 intakes to determine initial eligibility
⭐ TBD

Administer HEP Educational Assessments and Occupational Evaluations to 150 students
⭐ TBD

75% of participants obtain an HSED
⭐ TBD

100% of graduates receive placement referrals. Place 85% of HEP HSED graduates into postsecondary education/careers
⭐ TBD

Provide 150 participants with academic and career advising
⭐ TBD

FINANCIALS (Year 5 of 5)

CURRENT YEAR BUDGET: $549,166

—●— Budget   —●— Expenditures

$600,000.00
$500,000.00
$400,000.00
$300,000.00
$200,000.00
$100,000.00
$-

JUL-19 · AUG-19 · SEP-19 · OCT-19 · NOV-19 · DEC-19 · JAN-20 · FEB-20 · MAR-20 · APR-20 · MAY-20 · JUN-20
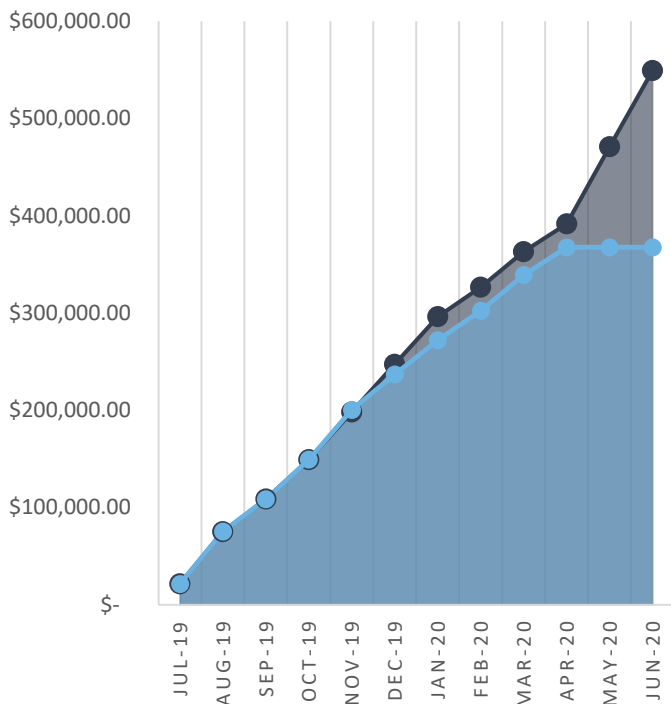
UPDATES SINCE LAST SUBMITTAL

We will be close to spending out the entire grant award by June 30th. Due to COVID-19 funds that were allocated for the student graduation and a vacant director position left remaining funding. We have submitted the required request to the Office of Migrant Education to move funding from one section of the grant to another to help give students stipends to help with unexpected expenses.

Reporting Through: April 30, 2020

MANUFACTURING THE FUTURE
EXPANDING STUDENT INTEREST IN MANUFACTURING TECHNOLOGY CAREERS

Columbia Basin College

$289,982

GRANT PERIOD: 2019-2022

WHO WE SERVE
Approximately 50 high school students and 30-60 high school teachers and advisors

WHAT WE DO
Develop and conduct a for-credit manufacturing technology academy for high school students as well as professional development workshops for secondary teachers to increase enrollment and diversity in CBC's Manufacturing Technology program

OBJECTIVES

By 2022, the MT program enrollment will increase by a minimum of nine students (56% increase)
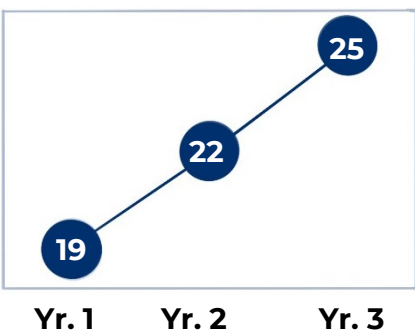
★ TBD

By 2022 the percent of minority and female students in the MT program will increase by 5%
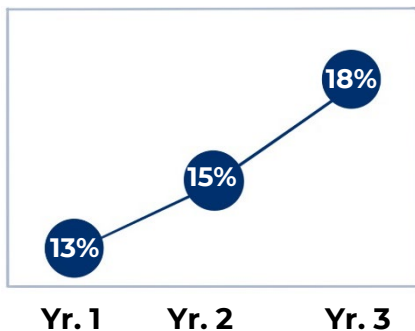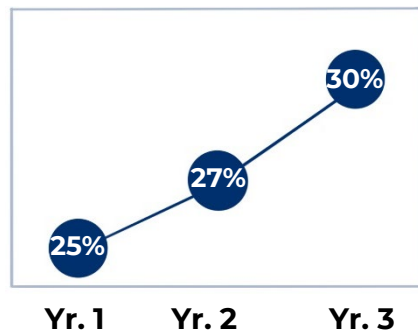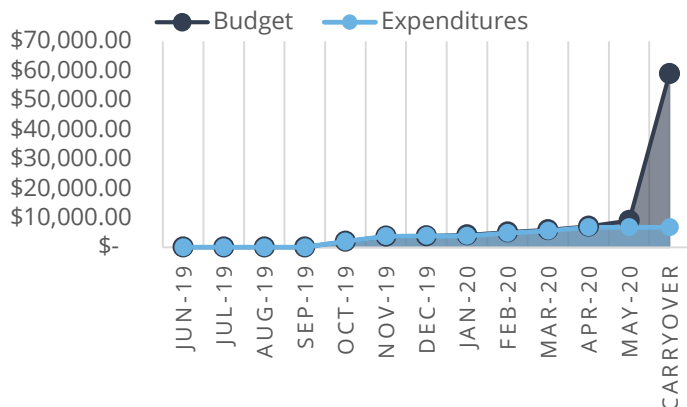
★ TBD

ENROLLMENT GOALS

Total Enrollment

25 — Yr. 3
22 — Yr. 2
19 — Yr. 1

% Female

18% — Yr. 3
15% — Yr. 2
13% — Yr. 1

% Students of Color

30% — Yr. 3
27% — Yr. 2
25% — Yr. 1

FINANCIALS (Year 1 of 3)

CURRENT YEAR BUDGET: $102,535

Legend: ● Budget ● Expenditures

Y-axis: $70,000.00, $60,000.00, $50,000.00, $40,000.00, $30,000.00, $20,000.00, $10,000.00, $-

X-axis: JUN-19, JUL-19, AUG-19, SEP-19, OCT-19, NOV-19, DEC-19, JAN-20, FEB-20, MAR-20, APR-20, MAY-20, CARRYOVER

UPDATES SINCE LAST SUBMITTAL

- Due to the Covid-19 pandemic we had to reschedule our professional development workshop to the Fall 2020 quarter. An on-line version has been created with the addition of a tool kit being sent out with pre-registration and a stipend of $300 may draw more participation.

- The summer school academy was also moved to next summer 2021. This created a very large carry over that will be spent down on our way to 2021.

Reporting Through: April 30, 2020

Columbia Basin College

NUCLEAR SCHOLARSHIP PROGRAM

$150,000

GRANT PERIOD: 2019-2020

WHO WE SERVE

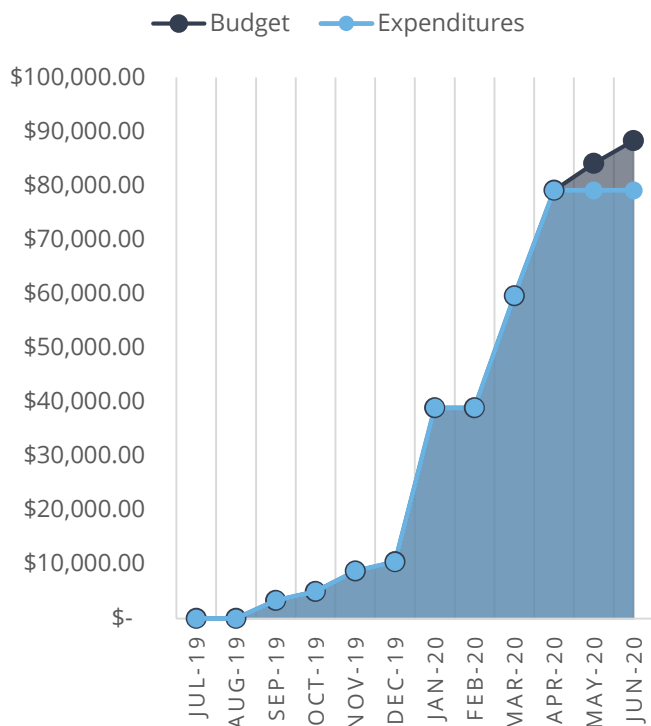Approximately 30 students enrolled in CBC's Nuclear Technology Program

WHAT WE DO

Increase the number of students pursuing careers in the nuclear industry through scholarships and support services that promote full-time enrollment and completion of an AAS in Nuclear Technology.

75% of scholarship recipient graduates are employed in the nuclear field

OBJECTIVES

Provide 29 $5,000 scholarships to Nuclear Technology students
★ *Met*

Increase the number of academically talented underrepresented minority students pursing careers in the nuclear industry
★ *Met*

100% of scholarships recipients maintain or exceed a 3.0 GPA and persist throughout their first academic year
★ *Not Met*

Provide job placement assistance to 100% of students
★ *Met*

Disseminate program activities, scholarship opportunities, and provide community outreach to inform the area of the NT program
★ *Met*

FINANCIALS Year (2 of 2)

CURRENT YEAR BUDGET: $88,332

Legend: ● Budget ● Expenditures

Y-axis: $- $10,000.00 $20,000.00 $30,000.00 $40,000.00 $50,000.00 $60,000.00 $70,000.00 $80,000.00 $90,000.00 $100,000.00

X-axis: JUL-19 AUG-19 SEP-19 OCT-19 NOV-19 DEC-19 JAN-20 FEB-20 MAR-20 APR-20 MAY-20 JUN-20

UPDATES SINCE LAST SUBMITTAL

- 15 of 29, or 51%, of NRC scholarship recipients are minority students

- Outreach and recruitment will continue through the campus closure using Zoom meetings

- We are using Canvas, Facebook and Zoom to keep students engaged and connected during the campus closure

Reporting Through: April 30, 2020

Columbia Basin College

STUDENT SUPPORT SERVICES (SSS)

$1,517,175

GRANT PERIOD: 2015-2020

WHO WE SERVE

Approximately 200 students per year who are low income, first generation, and/or students with disabilities.

WHAT WE DO

Provide academic advising, financial literacy, educational counseling, tutoring, and career/transfer planning services.

84% Fall-to-fall retention rate
(43% above CBC average for low-income students)

77% Completion rate
(47% above CBC average for low-income students)

64% Transfer with an AA
(43% above CBC average for low-income students)

> "[SSS staff] helped me see that anyone can do it, you just need a little encouragement and guidance."
>
> ~ SSS Alumni

OBJECTIVES

By November 2020:

72% of participants persist from one academic year to the next or graduate/transfer from a 2- to a 4-year institution
⭐ TBD

90% of participants remain in good academic standing
⭐ TBD

40% of new participants graduate with an AA degree or certificate within four years
⭐ TBD

33% of new participants transfer with an AA degree or certificate within four years
⭐ TBD

FINANCIALS (Year 5 of 5)

CURRENT YEAR BUDGET: $336,210

Legend: ● Budget ● Expenditures

Y-axis: $400,000.00, $350,000.00, $300,000.00, $250,000.00, $200,000.00, $150,000.00, $100,000.00, $50,000.00, $-

X-axis: SEP-19, OCT-19, NOV-19, DEC-19, JAN-20, FEB-20, MAR-20, APR-20, MAY-20, JUN-20, JUL-20, AUG-20

UPDATES SINCE LAST SUBMITTAL

- SSS is now offering online math and science tutoring.

Reporting Through: April 30, 2020

Columbia Basin College

TITLE V STUDENT TRANSITIONS AND ACHIEVEMENT (STAA)

$2,624,983

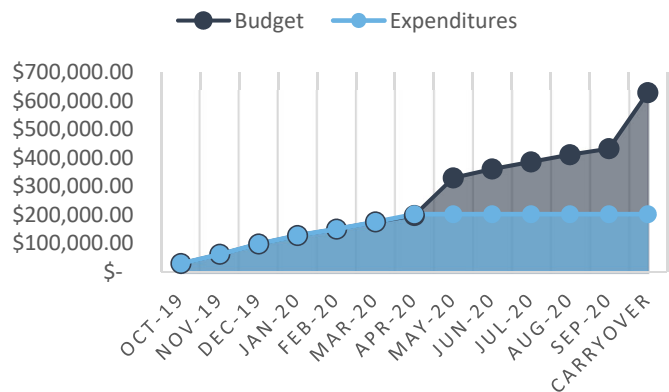### GRANT PERIOD: 2015-2020

WHO WE SERVE

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

WHAT WE DO

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

FINANCIALS (Year 5 of 5)

CURRENT YEAR BUDGET: $629,127

— Budget — Expenditures

$700,000.00
$600,000.00
$500,000.00
$400,000.00
$300,000.00
$200,000.00
$100,000.00
$-

OCT-19 NOV-19 DEC-19 JAN-20 FEB-20 MAR-20 APR-20 MAY-20 JUN-20 JUL-20 AUG-20 SEP-20 CARRYOVER

OBJECTIVES

Train 10 gateway faculty in strategies for modular, mastery-based instruction ★ Met

At least 200 students enrolled in pilots of five revised gateway courses ★ Met

Early Alert customized to support business/humanities majors and at least 250 alerts sent. ★ Met

At least 260 students placed using rubrics. ★ Met

80% of students placing into dev math enroll in at least one modular, mastery-based option ★ TBD

50% of eligible dev math students participate in summer bridge or FYE with LC ★ TBD

95% of freshmen entering from target high schools are placed using the new rubrics. ★ Met

100% of learning communities/HDEV and summer bridge options institutionalized. ★ Met

UPDATES SINCE LAST SUBMITTAL

As of May 12, we have spent $131,759 in FY20, which included the final payment for constructing the Academic Success Center and other expenses related to Center tutors, salaries, and curriculum redesign. Using cost averaging for the remaining months, we project approximately $195,000 will be unspent by the close of the project on September, 30, 2020.

We intend to apply for a no-cost extension to complete the work and professional development in both online and face-to-face curriculum areas such as mathematics and science, the student placement rubric, and the Learning Community. Much of this work has been slowed due to COVID-19.

Reporting Through: April 30, 2020

$2,004,900

GRANT PERIOD: 2017-2022

WHO WE SERVE

Approximately 83 high school students per year who are low-income, first generation and/or at risk of academic failure

WHAT WE DO

Provide tutoring, academic advising, mentoring, college visits, and cultural events to prepare low-income high school students to become first generation college students.

65%
of UB graduates who enter college the fall after high school enroll at CBC

FINANCIALS (Year 3 of 5)

CURRENT YEAR BUDGET: $423,800

Budget — Expenditures

OBJECTIVES

74% of participants have a GPA of ≥2.5

★ 81%

26% of UB senior are at the proficient level on state assessments in reading and math

★ 100%

73% of participants continue in school at the next grade level or graduate

★ 99%

38% of participants who graduate high school complete a rigorous secondary school program of study

★ 57%

60% of participants who graduate high school enroll in postsecondary education by the fall term immediately following high school or defer enrollment
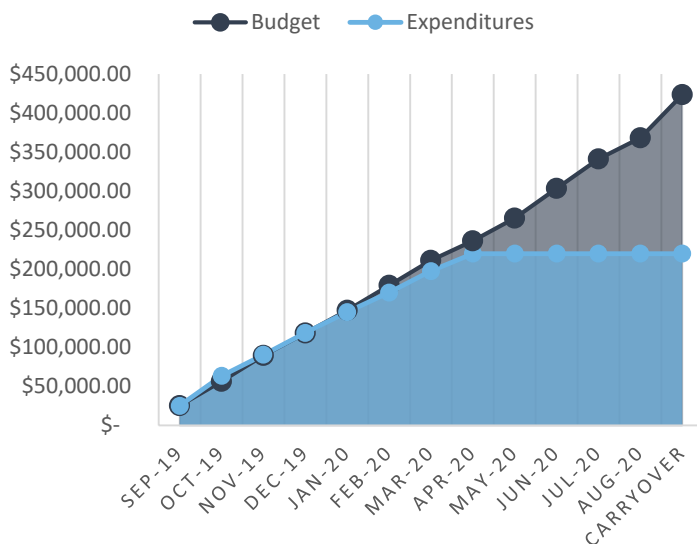
★ 78%

38% of participants who enroll in postsecondary education attain an AA or BA degree within six years

★ 43%

UPDATES SINCE LAST SUBMITTAL

- Feb. 14, 2020 - Community Service Event
  35 Students and Staff process 1,800 lbs. of food at Second Harvest
- Mar. 12, 2020 - Cultural Event
  ~30 students attend Robert Richardson Scholarship Concert at CBC
- April-May
  - Students continue to receive Advising remotely
  - 25 Students are enrolled in our new Online Summer Academy
  - Ten 12th graders are in the process of enrolling for summer classes at CBC - "The Bridge " program

Reporting Through: January 31, 2020

Upward Bound Program HIGHLIGHT

We have been experiencing success as our staff is taking an "all hands on board" approach as we call, email, zoom, and text students. We have four hourly Advisors making contact with students and referring them to the Summer Online Academy and Summer Bridge programs. Enrollment is currently up for both programs compared to past years! Our Bridge Mentor will begin next week assisting seniors with CBC enrollment, and our high school seniors and their parents will experience a Drive-Thru Graduation ceremony on June 4 at 6:00pm at CBC.

MATHEMATICS, ENGINEERING, SCIENCE ACHIEVEMENT (MESA)

Columbia Basin College

$125,000

GRANT PERIOD: 2019-2020

WHO WE SERVE

Approximately 100 students per year who are underrepresented in STEM fields (i.e., African American, Native American, Latino, women, etc.).

WHAT WE DO

Provide educational opportunities and help prepare underrepresented students for university-level studies in STEM fields.
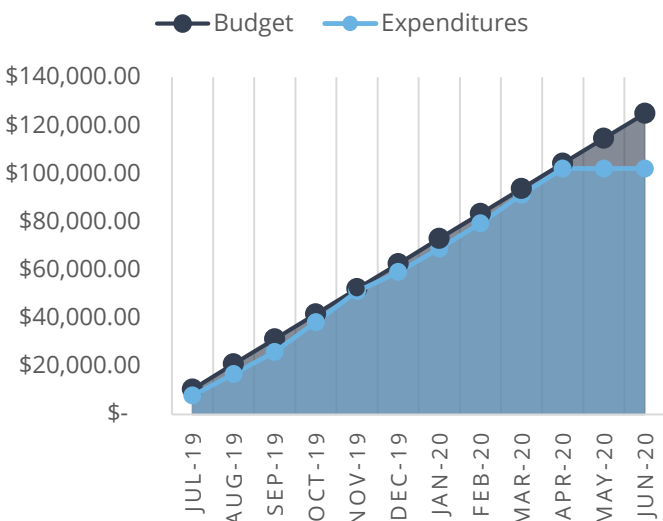
54% Completion rate (26% above CBC average)

100% Of MESA graduates transferred to a four-year college

FINANCIALS (Year 1 of 1)

CURRENT YEAR BUDGET: $125,000

— Budget — Expenditures

$140,000.00
$120,000.00
$100,000.00
$80,000.00
$60,000.00
$40,000.00
$20,000.00
$-

JUL-19 AUG-19 SEP-19 OCT-19 NOV-19 DEC-19 JAN-20 FEB-20 MAR-20 APR-20 MAY-20 JUN-20

OBJECTIVES

By June 30, 2020:

Provide MESA center infrastructure — ★ Met

Enroll 100 students (90% minority, 80% low-income, and 80% first gen) — ★ TBD

Provide orientation classes, tutorial services, and STEM and LSAMP conferences — ★ Met

Provide academic advising/transfer prep and leadership development — ★ Met

UPDATES SINCE LAST SUBMITTAL

- A new canvas shell was created specifically for MESA tutoring and services were successfully moved to online zoom sessions.
- 25 MESA students will be transferring to a four-year university for Fall 2020.
- 8 Running Start MESA students have been accepted to a four-year university for Fall 2020.
- CBC MESA is collaborating with other MESA Community College Programs to provide "Transfer Connections Week." Current MESA students will have the opportunity to meet MESA Alumni who are at CWU, EWU, UW, WSU and WWU and learn about their experience and build connections. Event will take place the week of June 1st–June 5th.

Columbia Basin College

OPPORTUNITY GRANT

$293,648

GRANT PERIOD: 2019-2020

WHO WE SERVE

Approximately 90 low-income students per year in CBC's Automotive Technology, Computer Science, Early Childhood Education, Health Science, and Integrated Basic Education Skills (I-BEST) programs.

WHAT WE DO

Provide financial, advising, enrollment, and ongoing support services directly related to workforce education training programs in an environment of support, respect, and equality.

96% Fall-to-fall retention rate
(18% above CBC average)

62% Completion rate
(34% above CBC average)

OBJECTIVES

Enroll 41 FTE
⭐ *31.3 FTE funded to date*

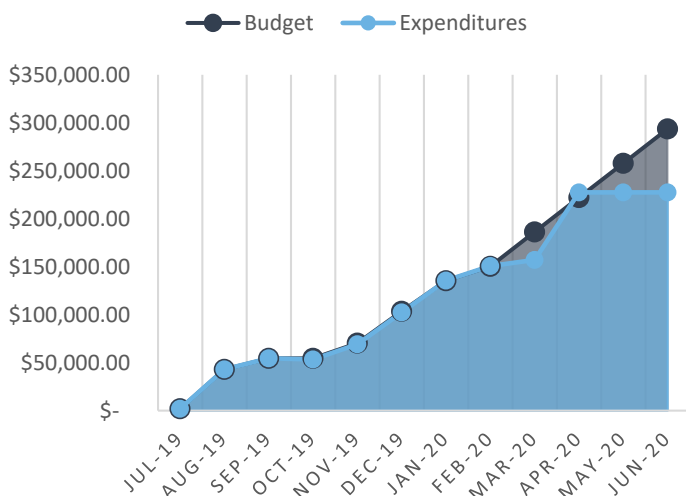Retain 70% of students from fall-to-fall
⭐ *Met*

"Being a part of the...program at CBC changed my life."
~ D. Kone, recently relocated from West Africa

FINANCIALS (Year 1 of 1)

CURRENT YEAR BUDGET: $293,648

— Budget   — Expenditures

$350,000.00
$300,000.00
$250,000.00
$200,000.00
$150,000.00
$100,000.00
$50,000.00
$-

JUL-19 AUG-19 SEP-19 OCT-19 NOV-19 DEC-19 JAN-20 FEB-20 MAR-20 APR-20 MAY-20 JUN-20

UPDATES SINCE LAST SUBMITTAL

- Ericka Garza Hoag hired as New Assistant Director

- 69 students enrolled YTD

- 8 completions:
  - 1 EMT Certificate
  - 7 State Initial ECE Certificates

Columbia Basin College

WORKER RETRAINING

$1,771,448

GRANT PERIOD: 2019-2020

WHO WE SERVE

Approximately 800 students per year who are laid off and collecting or have exhausted unemployment insurance, working in low wage survival jobs, displaced homeworkers, formerly self employed, recently separated veterans or soon to be released from the military, or at risk of losing a job unless occupational skills are updated.
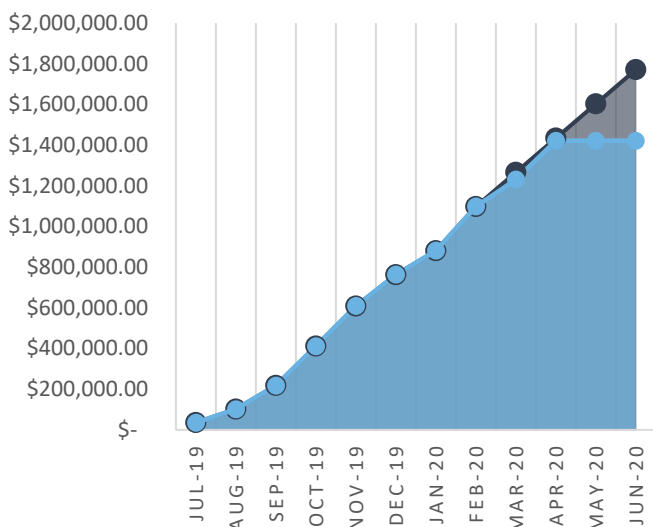
OBJECTIVES

By June 30, 2020:

Enroll a total of 341 FTE

★ *384.4 to date*

60% of students complete their degree/certificate program

★ *TBD*

WHAT WE DO

Provide financial, advising, enrollment, and ongoing support services for workforce education training programs in an environment of support, respect, and equality

100%

of working students who completed their degree or program are now earning higher wages than earned prior to job loss

WORKFORCE IMPACT

75% of '17-'18 graduates were placed in a job within two quarters of completing their degree

73% of '16-'17 graduates were retained in a job four quarters after completion

99% of '16-'17 graduates earn at least middle/low wages

91% of '16-'17 graduates earn high wages

FINANCIALS (Year 1 of 1)

CURRENT YEAR BUDGET: $1,771,448

Legend: ● Budget ● Expenditures

Y-axis: $2,000,000.00 / $1,800,000.00 / $1,600,000.00 / $1,400,000.00 / $1,200,000.00 / $1,000,000.00 / $800,000.00 / $600,000.00 / $400,000.00 / $200,000.00 / $-

X-axis: JUL-19, AUG-19, SEP-19, OCT-19, NOV-19, DEC-19, JAN-20, FEB-20, MAR-20, APR-20, MAY-20, JUN-20

UPDATES SINCE LAST SUBMITTAL

• Worker Retraining has paid out $761,000 in tuition assistance this year, helping 844 unique students..

Columbia Basin College

ABAWD NAVIGATOR

$75,000

GRANT PERIOD: 2019-2020

WHO WE SERVE

Able bodied adults without dependents (ABAWDs) as indicated by DSHS, who are in danger of losing food assistance.

WHAT WE DO

Provide ABAWDs with guidance for maintaining food benefits in collaboration with community partners

100% of our Washington Community and Technical Colleges have ABAWD Navigators on staff.

97% of the ABAWD population currently receiving a waiver will lose their waiver (and possible food benefits) by April 1, 2020.

OBJECTIVES

Hire an ABAWD navigator
★ Met

Create ABAWD resource manual by 1/1/20
★ Met

Provide direct services to ABAWD's to advance career opportunities and maintain food assistance
★ 5 referred clients to date
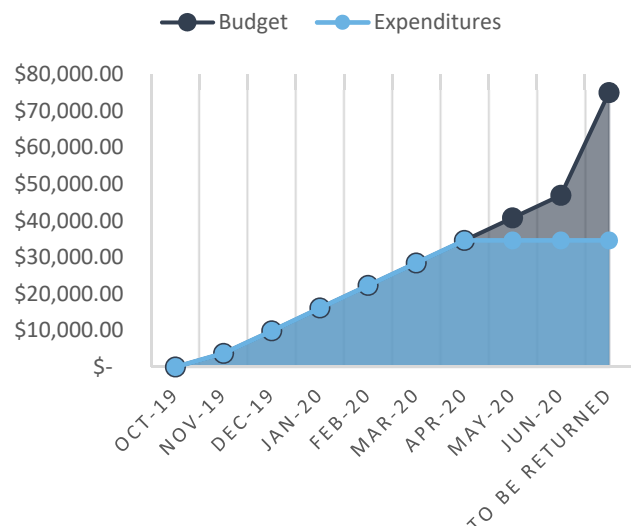
Participate in state wide ABAWD navigator cohort
★ Met

UPDATES SINCE LAST SUBMITTAL

- Leslie Sandoval was hired as our ABAWD Navigator at the end of 2019. She comes to us with extensive experience with BFET administration, career counseling experience, and familiarity with DSHS policies.

- Our ABAWD Navigator assists in helping students at our new student food pantry.

- Due to the late hiring of our Navigator and the restrictions on other spending according to grant guidance, our expenditures will not meet the total grant award this fiscal year. Funds not expended will be returned to SBCTC.

FINANCIALS (Year 1 of 1)

CURRENT YEAR BUDGET: $75,000

— Budget — Expenditures

Funded by the Washington State Board of Community and Technical Colleges

Reporting Through: April 30, 2020

Columbia Basin College

BASIC EDUCATION for ADULTS (BEdA) IEL/CIVICS GRANT

$45,266

GRANT PERIOD: 2019-2020

WHO WE SERVE

Approximately 70 students per year with academic skills below high school completion or seeking to improve their English language skills

WHAT WE DO

Provide adult education concurrently and contextually with workforce training for specific occupations. The IEL/Civics Grant funding is provided as a supplement to the BEdA Master Grant.

100% of students entered post-secondary training

OBJECTIVE

By June 30, 2020:

Education functioning level increases (measurable skill gains) at 41.72%

⭐ TBD

Retention Specialists in Transitional Studies play a vital role in helping students transition into college-level courses and short-term certificates.

FINANCIALS (Year 1 of 1)

CURRENT YEAR BUDGET: $45,266

Budget — Expenditures

$50,000.00	
$45,000.00	
$40,000.00	
$35,000.00	
$30,000.00	
$25,000.00	
$20,000.00	
$15,000.00	
$10,000.00	
$5,000.00	
$-	

JUL-19 AUG-19 SEP-19 OCT-19 NOV-19 DEC-19 JAN-20 FEB-20 MAR-20 APR-20 MAY-20 JUN-20
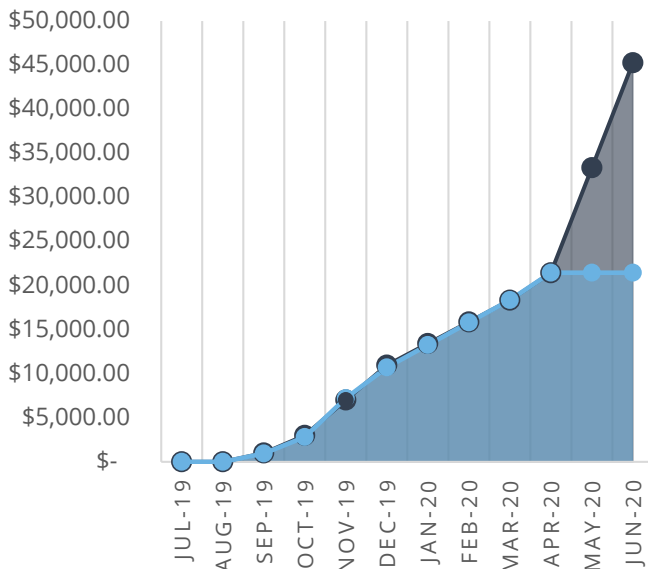
UPDATES SINCE LAST SUBMITTAL

- We had to cancel our NAC IBEST classes due to COVID-19 for spring. Students will be starting fall quarter.

- We are showing underspent for this grant, but we are looking at ways to spend out by June 30th, SBCTC is helping with recommendations for grants who are underspent and providing guidance on allowable expenses.

Funded by the Washington State Board of Community and Technical Colleges

Columbia Basin College

BASIC EDUCATION for ADULTS (BEdA) MASTER GRANT

$193,270

GRANT PERIOD: 2019-2020

WHO WE SERVE

Approximately 1,500 students per year with academic skills below high school completion or seeking to improve their English language skills.

WHAT WE DO

Provide adult students with integrated education and training necessary to earn a high school diploma/equivalency, transition to and compete postsecondary education programs, and advance in a career that leads to economic self-sufficiency

25%
of 2018-2019 BEdA students transitioned into CBC's developmental and college-level courses

OBJECTIVES

By June 30, 2020:

Education functioning level increases (measurable skill gains) at 41.72%
★ TBD

64 students attained a high school diploma or equivalent.
★ TBD

14.3% of students entered post-secondary training
★ TBD

FINANCIALS (Year 1 of 1)

CURRENT YEAR BUDGET: $193,270

Legend: ● Budget ● Expenditures

Y-axis: $250,000.00 / $200,000.00 / $150,000.00 / $100,000.00 / $50,000.00 / $-

X-axis: JUL-19, AUG-19, SEP-19, OCT-19, NOV-19, DEC-19, JAN-20, FEB-20, MAR-20, APR-20, MAY-20, JUN-20

Reporting Through: April 30, 2020
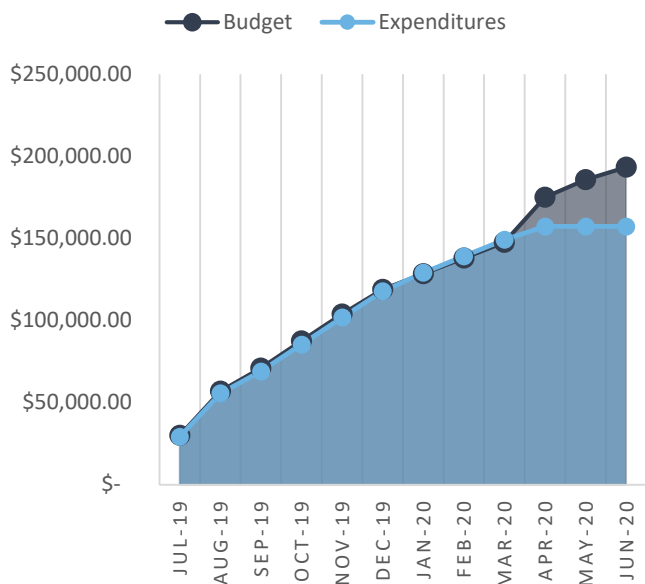
UPDATES SINCE LAST SUBMITTAL

- Due to cancellation of under-enrolled classes and a few projects that were slowed down due to COVID-19, we are showing underspent at the moment.

- We will be spending out the budget, we are going to be utilizing funding on some online curriculum that can help students progress through the program such as MyEnglishLab and Science Labs that students can access from home to meet College and Career Readiness Standards.

- The State Board for Community and Technical Colleges and OCTAE will be flexible with required completions for the 19-20 reporting year due to the impacts of COVID-19 on students.

Columbia Basin College

BASIC FOOD EMPLOYMENT AND TRAINING (BFET)

$243,479

GRANT PERIOD: 2019-2020

WHO WE SERVE

Approximately 200 low income students per year who receive food benefits and are enrolled in a prof/tech pathway.

WHAT WE DO

Provide financial, advising, enrollment, and ongoing support services directly related to workforce education training programs.

69% Fall-to-fall retention rate
(22% above CBC average for low-income students)

31% Completion rate
(8% above CBC average for low-income students)

OBJECTIVES

By September 30, 2019, enroll 165 students
⭐ Met

60% of students will be employed three quarters post completion
⭐ TBD

UPDATES SINCE LAST SUBMITTAL

- FY 19-20 contract is official as of Feb. We are ready to invoice for Nov, Dec, Jan as soon as we are allowed

- Earned Fall quarter:
  - 4 State Initial ECE Certs
  - 1 EMT Cert
  - 3 AAS degrees
  - 1 AA (earned while meeting Nursing pre requisites)

- 86% of students enrolled fall quarter also enrolled and are attending winter

FINANCIALS

2018-2019 YEAR BUDGET: $243,479
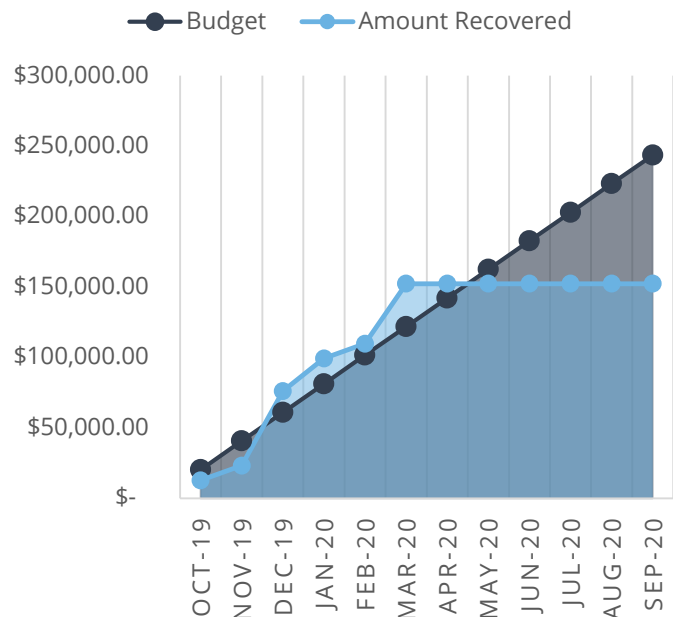
Note: the above chart indicates how much BFET has earned back ytd. BFET reclaims 50% of every state-sourced dollar paid on behalf of a BFET student, and we are already over halfway to meeting our total allocation. CBC recently requested an additional $94,000. We should hear within the next month if we will receive any additional funding.

Reporting Through: April 30, 2020

Funded by the Washington State Board of Community and Technical Colleges

COMPUTER SCIENCE AND EDUCATION

Columbia Basin College

$20,000

GRANT PERIOD: 2019-2020

WHO WE SERVE
Approximately 64 K-12 teachers and their secondary students
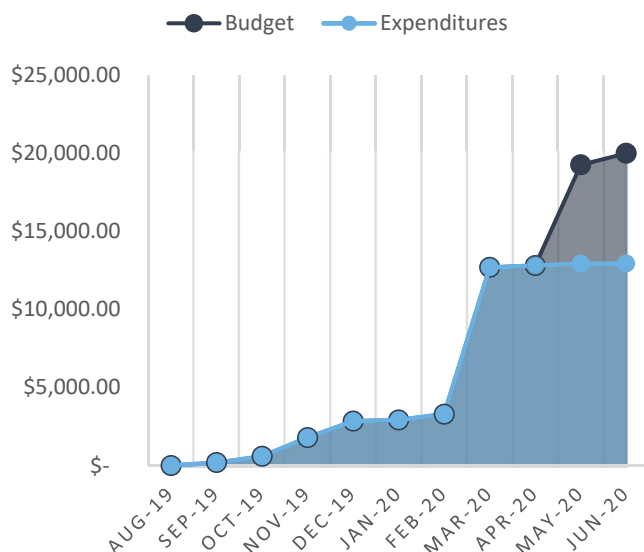
WHAT WE DO
Provide ongoing K-12 teaching and learning support via the Computer Science Teacher Association (CSTA) Chapter for the Tri-Cities network

> "I love this Virtual Turing Machine...so cool."
>
> Jason W. Bohrer , Chapter Relations Manager, National Computer Science Teaching Association

FINANCIALS (Year 1 of 1)

CURRENT YEAR BUDGET: $20,000

Reporting Through: April 30, 2020

OBJECTIVES

By June 30, 2020:

35 unduplicated K-12 or pre-service teachers participate in CSTA PD activities
★ *Met*

PD participants demonstrate increased CS learning and teaching ability
★ *Met*
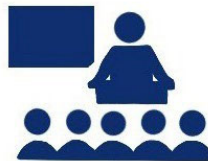
At least 80% of PD participants incorporate knowledge/skills into their classrooms
★ *Met*

550 students receive CS instruction as a direct result of the project's PD activities
★ *Met*

Students demonstrate increased understanding of CS concepts and interest in pursuing CS careers
★ *Met*

UPDATES SINCE LAST SUBMITTAL
- Membership in the CSTA Chapter has grown by more than 50%
- CSTA Chapter website has been professionally implemented and is in use
- Job Shadow Program has begun
- Two Virtual Workshops were implemented due to COVID-19. They received national recognition from CSTA.

Funded by the Office of Superintendent of Public Instruction and Battelle

Columbia Basin College

EARLY ACHIEVERS

$107,900

WHO WE SERVE

Washington State residents currently employed at a childcare facility, family home care, or Head Start/Early Childhood Education (ECE) and Assistance Program who are enrolled or seeking enrollment in CBC's ECE program.

WHAT WE DO

Provide students with integrated education and training necessary to lead early childhood classrooms and ensure the success of Washington's youngest minds.

92% Fall-to-fall retention rate
(41% above CBC average)

82% Completion rate
(54% above CBC average)

OBJECTIVES

By June 30, 2020:

Enroll 13 FTE
★ *On pace to 16 FTE*

100% of students maintain 2.0 GPA and meet CBC's ECE satisfactory academic progress policies
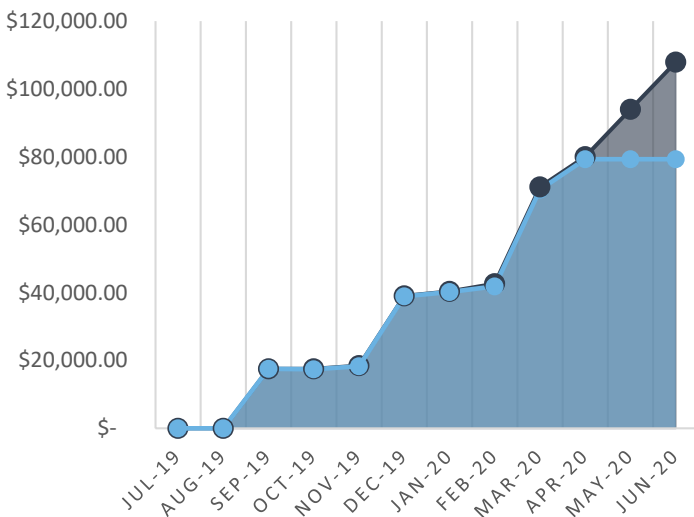★ *43/44 Compliant*

> "playing is the most important part of learning..."
> ~ A. Hernandez on what she has learned in her program.

FINANCIALS (Year 1 of 1)

CURRENT YEAR BUDGET: $107,900

Legend: — Budget — Expenditures

Y-axis: $120,000.00 / $100,000.00 / $80,000.00 / $60,000.00 / $40,000.00 / $20,000.00 / $-

X-axis: JUL-19, AUG-19, SEP-19, OCT-19, NOV-19, DEC-19, JAN-20, FEB-20, MAR-20, APR-20, MAY-20, JUN-20

Reporting Through: April 30, 2020

UPDATES SINCE LAST SUBMITTAL

- Assistant Director Ericka Garza-Hoag was hired in January to administer the EAG.
- 108 total applicants to date
- 87 qualified applicants
- 49 applicants on waitlist
- 57 received book $
- 42 received tuition $

Columbia Basin College

$5,000

GRANT PERIOD: 2019-2020

WHO WE SERVE

Approximately 250 eighth graders from a local middle school will attend the event

WHAT WE DO

Partner with Tri-Cities Economic Development Center to host a one-day non-traditional careers event: Guts and Gable. Males will attend sessions focused on careers in health sciences, and females will attend sessions focused on the construction/trade industries

OBJECTIVES

16.7% of CTE students from underrepresented gender groups will enroll in non-traditional programs
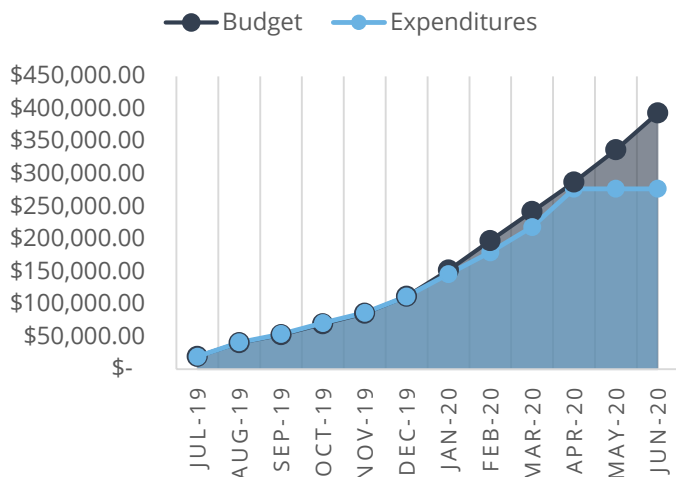
⭐ TBD

15.8% of CTE completers from underrepresented gender groups will earn certificates/degrees from non-traditional programs

⭐ TBD

FINANCIALS (Year 1 of 1)

CURRENT YEAR BUDGET: $5,000

—●— Budget —●— Expenditures

$6,000.00	
$5,000.00	
$4,000.00	
$3,000.00	
$2,000.00	
$1,000.00	
$-	

JUL-19, AUG-19, SEP-19, OCT-19, NOV-19, DEC-19, JAN-20, FEB-20, MAR-20, APR-20, MAY-20, JUN-20

"Students will learn to break down stereotype barriers...in time, continued offering of this event may be a leading pipeline and inspiration for students to look outside the box and seek education and advanced skills training in a nontraditional field."

~ Keeley Gant regarding the Purpose of the Guts and Gables Event

UPDATES SINCE LAST SUBMITTAL

- Due to the disruption of COVID-19 and associated restrictions of the Governor, the event previously scheduled for April 23, 2020 had to be cancelled.

- Funds spent for program development and graphic/logo design can be utilized when the event is replicated in the future.

$393,786

GRANT PERIOD: 2019-2020

WHO WE SERVE

All CBC CTE students with an emphasis on nontraditional students.

WHAT WE DO

Support career and technical education that prepares students both for further education and the careers of their choice.

OBJECTIVES

1,066 CTE students attain a degree/certificate or complete at least 45 vocational credits with 2.0 or higher GPA
⭐ TBD

830 CTE students will attain a degree/certificate
⭐ TBD

56.7% of CTE students will be retained or transfer
⭐ TBD

52.2% of students will be employed during the 3rd quarter after they exit
⭐ TBD

16.7% of CTE students from underrepresented gender groups will enroll in non-traditional programs
⭐ TBD

15.8% of CTE completers from underrepresented gender groups will earn certificates/ degrees from non-traditional programs
⭐ TBD

FINANCIALS (Year 1 of 1)

CURRENT YEAR BUDGET: $393,786

Budget ● Expenditures

$450,000.00	
$400,000.00	
$350,000.00	
$300,000.00	
$250,000.00	
$200,000.00	
$150,000.00	
$100,000.00	
$50,000.00	
$-	

JUL-19 AUG-19 SEP-19 OCT-19 NOV-19 DEC-19 JAN-20 FEB-20 MAR-20 APR-20 MAY-20 JUN-20

Reporting Through: April 30, 2020

UPDATES SINCE LAST SUBMITTAL

- 98% of the fund will be spent.
  - Some spending was canceled due to COVID-19; currently looking for alternatives.
- Major expenses include the alignment machine purchase ($67K) for Automotive program.
- Leadership Block fund was reallocated due to the SkillsUSA cancellation.
  - $12K reallocated to the contract for workforce student data configuration.
  - $8K reallocated to purchase COWs for ECE program (with $7K from Perkins Plan).
- Special Project and Non-Trad grants are not permitted for reallocation.

$212,853

GRANT PERIOD: 2019-2020

WHO WE SERVE

Approximately 75-100 low-income student-parents per year who are receiving a Temporary Assistance for Needy Families (TANF) grant and seeking to earn GEDs, specific job skills, certificates, or AAS degrees.

WHAT WE DO

Provide financial, advising, enrollment, and ongoing support services for workforce education training programs in an environment of support, respect, and equality.

"This program will change my kid's life for the better because it has changed me..."

~ Melissa Patterson, WorkFirst Student

OBJECTIVES

There are no "target" objectives. An increase in performance from the previous year results in an increase in funding and vice versa.

Enrollment
2018-2019: 70 students
2019-2020: 44 students to date

Retention
2018-2019: 38%
2019-2020: TBD

Completion
2018-2019: 30%
2019-2020: TBD

Transition from Basic Skills to College Level
2018-2019: 33%
2019-2020: TBD

FINANCIALS (Year 1 of 1)

CURRENT YEAR BUDGET: $212,853

Legend: ● Budget   ● Expenditures

Chart Y-axis: $250,000.00 / $200,000.00 / $150,000.00 / $100,000.00 / $50,000.00 / $-

Chart X-axis: JUL-19, AUG-19, SEP-19, OCT-19, NOV-19, DEC-19, JAN-20, FEB-20, MAR-20, APR-20, MAY-20, JUN-20

Reporting Through: April 30, 2020
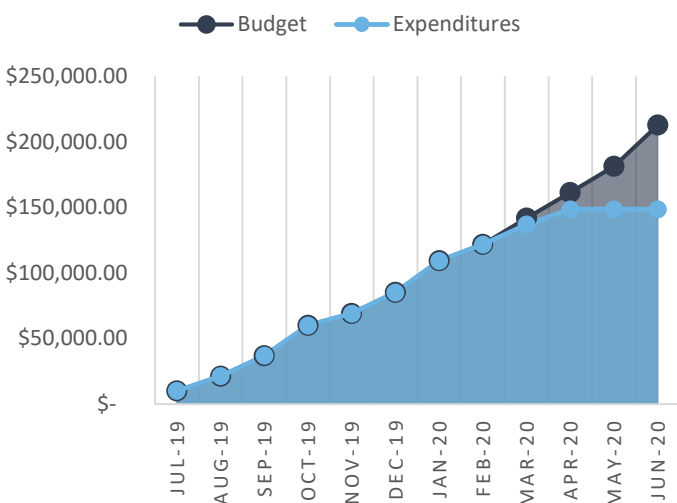
UPDATES SINCE LAST SUBMITTAL

- WF enrollments dropped 50% spring quarter due to Covid-19. WF parents could choose to remain home to care for children and not take unnecessary risks of exposure.

- CBC WF received permission to spend remaining funds to purchase loaner laptops to better equip WF students who desire to continue their studies from home. This equipment will be available for checkout on a quarterly basis and will remain WF property. WF CBC does not plan to return any funds at this time.

Columbia Basin College

GUIDED PATHWAYS

$805,000

GRANT PERIOD: 2017-2021

WHO WE SERVE

All current and prospective students!

WHAT WE DO

Transform the way our students interact and engage with the College through intentional updates, revisions, and incorporating tools, resources, and supports that are clear, structured and defined. Projects include developing program maps, career exploration, and intrusive advising.

FINANCIALS (Year 3 of 4)

CURRENT YEAR BUDGET: $238,958

Budget / Expenditures chart (JAN-20 through CARRYOVER), ranging $- to $250,000.00
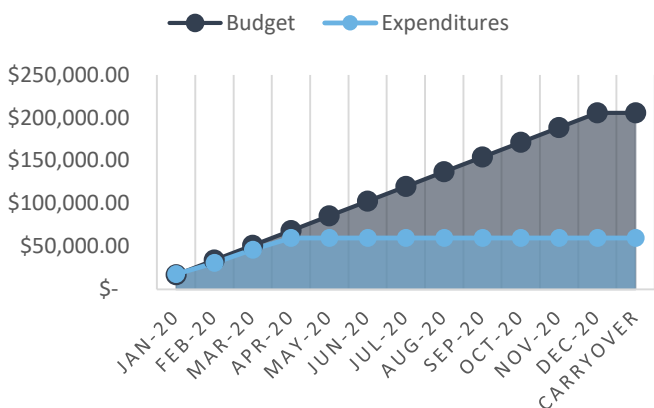
UPDATES SINCE LAST SUBMITTAL

- CBC Team of five attended the Frontier Set annual convening in early March.
- School Core Teams are continuing to work on outreach to our students, particularly in the online modality due to COVID-19. Many of these efforts are focused within School specific Canvas pages, virtual messaging, and formal and informal advising conversations.
- Five completion coaches hired and assigned to Schools and participating in Core Teams and case management.
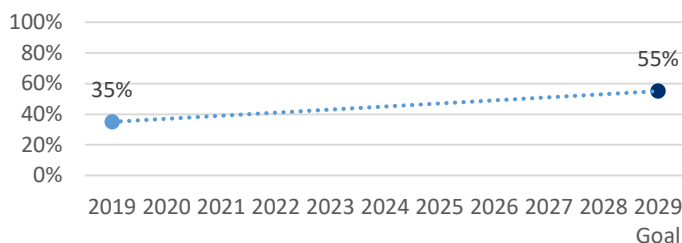
OBJECTIVES

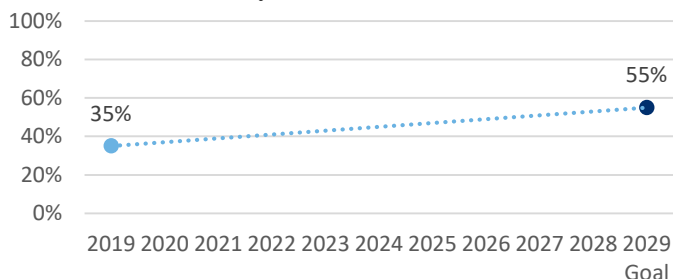Increase number of students who complete college-level math and English in their first year at CBC

Math: 18% (2019) → 40% (2029 Goal)
English: 39% (2019) → 60% (2029 Goal)
— Math — English
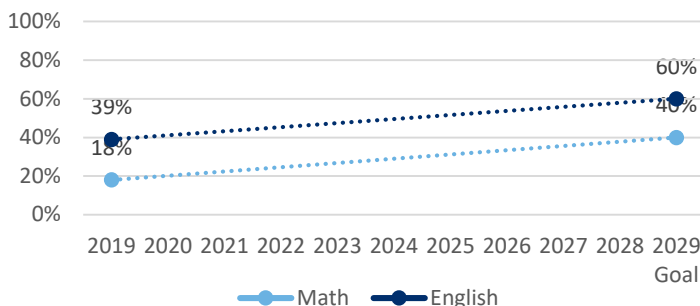
Increase number of students who complete 30 college-level credits during their first year

35% (2019) → 55% (2029 Goal)

Increase number of students who complete a degree/certificate or transfer to a 4-year program within three years

35% (2019) → 55% (2029 Goal)

Reporting Through: April 30, 2020

Funded by the Aspen Institute

Columbia Basin College

REDESIGNING VOCATIONAL MATH

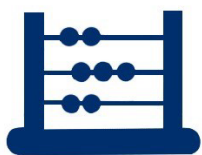## $148,925

GRANT PERIOD: 2019-2022

WHO WE SERVE

All CBC welding, automotive, and precision machining (WAM) students, with a focus on those placing below college-level math

WHAT WE DO

Increase the rate at which WAM students earn college-level math credits through the creation of a new Math for the Technical Applications IBEST course.

OBJECTIVES

Percent of WAM students required to enroll in a dev math course decreases from a baseline of 80% to 0% by Winter 2020

⭐ Met

Average enrollment numbers increase from a baseline of 10 students per quarter in the MATH 100, 111, and 112 courses, to 20 students per quarter in the new course
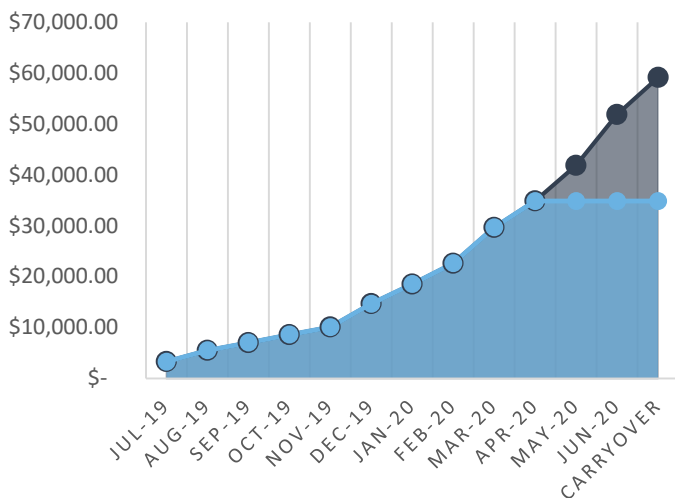
⭐ Met

Percent of WAM students enrolling in required college-level Math course within one year increases from a baseline of 11% to 20% by the end of the grant period

⭐ TBD

Percent of WAM students who earn their first college credit in Math within one year of enrollment increases from a baseline of 3% to 12% by the end of the grant period

⭐ TBD

Fall-to-fall retention rate for WAM students placing into dev math increases from a baseline of 46% to 55% by the end of the grant period

⭐ TBD

FINANCIALS (Year 1 of 3)

CURRENT YEAR BUDGET: $62,435

Budget / Expenditures chart. Y-axis: $- to $70,000.00. X-axis: JUL-19, AUG-19, SEP-19, OCT-19, NOV-19, DEC-19, JAN-20, FEB-20, MAR-20, APR-20, MAY-20, JUN-20, CARRYOVER

UPDATES SINCE LAST SUBMITTAL

Math 100 continues to run at one section per quarter. Funds are underspent, but carryover. For Summer 2020, training hours for a new faculty to teach the course and curriculum development to include Spanish-speaking resources will use unspent funds. Funds anticipated to be spent on travel will be reallocated to purchase technology to improve student's online experience. There is also backfilled salary that has not been deducted from the budget, which makes up a substantial sum.

Columbia Basin College

TOBACCO-FREE PROGRAM

$19,980

GRANT PERIOD: 2018-2020

WHO WE SERVE

All CBC students, staff, and faculty.

WHAT WE DO

Promote awareness, provide resources, and recruit support for the adoption and implementation of a 100% tobacco-free campus policy.

OBJECTIVES

Identify up to 10 students, faculty, and staff to join the Smoke & Tobacco Free CBC Taskforce — ★ *Met*

Identify two student leaders who are approved by the Truth Initiative — ★ *Met*

1,500 students, faculty, and staff participate in tobacco prevention, education, and advocacy activities — ★ *By June 2020*
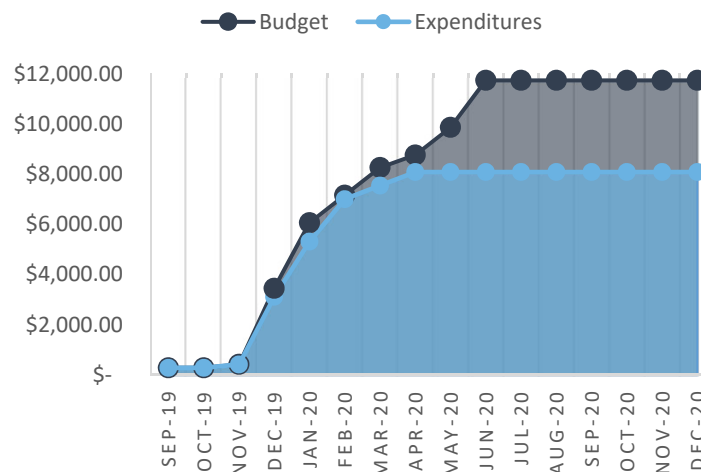
Engage at least 1,000 people in student-led tobacco prevention, education, and advocacy activities — ★ *In process*

College leaders engage 500 students in each of Truth's national campaigns in January 2019, August 2019, and January 2020 — ★ *In process*

Create a comprehensive tobacco-free policy recommendation — ★ *In process*

FINANCIALS (Year 2 of 2)

CURRENT YEAR BUDGET: $11,731

- ● Budget ● Expenditures

$12,000.00	
$10,000.00	
$8,000.00	
$6,000.00	
$4,000.00	
$2,000.00	
$-	

SEP-19 OCT-19 NOV-19 DEC-19 JAN-20 FEB-20 MAR-20 APR-20 MAY-20 JUN-20 JUL-20 AUG-20 SEP-20 OCT-20 NOV-20 DEC-20

Reporting Through: April 30, 2020

Funded by Truth Initiative

UPDATES SINCE LAST SUBMITTAL

- Grant period extended through December 31, 2020 due to COVID-19.

- Hosted a vaping awareness presentation with guest speaker on May 1 for T&L Day for faculty and staff.

- Our smoke and tobacco-free policy draft has been approved by Truth Initiative as well as American Nonsmokers' Rights Foundation. Policy is currently under Cabinet review, our goal is to implement by end of year.

- Currently planning virtual events for students – hosted a Town Hall meeting on May 27, via Zoom regarding proposed policy changes.

Exhibit G

COLUMBIA BASIN COLLEGE
BOARD OF TRUSTEES' Retreat
August 21, 2020
Zoom — 9 am. – 3 pm.

Agenda
    Call to Order

*Agenda Changes

*Approval of Minutes
June 8, 2020 Board of Trustees' Meeting   Exhibit A

Reports
College Updates – A Year in Review and the Year Ahead   Exhibit B
Cash Reserves Target Update   Exhibit C
Quarterly Financial Statement   Exhibit D
Unaudited Income Statement   Exhibit E

Trustee work Session
Trustee Travel - Updates
Board of Trustees Annual Calendar/Work Plan   Exhibit F
Board Evaluation
Board Roles and Elections

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

Adjournment

*(Requires motion/approval)

If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 542-4801 as soon as possible to allow sufficient time to make arrangements.

Exhibit
H

COLUMBIA BASIN COLLEGE
2020-2021 OPERATING BUDGET PROPOSAL

Overview

The Budget is a plan for the future of how we intend to use our resources based on the information and assumptions that are available today.

This plan was created as a team effort involving Budget Services, Budget Managers, and CBC's Cabinet leadership team. Each budget unit is mapped to a department and it is assigned a budget owner. The allocated budget represents the anticipated needs for funding to carry out the department's goals and objectives in support of the CBC Mission. This budget plan will provide us with the ability to track and manage our fiscal year resources across multiple funding sources.

This year extra consideration was taken to incorporate our changing economy and industry trends. These include lower enrollment projections and reduced state funding resources. In anticipation of the State Legislature eliminating the annual cost of living adjustment, that revenue and expense has been removed.

External Factors

External factors are taken into consideration when developing a forecast of our future expected resources to support our daily operations.

- State minimum wage increase

- Annual health benefit rate change

- Tuition rate increase of 2.5% over FY1920

- Running Start Program rate changes

- Enrollment projections based on industry trends

- Debt Service capital projection

- State Approved New Program: BAS – Health Physics

- Cost Of Living Adjustments (COLA)

Assumptions

The expectations of events that will occur in the fiscal year. These expectations have an impact on our forecasted revenue and expenses.

- Projected decrease of enrollments by 10% from FY1920

- Loss of targeted State funding sources related to Guided Pathway (GP) and High Demand

- Additional 10% reduction in state general funding allocation

- Running Start program enrollments will increase over FY1920

- Loss of COLAs

Initiative Priority

Institutional priority initiatives that help to drive the allocation of financial resources to move the mission of our college forward.

Columbia Basin College continues to prioritize funding to support our Case Management model in Counseling as well as continued funding for our Guided Pathways initiative.

Budget Enhancements

Strategic investments in programs and services to support our mission and achieve our vision.

- Running Start Program – increase support for student book assistance program
- Psychology Program - funding to hire a temporary full time faculty position
- BAS-Health Physics – funding to launch the new State approved program for FY2021
- Academic Success Center – funding was approved to transition activities and positions that were previously funded by Title V grant ending its term in FY2021.
- Student Development and Counseling – approved funding to hire 4 additional Completion Coaches to contribute to the Case Management Advising model initiative.

Classification of Resources

We currently classify our resources in four major categories. This helps to manage the resources and align the source to the use appropriately.

- Operating Budget: Funding sources include: State Allocation, Tuition income (Fund 149), Fee Income (Fund 148) Running Start contract income (Fund 146).

- Grants fund 145: Funding sources include federal, state or local grants or contract awards. These accounts have an educational mission rather than community service focus. Revenue generated from Grants are restricted to fulfill the objectives specified by the granting agency. Therefore, this revenue is not used as part of our operating budget process. However, some grant awards require institutional support contributions.

- Auxiliary fund 570: Accounts that are funded by self-sustaining activities that are related to community services. Revenue generated through these activities are used to support the expenses incurred specifically by the activities. These expenses are not supported by our operating budget. Any excess revenue is used to support college wide strategic initiatives and other entrepreneurial projects.

- Associated Student's fund 522: This funding is managed by our ASCBC team and is used to help fund approved student activities. A budget committee will allocate funding to student organization, clubs, and groups.

Budget Account Responsibility

Delegated Authority of budget account responsibility:

Our accounts are organized by Vice President (VP) area. Each VP has the ability to delegate budget responsibility to Assistant VP's, Deans, or Directors in their area to assist in the management of the approved fiscal year budgets.

Delegation of budget authority includes but not limited to:

- o Management of expenses not to exceed approved budgets
- o Review and approval of all purchases under delegated budget accounts
- o Understanding of proper budget code and object code combination
- o Reconciliation of delegated budget account codes
- o Attend regularly scheduled training sessions
- o Active participation in CBC annual budget development process

FY2021 Revenue Forecast:

Account	Description	FY2021 Projected Revenue	% of Total Revenue
145-CARES	Stimulus Revenue	$1,920,000	3.77%
000-STATE	State Allocation	$24,033,134	47.20%
146-RS	Running Start Program	$8,150,000	16.01%
148-FEES	Fees Revenue	$3,700,000	7.27%
149-TUITION	Tuition Revenue	$13,115,000	25.76%
	Revenue Forecast	**$50,918,134**	**100%**

Revenue Source by Type

146-RS Running Start Program; 16.01%

148-FEES Fees Revenue; 7.27%

149-TUITION Tuition Revenue; 25.76%

000-STATE State Allocation; 47.20%

145-CARES Stimulus Revenue; 3.77%

■145-CARES Stimulus Revenue ■000-STATE State Allocation ■146-RS Running Start Program
■148-FEES Fees Revenue ■149-TUITION Tuition Revenue
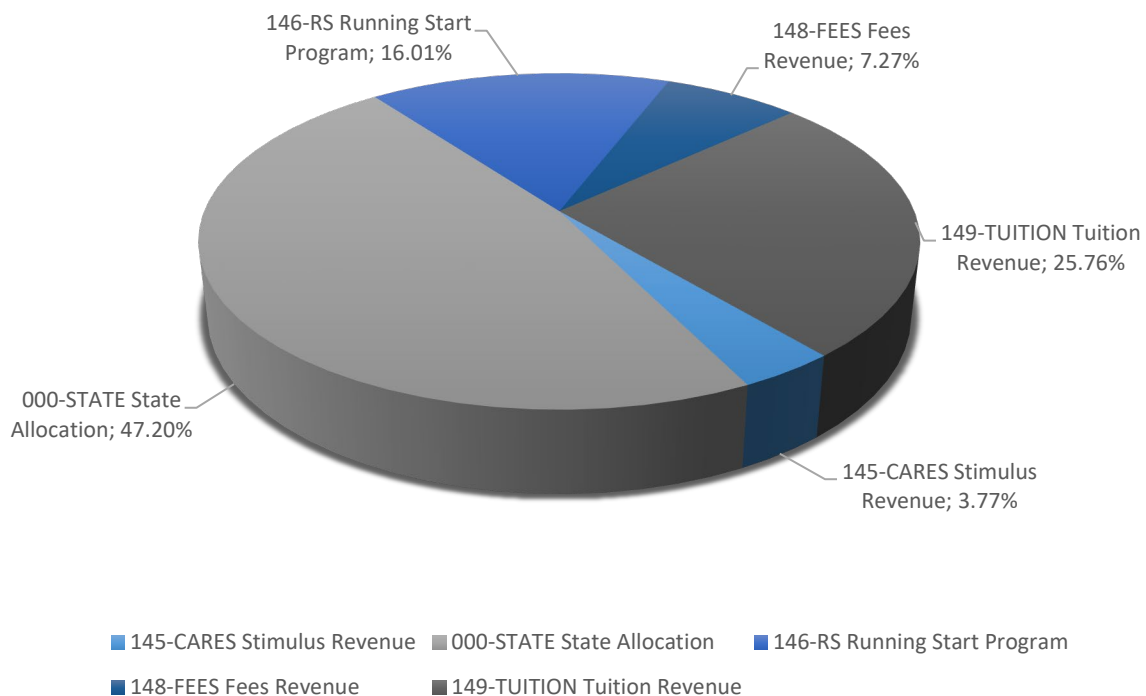
FY2021 Budget Proposal:

Account	Description	FY2021 BUDGET PROPOSAL	% of Total Budget
A:	Salaries And Wages	$30,069,499	59.10%
B:	Employee Benefits	$10,323,924	20.29%
C:	Professional Service Contracts	$425,009	0.84%
E:	Goods And Other Services	$6,913,575	13.59%
G:	Travel	$668,705	1.31%
J:	Capital Outlays	$728,224	1.43%
N:	Grants, Benefits, And Client Services	$882,041	1.73%
P:	Debt Service/Liability	$1,534,732	3.02%
S/T:	Interagency Reimbursements	($667,468)	-1.31%
	TOTAL OPERATING EXPENSES	**$50,878,241**	**100.00%**

Budget Expenses by Object Code

- A: Salaries And Wages; 59.10%
- B: Employee Benefits; 20.29%
- C: Professional Service Contracts; 0.84%
- E: Goods And Other Services; 13.59%
- G: Travel; 1.31%
- J: Capital Outlays; 1.43%
- N: Grants,Benefits, And Client Services; 1.73%
- P: Debt Service/Liab; 3.02%
- S/T: Interagency Reimbursements; -…

Legend:
- A: Salaries And Wages
- B: Employee Benefits
- C: Professional Service Contracts
- E: Goods And Other Services
- G: Travel
- J: Capital Outlays
- N: Grants,Benefits, And Client Services
- P: Debt Service/Liab
- S/T: Interagency Reimbursements

Fiscal Year Budget Comparison FY1920 to FY2021

Operating Revenue Forecast

Account	Description	FY1920 Approved	FY2021 Proposal	Year over Year Change
000-GP	State-Guided Pathway Allocation	$100,000	$0	($100,000)
145-CARES	Stimulus Revenue	$0	$1,920,000	$1,920,000
000-STATE	State Allocation	$25,147,954	$24,033,134	($1,114,820)
146-RS	Running Start Program	$7,300,000	$8,150,000	$850,000
148-FEES	Fees Revenue	$3,750,000	$3,700,000	($50,000)
149-TUITION	Tuition Revenue	$14,300,000	$13,115,000	($1,185,000)
	Total Operating Revenue	**$50,597,954**	**$50,918,134**	**$320,180**

Operating Expense Forecast

Account	Description	FY1920 Approved	FY2021 Proposal	Year over Year Change
A:	Salaries And Wages	$29,154,427	$30,069,499	$915,072
B:	Employee Benefits	$10,046,139	$10,323,924	$277,785
C:	Professional Service Contracts	$378,127	$425,009	$46,882
E:	Goods And Other Services	$6,757,292	$6,913,575	$156,283
G:	Travel	$602,046	$668,705	$66,659
J:	Capital Outlays	$1,963,083	$728,224	($1,234,859)
N:	Grants, Benefits, And Client Services	$873,308	$882,041	$8,733
P:	Debt Service/Liability	$1,534,732	$1,534,732	$0
S/T:	Interagency Reimbursements	($688,087)	($667,468)	$20,619
	Total Operating Expenses	**$50,621,067**	**$50,878,241**	**$257,174**
	Net Resources	**($23,113)**	**$39,893**	

Exhibit I

S&A Budget Recommendation	2018-19	2019-20	2020-21	
Projection & Continual Expenses				
Service & Activities Fee	$ 1,135,900.00	$ 1,425,000.00	$ 1,500,000.00	
ASCBC Salaries (continual)		$ 200,000.00	$ 217,000.00	Moved from Services last year.
HUB Facelift Reserve (continual)		$ 55,000.00		
Food Pantry Pilot (up to 2 years)		$ 14,538.00		
Student Life Specialist (continual)			$ 71,600.00	
S&A Emergency Fund (1-year allocation)		$ 30,000.00	$ 18,018.00	Rolling account; $30,000 + $18,018
Organizations				
Orchestra	$ 5,000.00	$ 5,000.00	$ 5,000.00	
Band	$ 40,000.00	$ 40,000.00	$ 35,000.00	
Vocal Music	$ 49,000.00	$ 49,000.00	$ 55,255.00	**Orchestra**
Drama/Theater	$ 50,000.00	$ 60,600.00	$ 60,600.00	**ASCBC**
Baseball	$ 27,000.00	$ 39,000.00	$ 39,000.00	**Band**
Men's Basketball	$ 21,000.00	$ 29,000.00	$ 29,000.00	**Vocal Music**
Men's Soccer	$ 18,000.00	$ 27,000.00	$ 27,000.00	**Drama/Theater**
Men's Golf	$ 5,500.00	$ 13,000.00	$ 13,000.00	**Athletics**
Women's Basketball	$ 21,000.00	$ 29,000.00	$ 29,000.00	**Resource Center**
Volleyball	$ 21,000.00	$ 29,000.00	$ 29,000.00	**Manages One Budget**
Women's Soccer	$ 18,000.00	$ 27,000.00	$ 27,000.00	
Women's Golf	$ 5,500.00	$ 13,000.00	$ 13,000.00	
Softball	$ 21,000.00	$ 29,000.00	$ 29,000.00	
Services				
Services Managed by ASCBC				
Service	$ 7,400.00	$ 9,000.00	$ 9,500.00	
Travel/Training	$ 13,434.00	$ 14,300.00	$ 14,200.00	
Office Expense	$ 13,500.00	$ 13,500.00	$ 13,500.00	
Club Funding	$ 26,000.00	$ 40,000.00	$ 40,000.00	
Activities	$ 40,000.00	$ 45,000.00	$ 45,000.00	
Music Copyrights	$ 4,700.00	$ 5,000.00	$ 5,000.00	
Stipends	$ 57,000.00			Moved to top last year; continual expense
Game Room/Intramurals	$ 22,500.00	$ 32,208.00	$ 34,175.00	
Student Activities Staff Salaries	$ 119,466.00			Moved to top last year; continual expense
Services Managed outside of ASCBC				
Veterans Resource Center	$ 7,000.00	$ 7,000.00	$ 10,000.00	
Athletic Promotions	$ 1,500.00	$ 1,500.00	$ 1,500.00	
Game Management	$ 81,366.00	$ 82,577.00	$ 85,000.00	
Esvelt Gallery	$ 19,500.00	$ 21,310.00	$ 23,430.00	
Tutor Center (Academic Success Center)	$ 39,500.00	$ 55,234.00	$ 75,351.00	
Disability Testing	$ 30,150.00	$ 31,500.00	$ 32,670.00	
Grants in Aid (Athletic scholarships)	$ 121,524.00	$ 127,680.00	$ 131,040.00	
Talent Grants (Drama)	$ 15,000.00	$ 15,000.00	$ 18,000.00	
Talent Grants (Vocal Music)	$ 20,400.00	$ 25,800.00	$ 25,800.00	
Talent Grants (Band)	$ 20,000.00	$ 22,500.00	$ 22,500.00	
Talent Grants (Orchestra)	$ 3,000.00	$ 1,500.00	$ 3,000.00	
Childcare Reimbursement	$ 45,000.00	$ 50,000.00	$ 52,500.00	
Travel Reimbursement for Low Income Students	$ 21,850.00	$ 36,000.00	$ 37,800.00	
Planetarium	$ 10,000.00	$ 5,400.00	$ 8,200.00	
Prefunded Clubs				
Speech Debate Club	$ 6,860.00	$ 5,500.00	No Proposal	
Hockey Club	$ 10,000.00	$ 15,537.00	$ 15,588.00	
Automotive Performance Club	$ 10,000.00	No Proposal	$ 5,000.00	
SkillsUSA	$ 25,000.00	$ 25,000.00	$ 25,000.00	
Splitting Image	$ 7,000.00	$ 6,000.00	$ 14,000.00	
Tech Club	$ 11,000.00	$ 5,000.00	$ 5,900.00	
Professional Agricultural Student Org (PAS)	$ 12,750.00	$ 12,750.00	$ 11,000.00	
Psych Club	$ 5,500.00	$ 5,500.00	$ 13,300.00	
Game Club		$ 5,771.00	$ 8,178.00	
Dental Hygiene		$ 3,295.00	$ 5,295.00	
Cyberhawks		$ 3,500.00	$ 3,000.00	
Phi Theta Kappa (PTK)	$ 6,000.00	$ 6,000.00	$ 8,100.00	
	18-19 Total:	**19-20 Total:**	**20-21 Total:**	
	$ 1,135,900.00	$ 1,425,000.00	$ 1,500,000.00	

Exhibit
J
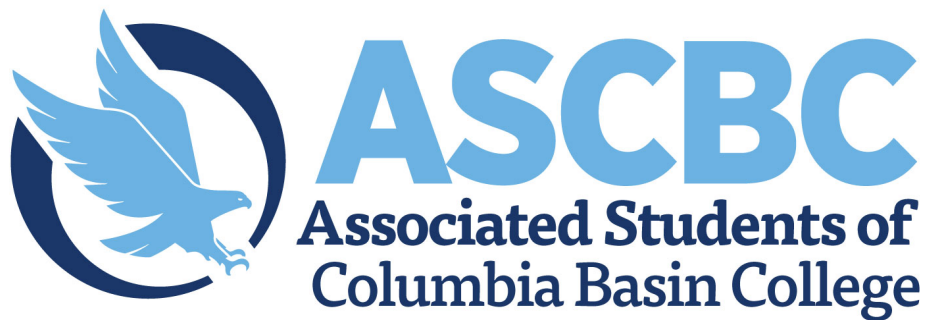
Constitution of the Associated Students

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 leadership experience amongst the student population.

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

To promote and serve a diverse student community through extracurricular activities.

To represent and address student interests, needs, and welfare.

To promote student voice as a method of both change and activism.

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: Formation

A. The government of the ASCBC shall consist of three main branches: Service Corps, Club Council, and Campus Connection Board.
B. Each branch has a chairperson. The chairpersons make up the ASCBC Executive Council.
C. Each branch and its chairperson have independent responsibilities to ensure ASCBC is operating efficiently and effectively to serve the overall student body in the areas of service, clubs, and extracurricular activities.
D. The Chairpersons of the Service Corps, Club Council, and the Chairperson and Officers of the Campus Connection Board will be paid positions under ASCBC.
   a. These positions will be selected through a student majority hiring committee process.
   b. The responsibilities and make-up of this committee and references to their proceedings shall be listed in the Bylaws of this Constitution.
E. The Powers and Responsibilities of each branch and its chairperson shall be listed in the Bylaws of this Constitution.

Article IV: Executive Council

A. The ASCBC Executive Council shall consist of the chairpersons of the Service Corp, Club Council, and Campus Connection Board.
B. In addition to their branch duties, each ASCBC Executive Council member shall be responsible for the fiscal, procedural, and legislative functions of the ASCBC.
C. ASCBC Executive Council members are also responsible for ensuring student voice at a college and state level.
D. All candidates for ASCBC Executive Council positions shall faithfully meet all requirements as set forth in the Bylaws of this Constitution.
E. Powers and responsibilities of the ASCBC Executive Council shall be listed in the Bylaws of this Constitution.

Article V: The Branches

SECTION 1: Service Corps
A. The purpose of Service Corps (hereafter referred to as Corps) is to execute projects to serve students on behalf of ASCBC. These projects should be diverse and promote the mission of ASCBC as set forth in this Constitution.
B. The Corps shall foster the growth of servant leadership amongst the student population under the direction of the ASCBC Office and the Director of Student Activities (or their designee).
C. The Corps shall be made up of student volunteers.
D. The Corps will be chaired by the Service Corps Chairperson.

SECTION 2: Club Council

    A. The purpose of the Club Council shall be to represent club interests and needs as part of ASCBC and to educate club members on applicable ASCBC and CBC policies, procedures, and guidelines.

    B. The Club Council shall consist of two (2) representatives chosen by each Club.

    C. Club Council shall be chaired by the Club Council Chairperson.

SECTION 3: Campus Connection Board

    A. Campus Connection Board shall consist of students selected to organize extracurricular activities for the student body. These activities should be diverse and promote the mission of ASCBC as set forth in this Constitution.

    B. The Campus Connection Board will be chaired by the Campus Connection Chairperson.

Article VI: Termination

SECTION 1: Removal from Office

All paid student officers may be removed from their positions through a termination of their employment as initiated by the Director of Student Activities, through direct student petition, or as set forth in the Bylaws of this Constitution.

SECTION 2: Vacancy of Office

In the event of a vacancy of a paid student officer, the procedure set forth in the Bylaws of this Constitution shall be followed.

Article VII: Clubs, Organizations, and Services

SECTION 1: Clubs

Clubs are student groups chartered by ASCBC and designed to foster unity amongst students through participation in co-curricular or extra-curricular activities. Clubs are student led and student driven with guidance from a faculty or staff advisor. Clubs are meant to advance a central purpose as determined by the club members.

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 groups sponsored by ASCBC that make 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.

SECTION 3: Services

Services enhance the student experience either through open student involvement, ASCBC self-governance, or direct student support and enrichment. ASCBC sponsored services must guarantee service to any registered student at the College as long as those students meet the qualifications of the service consistent with applicable law. Procedures and requirements for the formation of Services shall be set forth in the Bylaws of this Constitution.

Article VIII: Amendment & Assessment

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

Article IX: Initiative and Referendum

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

Article X: Non-Discrimination and Compliance

ASCBC and its clubs, organizations and services will comply with all applicable CBC policies, rules and regulations, state and federal laws, including but not limited to, that no person shall be unlawfully excluded from participation on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal, as required by Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendment Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act and Washington state's law against discrimination, Chapter 49.60 RCW and their implementing regulations.

Article XI: Ratification

We, the 2019-2020 Executive Council of the Associated Students of Columbia Basin College, do hereby approve and ratify this Constitution on this, the _____ day of _____, 2020 in the City of Pasco, State of Washington.

_____   _____   _____

_____   _____   _____
Print Name

BYLAWS OF THE ASSOCIATED STUDENTS

OF COLUMBIA BASIN COLLEGE

Article I: The Branches

SECTION 1: Service Corps

    A. The Service Corps (also referred to as Corps) shall execute projects to serve the students of Columbia Basin College (CBC or the College) on behalf of The Associated Students of Columbia Basin College (ASCBC).

    B. Service Corps shall be comprised of up to twelve student volunteers enrolled in a successive quarterly ASCBC workshop (fall, winter, and spring quarters).

        a. Students will receive a Pass (P) or a Fail (Z) for the workshop.

        b. The workshop and the grade will appear on the student's transcript; no credit will be received.

    C. Volunteers who register for this workshop must be enrolled in one or more credits at Columbia Basin College for the quarter in which they are participating in the workshop.

    D. The Corps will meet at least twice a month, except in months which have extended breaks during which they will meet at least once per month.

    E. Corps members will be required to volunteer a set number of hours (approximately 20-35 hours) per quarter in addition to the meetings. This is to ensure the coordination, administration, and maintenance of student service projects.

    F. Participation requirements, as determined by the ASCBC Executive Council and the Director of Student Activities, will be dependent on the projects undertaken by ASCBC.

    G. The Director of Student Activities in consultation with the Service Corps Chair has the right to decline enrollment or administratively withdraw a Corps volunteer for a future quarter if that volunteer has failed to meet the participation or attendance requirements of the current or previous quarter.

SECTION 2: The Club Council

    A. The Club Council shall represent club interests and needs as part of ASCBC and educate club members on ASCBC/CBC policies, procedures, and guidelines.

    B. In order to be represented in Club Council, a club must have an approved charter application on file in the ASCBC Office.

    C. Each Club will select two members who will serve as their Club Council Representatives for the academic year (or applicable term of service).

        a. If a Club Council representative resigns, a new club member must be elected or selected to serve in this role.

      b. The Office of Student Activities must be informed of this change in order to accurately maintain the Club Council roster.

  D. The Club Council will convene meetings at least once a month during the academic year (fall through spring quarters), except in months which have extended breaks.

  E. The Club Council Chairperson will coordinate and chair all Club Council meetings with the help of the Office of Student Activities.

  F. One of the two Club Council representatives per club is required to attend each Club Council meeting.

SECTION 3: Campus Connection Board (CCB)

  A. The CCB shall organize extra-curricular activities for the student body.

  B. The members of the CCB must meet the minimum requirements of paid student officers as described in Article II, Section 1 of these Bylaws.

  C. CCB Officers will plan and execute extracurricular activities that focus on the current trends of student life.

  D. They will promote unity, spirit, and cooperation amongst the CCB team and the student body on all CBC campuses and extensions.

  E. They will encourage student involvement in student activities through various means.

  F. They will work and support all CCB events and activities.

  G. CCB Officers will serve on ASCBC and/or CBC committees when needed.

  H. CCB Officers will support the efforts of Service Corps and Club Council as needed.

  I. CCB Officers will ensure compliance of the ASCBC with applicable state laws, and institutional policies and procedures.

  J. CCB Officers will perform other duties as outlined by the ASCBC Constitution and Bylaws and as specified in their job descriptions, as maintained by the Director of Student Activities

  K. In the case of vacancy in the CCB membership, the current paid student officers will decide by simple majority vote whether or not to fill the vacancy. If the majority of paid student officers vote in favor of filling the vacancy, applications will be released to the CBC student body.

      a. The Director of Student Activities or designee will be present for application review, interview, and deliberations.

      b. Selection will be made by majority vote of the current paid student officers. The Director of Student Activities will vote in the event of a tie.

      c. Paid student officers are responsible for ensuring that each applicant is considered equitably throughout the hiring process. A paid student officer may be recused from the hiring process for failure to complete any required training or for conduct that negatively impacts the hiring process.

Article II: Paid Student Officers

SECTION 1: Paid Student Officer Requirements

   A. All paid student officers will meet the following employment eligibility requirements:

      a. A cumulative GPA of 2.75 or higher to be hired;

      b. Currently registered in at least six (6) credit hours at CBC and have completed a minimum of six (6) credit hours at CBC or another accredited college/university prior to applying;

      c. Maintain a cumulative GPA of 2.5 during employment;

      d. Must have at least one (1) class-free one (1) hour period in which the officer can perform ASCBC duties between 8:00 a.m. – 12:30 p.m. daily in fall, winter, and spring quarters of the academic year;

      e. Paid student officers who serve on the Executive Council must also be available three (3) hours twice weekly from 12:30 to 4:30 p.m., Monday – Thursday.

      f. Must be able to work between 15-19 hours per week around the officer's class schedule (fall through spring quarters). Night and weekend hours will be required on occasion with ample notice.

      g. Attend all meetings, trainings, retreats, and events which are required of their position, as determined by the Director of Student Activities.

      h. Available during the summer for various paid work sessions, trips, or trainings

   B. Student officers are students first; therefore, academic progress must be maintained. If a student officer's quarterly GPA is less than 1.7 for two consecutive quarters, the Director of Student Activities has the option of discontinuing that student officer's employment even if their cumulative GPA is above a 2.5.

   C. Paid Student Officers are required to serve on the Student Budget & Fees Committee, as part of their position – unless a circumstance as confirmed by the Director of Student Activities prevents them from serving. This committee is described in Article IV of these bylaws.

SECTION 2: Responsibilities of the Executive Council

   A. The Executive Council is responsible for the fiscal, procedural and legislative functions of ASCBC. The Executive Council will:

      a. Understand and uphold the Constitution and Bylaws

      b. Preside over the meetings of each of their branches

         i. In the case of Service Corps, this will be in collaboration with the Director of Student Activities since this is a registered workshop on a participant's transcript where a student can pass or fail

      c. Maintain accurate records and documentation, as required by ASCBC policies and procedures, for the branch in which the student officer is chair

      d. Be courteous and equitable when interacting with all ASCBC, campus, and statewide constituents

e. Have the authority to act as the S&A Budget Committee during the summer quarter to approve expenditures from the reserve account to further special projects
    i. All such special projects must have been previously approved by the Student Budget & Fees Committee and require additional funding to continue the project in a timely manner
    ii. The Executive Council shall present a report to the Student Budget & Fees Committee once it resumes in fall quarter of any such approved special project expenses
f. Ensure compliance of the ASCBC with institutional policies and practices, and state and federal laws
g. Preserve impartiality in decision-making by abstaining from holding an office in any ASCBC chartered club
    i. This restriction is intended to ensure that there is no bias toward the club in which the chairperson is an officer.
    ii. In the case of a mid-year replacement, the Executive Council will evaluate, whether this restriction should apply to the candidate(s), and shall have the option to remove the restriction so that the successful candidate may continue to honor their previous commitment as a club officer for the remainder of the academic year.
h. Review and evaluate community requests such as, but not limited to, proposals for community services that are made available to students on campus, and determine whether to recommend such services to the CBC administration.
i. Hold quarterly student forums to receive student feedback; these forums can be collaborative in nature with other areas of the College.
j. Maintain all official ASCBC documentation if the Campus Connection Board Chair position is vacant.
k. Perform all other duties as outlined by the ASCBC Constitution and Bylaws and specified in their job descriptions, as maintained by the Director of Student Activities

SECTION 3: Responsibilities of the Service Corps Chairperson
A. The Service Corps Chairperson is the paid student officer responsible for the smooth execution of ASCBC student service projects and ensuring that student interests are well-represented at both the campus and state level.
B. The Service Corps Chairperson will:
a. Represent the CBC student body daily on student life issues by addressing administrative and legislative matters, and engaging in public speaking as needed.
b. Chair Corps meetings
c. Lobby for campus platforms or state legislation that would enhance student life or the overall well-being of the student body at CBC or community colleges as a whole

d. Advocate for students' interests, needs, and welfare through the appropriate channels
e. Represent the CBC student body at statewide or local engagements such as legislative meetings, student association conferences, and/or community events.
f. Present a monthly ASCBC report to the Board of Trustees, making sure all Branches are represented in the report
g. Attend a weekly Executive Council meeting
h. Facilitate and delegate student representation on campus committees
i. Coordinate assistance and participation amongst the Branches when needed
j. Chair the Student Budget & Fees Committee (upon approval by the Committee) and ensure the smooth execution of that fiscal process
k. Encourage student involvement in campus activities
l. Maintain
m. Assist the Executive Council members with their duties as needed
n. Perform other duties as assigned

SECTION 4: Responsibilities of the Club Council Chairperson
A. The Club Council Chairperson is the paid student officer responsible for the effectiveness and efficiency of the ASCBC club program.
B. The Club Council Chairperson will:
a. Chair Club Council meetings
b. Assist with the chartering of clubs
c. Create and execute a Club Council event at least once per quarter
d. Maintain familiarity with all club documentation, and suggest changes or updates as needed
e. Work with the Student Activities staff to ensure club compliance and perform quarterly visits to various club meetings
f. Ensure continual trainings and club development activities for club members and their advisors
g. Attend a weekly Executive Council meeting
h. Encourage student involvement in campus and club activities
i. Serve on ASCBC and/or CBC committees when needed
j. Assist the Executive Council members with their duties as needed.
k. Coordinate assistance and participation amongst the Branches when needed
l. Perform other duties as assigned

SECTION 5: Responsibilities of the Campus Connection Board Chairperson
A. The Campus Connection Board (CCB) Chairperson is the paid student officer responsible for the smooth execution of all CCB events.

B. The Campus Connection Board Chairperson will:
   a. Assist the CCB in strategizing, staffing, and supporting all CCB events
   b. Chair the weekly CCB meeting
   c. Ensure that post-event requirements are completed for each CCB event
   d. Engage a diverse cross-section of students on a regular basis in order to stay informed of growing trends and desires within the student body
   e. Attend a weekly Executive Council Meeting
   f. Work to ensure ASCBC is welcoming and responsive to the needs of the student body
   g. Encourage student involvement in campus activities
   h. Ensure that ASCBC equipment and supplies are well maintained
   i. Assist the Executive Council members with their duties as needed
   j. Coordinate assistance and participation amongst the Branches when needed
   k. Maintain all official ASCBC documentation as outlined in these Bylaws
   l. Assist the Executive Council members with their duties as needed
   m. Perform other duties as assigned

SECTION 6: Executive Council Vacancies
   A. In the event of a vacant position in the Executive Council, the two remaining members will decide if the position needs to be refilled. The remaining Executive Council members will fill the role until decisions are made and/or hiring to fill the vacant position is complete.
   B. If the position is not refilled, the remaining Executive Council members will continue to fulfill the duties of the role for the remainder of the academic year.
   C. If the position is to be refilled, each member of the Executive Council will serve on the hiring committee along with the Director of Student Activities (or designee). Additional committee members will be solicited from the following areas:
      a. One student representative from each Branch.
      b. One additional student representative from the Branch for which the chairperson is being hired.
   D. If additional committee members cannot be identified, the committee can proceed with the Executive Council members and at least two other paid student officers.
   E. Hiring committee members are responsible for ensuring that each applicant is considered equitably throughout the hiring process. A member may be recused from the hiring committee for failure to complete any required training, or for conduct that negatively impacts the hiring process. Replacement committee members may be solicited if there is time to do so.

   F. This process (items C through E) will also be followed during the initial hiring of the Executive Council positions.

Article III: Paid Student Officer Termination or Reprimand

SECTION 1: General

Paid student officers are not only student employees, but they are also ASCBC Officials with an obligation to serve the student body, according to their position descriptions, to the best of their ability. Paid student officers must fulfill all standard expectations of student employees as defined by the College, by the ASCBC Constitution and Bylaws. As such, paid student officers may be disciplined and/or terminated by the College for failure to comply with applicable state law, ASCBC and College policies and procedures. Paid student officer misconduct or violation of federal, state, or local laws, or College or ASCBC policy, including unfairly benefiting a club or its members due to personal preferences, misusing work time, or purposefully sabotaging the work or reputation of a fellow student officer or student-at-large may be reported to the Director of Student Activities or any College official as outlined in the applicable College policy.

SECTION 2: Petition for Removal from Office or Reprimand

A. A petition for removal from office of a paid student officer must clearly state the specific reasons for the petition and must not be intended for personal harassment or bullying of the student officer

B. The Director of Student Activities has both the responsibility and the right to seek guidance from other College administrators/officials in determining the validity and appropriate response to the petition

C. The Director of Student Activities has both the responsibility and the right to report any violations of College policy, to the appropriate College administrator or department, including the Offices of Student Conduct, Human Resources, Title IX, Legal Affairs Offices, or Campus Safety & Security

D. The student officer is expected to cooperate with all proceedings.

E. Unless decided otherwise by the College, the student officer may retain all privileges and power set forth in the ASCBC Constitution and Bylaws during applicable proceedings or investigation of the petition

F. The College may impose disciplinary action, up to and including termination of duties and employment

G. If the final decision is to terminate the officer, all privileges and power shall be removed from the individual

SECTION 3: Following the Termination of a Paid Student Officer

In the case of an Executive Council member termination, the vacant office will be filled according to Article II, Section 6 of these Bylaws. In the case of a Campus Connection Board member termination, the procedure provided in Article I, Section 3 shall be followed.

Article IV: S&A Budgets, Fees, Special Projects, and ASCBC Financial Accounts

SECTION 1: The Student Budget & Fees Committee

    A. A Student Budget & Fees Committee will be established by the end of October for each academic year.

    B. The Student Budget & Fees Committee will review budget requests, propose funding levels, and make recommendations to the College administration and Board of Trustees pursuant to Chapter 28B.15 RCW for the expenditure of S&A fees collected from students to fund student activities and programs.

    C. The committee will also fulfill the fiscal responsibilities of ASCBC including, but not limited to:

        a. coordination, execution, and distribution of the Service & Activities (S&A) Fee to qualifying groups on campus.

        b. coordination and execution of the S&A Emergency Fund, if such a fund is established

        c. processing of any special project funding requests from the S&A reserve account

        d. establishment or adjustments of any student fees as required or permitted by state or federal law or College policy or rule.

        e. any other financial decisions in which the College or state or federal law requires student input

        f. any other financial decisions in which ASCBC deems necessary to have a student representation or input

    D. All members of the Student Budget & Fees Committee are required to successfully complete a committee orientation before voting on committee decisions.

    E. The committee is a student majority committee. It will be comprised of the paid student officers and up to eight additional student members-at-large, representing diverse student interests.

        a. The paid student officers must explore all means to fill the member-at-large positions

        b. The paid student officers must accept up to eight additional student members-at-large if there is interest.

        c. If there are more than eight interested students, the paid student officers will use the following selection process to identify dedicated and diverse students to serve on the committee.

            i. Review the student's area of study, cumulative GPA, number of credits completed at the College, and availability.

            ii. Area of study will be weighted in the decision to ensure that the committee is populated by a diverse cross-section of student interests.

        d. Additional members will be solicited and added each quarter, if there are vacant at-large positions. Members will only be added at the beginning or end of each quarter.

e. If there are no interested students to serve in the at-large positions, the paid student officers will serve as the Committee and continue to solicit for the at-large members to be added the next quarter.

f. The Service Corps Chairperson will be recommended as chair of the Committee. One of the paid student leaders will be recommended as recording secretary for the Committee. These appointments must be approved by the committee membership.

F. Attendance and participation requirements for all committee members will be established by the Executive Council and the Director of Student Activities.

    a. Members may be removed from the committee or placed on probation by the Executive Council and the Director of Student Activities for:

        i. excessive absences

        ii. bias toward a particular group/area in performance of duties, including requests for funding

        iii. negligence of duty

        iv. refusal to adhere to the committee's rules or participation requirements

    b. Volunteer members-at-large may resign their membership at any time by providing written notice to the committee chairperson.

G. A majority of the committee's membership will constitute quorum.

H. Once established, the committee will meet at least once a month in both fall and spring quarters. The meeting schedule will be expanded during the winter quarter to complete the S&A budget recommendation for the upcoming year.

I. The VP of Administration (or designee) will retain a vote on the committee on matters related to the S&A budget recommendation only, and will not vote on the establishment or adjustments of fees, special projects, or the S&A Emergency Fund.

J. The Director of Student Activities will retain a vote on special projects and the S&A Emergency Fund. The Director will not vote on fees or the S&A Budget Recommendation.

K. Additional administrators, staff, or faculty may serve as advisors to the Committee if the Director of Student Activities or the Committee deems it necessary. These advisors will not vote.

L. Only the approval of the Student Budget & Fees Committee is needed to increase or decrease an existing student fee.

SECTION 2: S&A Budget Recommendation

A. The Student Budget & Fees Committee will utilize a structured process as created by the Director of Student Activities (or designee) and the Executive Council to evaluate budget requests to develop budget recommendations to the College administration and Board of Trustees.

B. Once finalized, the S&A Budget Recommendation, along with supporting documentation, will be simultaneously submitted to the College administration and Board of Trustees for review. The College administration will provide a written response to the committee.

C. The Committee Chair and Director of Student Activities will address all objections from the College administration with the Committee. All revisions to the budget recommendation will be submitted to the Board of Trustees for review and approval.

D. If approved, S&A sponsored accounts will be established for each approved budget allocation and funding will be distributed as budgeted into the group's S&A sponsored account.

SECTION 3: Public Forums

A. The Student Budget & Fees Committee is required to educate the student body on financial changes and host a public student forum to solicit feedback from the student body prior to the final Committee vote, when:
   a. a new student fee is being established;
   b. S&A Budget Recommendation is being finalized; or
   c. a special project exceeding 8% of the reserve account is being considered.

B. Notice of the public forum must be sent to all currently registered students no later than two business days prior to the date of forum.

SECTION 4: Special Projects

A. Special Projects are endeavors sponsored by the Student Budget & Fees Committee designed to improve student life, address direct student needs on campus, or assist the overall functions of ASCBC. Special Projects will be financially supported through the ASCBC reserve account and comply with all state laws, ASCBC and College policies and procedures applicable to all S&A fees.

B. Special projects may be proposed by College departments, ASCBC Organizations or Services, or an ASCBC branch.

C. Current ASCBC Organizations and Services may propose special projects subject to requirements for Organizations and Services as established in Article VI (Organizations) and Article VII (Services).

D. Clubs are not eligible to request special projects as their activities are funded through the S&A budget process.

E. Special projects meet the following eligibility criteria:
   a. Establish a clear beginning and ending. The ASCBC reserve account will not be responsible for the on-going maintenance of a special project. Clearly identified maintenance support via another College account or ASCBC program.

b. The proposer(s) of the project must be willing and able to comply with the requirements of Article IV of these bylaws and any additional guidelines determined by Student Activities or ASCBC.

c. Special projects may only be approved for a specified amount. Funding beyond this amount is not guaranteed and will require further approval of the Student Budget & Fees Committee.

d. Any approved funds must be used for the purposes specified in the special projects application and must be for any other purposes without written approval of the Student Budget & Fees Committee. Unused monies will remain in the ASCBC reserve account for future projects.

F. A special project may sponsor a pilot of a service, co-curricular, or extracurricular activity for up to two academic years. Pilots may also be developed by the Student Budget & Fees Committee.

a. A pilot is a one-time sample of a proposed project. The sample must have a clear and unique purpose to serve CBC students in ways in which they are not currently being served.

a. The proposal for the pilot must include a budget, which identifies the costs to run the pilot.

b. The pilot must be adopted by a College department, area, or office which will administer and possibly continue the project upon the pilot's completion.

c. After the pilot period concludes, the proposer may request continued funding for the pilot project via the S&A Budget process or identify another source of funding.

d. Funding for the pilot may be extended up to one additional academic year subject to the availability of funds and approval by the Student Budget & Fees Committee. The extension request must include the following:
   i. A clear and concise explanation of why an extension of the pilot is necessary;
   ii. A clear and concise explanation of the reason(s) that the pilot is not eligible for or unable to secure funding for its continuation under the S&A Budget process.

e. Each pilot project is limited to one application for a funding extension until the following academic year.

SECTION 5: Student Space Maintenance

A. Up to 10% of the current S&A Reserve Account may be used for maintenance of student spaces. Student spaces are those for which

a. the students assessed themselves a fee through student vote to build and/or maintain a space used primarily for non-instructional co-curricular or extra-curricular activities

b. the Student Budget & Fees Committee approved funds from the S&A reserve account to construct and/or maintain a space used primarily for non-instructional co-curricular or extra-curricular activities

B. Such maintenance expenses must be approved by the Executive Council and confirmed by the Director of Student Activities.

C. Accurate expense records must be kept and the Student Budget & Fees Committee must be informed of the decision at the next scheduled meeting.

SECTION 6: Fundraised Accounts

A. Fundraised accounts are accounts that ASCBC clubs or organizations use to store money collected through fund-raising and donations. Funds deposited in these accounts are utilized to support the mission and needs of ASCBC, clubs, or services. Fundraised account balances are carried to the next year.

B. Fundraised accounts are considered state funds, subject to spending restrictions of public funds.

C. The Student Budget & Fees Committee may, at its discretion, review the status of a fundraised account, however, the committee cannot allocate funding toward a fundraised account.

D. An S&A sponsored account can be used to purchase items for a fundraiser, but the S&A account must be reimbursed the amount of the initial expenditure once the fundraiser concludes.

E. The entire balance of a fundraised account will be rolled into the S&A Reserve Account after two (2) fiscal years of inactivity.

Article V: Clubs

SECTION 1: Formation

Proposed clubs must submit a completed application to the Office of Student Activities and ASCBC. Upon review and approval, the club will be considered chartered and in good standing. All clubs must have an advisor who will provide supervision, guidance, and ensure the club is meeting all College and ASCBC guidelines and regulations.

SECTION 2: Types of Clubs

A. Progressively Funded Clubs are chartered annually and receive funds in allotments as established by the Office of Student Activities and ASCBC.

a. To maintain their charter and receive funding, clubs must maintain a membership roster of nine (9) or more currently registered students.

b. The Executive Council is required to request funding for progressively funded clubs on behalf of these clubs during the S&A budget process. The Executive Officers will consider the needs of clubs when determining their funding request.

c. Funding allotments are disbursed by the Office of Student Activities to progressively funded clubs twice within the academic year.

    d. All Progressively Funded Clubs share a funds allocated in the S&A Budget to Progressively Funded Clubs.

    e. This amount is evenly distributed amongst all progressively funded clubs in good standing.

    f. Progressively funded clubs may seek qualification and funding as a Pre-Funded Club if they meet the criteria for a pre-funded club and have successfully completed at least one academic year (fall, winter, and spring quarters) as a progressively funded club.

B. Pre-funded Clubs are chartered annually and are granted a budget through the Student Budget & Fees Committee.

    a. To maintain their charter and receive funding, they must maintain a membership roster of twelve (12) or more currently registered students.

    b. If a pre-funded club is not granted a budget through the Student Budget & Fees Committee, it may seek qualification as a progressively funded club.

    c. Pre-funded clubs must meet at least two of the following criteria:

        i. Connection to a degree area or specific academic department at the College.

            1. This connection is intended to provide an optional opportunity for students to expand their knowledge in a topical area that correlates directly to an instructional department's goals or learning outcomes

            2. Club membership cannot be an expectation or requirement of a class, instructional department, or academic program. Such requirement would deem the club curricular or instructional in nature.

        ii. Compete on behalf of ASCBC

            1. The club must compete at least once per academic year in a national, state, or regionally recognized competition or compete against another institution of higher education and/or another team recognized by a regional or national affiliate in which the club is a member

            2. Competition must require both skill and preparation and must be recognized by the club as an essential function of the club

        iii. Affiliation with a national organization

            1. This is defined as direct membership with a larger nationally or regionally recognized organization that has guidelines and expectations for membership.

        iv. Affiliation with a national honor society which has a cumulative GPA minimum requirement of 3.0 or higher.

SECTION 3: Requirements

    A. All clubs must guarantee entrance to any registered student at Columbia Basin College, with the exception of those who do not meet GPA requirements or the skill set established by the affiliated national organization or national honor society.

    B. All clubs must remain in compliance with all guidelines, rules, and regulations set forth by the ASCBC and the Office of Student Activities as provided in the current ASCBC Club Handbook and the Events Best Practices Guide.

        a. These documents will be updated annually.

        b. Members of the club and the club advisors will be required to complete club training annually based on the ASCBC Constitution and Bylaws, the ASCBC Club Handbook, and the ASCBC Events Best Practices Guide.

    C. To create and maintain the club charter, all clubs must:

        a. Hold meetings at least twice each month during the academic year (fall, winter, and spring quarters), except months which contain extended breaks

        b. Record and preserve minutes of each club meeting. Club meeting minutes must include a record of the decisions regarding expenditures made in club meetings and discussion regarding the relation of those expenditures to the club's purpose.

        c. Maintain two representatives as part of the Club Council who shall promote the interests and purpose of the club and serve as ambassadors to the ASCBC. One of these two representatives must attend Club Council meetings.

        d. Have one (1) or two (2) trained faculty or staff advisor

        e. Follow ASCBC and institutional policies and procedures for all activities, events, travel, purchases, and operations

        f. Submit compliance documentation to the Office of Student Activities/ASCBC by the date requested. Such documentation shall be determined by the Office of Student Activities and ASCBC.

    D. Failure to comply with Section 3, Item C could result in your club activities being put on hold and/or your club charter being revoked until the end of the current academic year.

SECTION 4: Club Compliance

    A. Clubs are considered in good standing if they:

        a. Adhere to all ASCBC and College policies and procedures, including but not limited to the CBC Student Code of Conduct and the CBC Non-Discrimination & Harassment Policy.

            i. Any club going through the Student Conduct process or investigation under the CBC Non-Discrimination & Harassment Policy could have their club activities put on hold until the process is completed.

        b. Submit compliance documentation as determined by the Office of Student Activities and ASCBC including all club meeting minutes and the club compliance form

      c. Have a representative at all Club Council meetings
- i. Clubs may request up to two excused absences in advance of the meetings.
- ii. Clubs that are excused from a meeting are responsible for the information presented but they will relinquish their vote if any business is discussed and voted upon.

B. Failure by a club to meet the compliance documentation requirements will result in:
- a. Loss of the club's vote on the Club Council.
- b. Suspension of all funding allocations until the required documentation is provided.
- c. Revocation of the club charter and loss of access to club accounts if required documentation is not provided to the ASCBC Office within 15 business days after the notice of non-compliance is issued.

C. Failure to comply with the Club Council attendance policy will result in one or more of the following:
- a. Suspension of all funding allocations until the next Council meeting where the club representative(s) must re-establish attendance to be in good standing
- i. Revocation of club charter and loss of access to club accounts if attendance is not re-established by club representatives at the next Club Council meeting.

Article VI: Organizations

SECTION 1: Formation

A. Proposed organizations must be submitted to the Student Budget & Fees Committee to be considered for organizational status under ASCBC.

B. The Student Budget & Fees Committee may recommend formation of an organization to the Board of Trustees.

C. The S&A proposal for any new organization must include:
- a. a written statement explaining how the proposed organization meets the definition of an ASCBC recognized organization as stated in Article VII, Section II of the Constitution, and
- b. a narrative as to why the ASCBC should support its formation.

SECTION 2: Requirements

A. All organizations must guarantee entrance to any registered student at Columbia Basin College, with the exception of those who do not meet GPA, credit, or skill requirements as determined by the organization.

B. Organizations must comply with ASCBC and College rules, policies and procedures for all activities, events, purchases, travel, and operations.

C. Organizations are not part of the governance structure of ASCBC.

SECTION 3: Funding
   A. Organizations will receive all funding through a direct allocation as defined in Article IV of these Bylaws.
   B. Organizations are prohibited from forming or joining with any ASCBC Club or any S&A funded group in such a manner that the organization or its members may receive additional funding beyond the S&A budget allocation. This does not include collaborative campus events offered for the benefit of all students.
   C. Organizations may request funding as a special project if that project meets the criteria set forth in these Bylaws. Such requests shall not be made more than once by each Organization within an academic year, which is defined in this instance as summer, fall, winter, and spring quarters. Any previously approved requests for special projects must be completed prior to submitting another request.

Article VII: Services

SECTION 1: Formation
   A. Proposed services must be submitted to the Student Budget & Fees Committee to be considered for service status under ASCBC.
   B. The Student Budget & Fees Committee may recommend formation and recognition of the organization to the Board of Trustees.
   C. The budget proposal for any new service must include:
       a. a written statement that explains how the proposed service meets the definition of a service as stated in the ASCBC Constitution, and
       b. a narrative as to why ASCBC should support its formation

SECTION 2: Requirements & Funding
   A. Services will receive funding through a direct allocation as defined in Article IV of these Bylaws.
   B. All ASCBC Services must guarantee service to any registered student at Columbia Basin College as long as the student meets the qualifications, if any and consistent with applicable laws, to receive the service. Such qualifications must be disclosed to any registered students and must be included as part of the budget proposal to the Student Budget & Fees Committee.
   D. Services are prohibited from forming or joining with any ASCBC Club or any S&A funded group in such a manner that the service or its members may receive additional funding beyond the S&A budget allocation. This does not include collaborative campus events offered for the benefit of all students.
   C. Due to the nature of their work, Services cannot be required by the Student Budget & Fees Committee to fundraise.

D. Services may request funding as a special project if that project meets the criteria set forth in these Bylaws. Such requests shall not be made by any Service more than once per academic year, which is defined in this instance as summer, fall, winter, and spring quarters. Any previously approved requests for special projects from this group must also be completed prior to submitting another request.

Article VIII: Constitution and Bylaws Amendment & Assessment

SECTION 1: Mandatory Review & Committee Membership
   A. Executive Council must convene a Constitution and Bylaws Committee at minimum every three years for a comprehensive review of the ASCBC Constitution and Bylaws.
   B. This committee is a student majority committee and must include the paid student officers and up to eight students-at-large of diverse perspectives.
   C. This Committee will include the Director of Student Activities who serves as advisor and has voting privileges.
   D. Quorum is met by a simple majority of the committee membership.
   E. The committee chairperson and recording officer shall be a paid student officer, each selected by majority vote of the members of the committee.

SECTION 2: Proposal & Assessment Process
The Proposal and Assessment process shall be established to provide a means to update the ASCBC Constitution & Bylaws as needed.
   A. Amendments to the Constitution and Bylaws may be requested by any registered CBC student through the proposal process established by the ASCBC Executive Council.
   B. All proposed amendments will adhere to the following requirements:
      a. Amendments to the Constitution shall only be proposed by a member of one of the branches and co-championed by a paid student officer. Paid student officers, who would like to propose amendments to the Constitution, must find an additional paid student leader to co-champion a proposed amendment.
         i. The paid officer must fully support the proposer's amendment idea and will assist the proposer as he/she moves through the amendment consideration process. He/she will be listed as a co-proposer on the proposal.
         ii. This paid officer support is not needed for proposed amendments to the Bylaws.
      b. The proposal will clearly identify the sections of the Bylaws to be changed or established and the reasons that the change is in the best interests of student body and/or ASCBC.
      c. A timeline or proposed plan of action will be clearly identified as part of the proposal.

d. The Executive Council shall review the proposal and interview the proposer to evaluate whether the proposed amendment complies with applicable law, ASCBC and College rules, regulations, and policies, is appropriate, reasonable, sustainable, and in the best interest of students. The Executive Council will also assess whether the proposal complies with all state and federal laws and is in the best interest of the student body.

    i. If the proposal is assessed to be inappropriate, unreasonable, unsustainable, in violation of law, or not in the best interest of students, the Executive Council will deny the request in writing, which shall include the reasons for the denial.

    ii. If the Executive Council finds that the proposal is appropriate, reasonable, sustainable, and in the best interest of the student body, it will submit the proposal to the Constitution and Bylaws Committee with their assessment.

e. If the Constitution and Bylaws Committee has not been established at the time of Executive Council's assessment, the Executive Council will convene the Committee to review and evaluate the proposal.

f. The committee must complete a thorough review of the proposal and the effects such changes would have on the current ASCBC structure, and its potential impact on CBC students.

g. A two-thirds (2/3) majority vote of the Committee is required to indicate Committee support of the proposal.

h. If the Committee supports the proposal, it then becomes a proposed amendment for recommendation to the student body according to the provisions Section 3 of this Article.

i. If the proposal is denied support, the Committee will provide written notification of the denial to the proposer, which shall include the reason(s) for the denial.

SECTION 3: Amendment Process

A. If proposed amendments to the Constitution or Bylaws are recommended by the Constitution and Bylaws Committee, a public student forum will be held at which the proposed amendments will be explained, and the Constitution and Bylaws Committee will solicit comments from the student body.

    a. The proposer (and co-proposer in the case of a Constitutional amendment) shall be present at the student forum and have an active role in the forum along with the Executive Council.

B. Feedback from the student forum will be taken under advisement at the next Constitution and Bylaws Committee meeting prior to the Committee completing their final vote.

    a. A 2/3 majority vote of the Committee is required to approve a Constitutional amendment for presentation to the student body.

C. Recommended amendments to the Constitution supported by a simple majority of voting students shall be submitted for approval to the College's Board of Trustees

D. Changes to the Bylaws can be made by a two-thirds (2/3) majority vote of the Constitution and Bylaws committee. No additional approval is required.

E. The committee chair and the recording officer are required to update any ASCBC documentation affected by the vote if the amendment(s) are approved. The committee chair and recording officer must also document any amendments made to the Constitution or Bylaws in its appendix.

F. If proposed amendments are declined by one of the approving bodies, the proposed changes will be discarded and the proposer will be informed of the decision in writing, which shall include the reason(s) for the denial.

Article IX: ASCBC Documentation

A. ASCBC Documentation is any official policies, procedures, or student government minutes required by ASCBC, the CBC Board of Trustees, or state law. This includes the ASCBC Constitution and Bylaws.

B. The Campus Connection Board Chair is tasked with maintaining such documents.

C. In the absence of the CCB Chair, maintenance of such documents will become the joint responsibility of the ASCBC Executive Council.

D. Such documents are subject to the Washington State Public Records Act, Chapter 42.56 RCW, and may be requested for review at any time.

Article X: Initiative and Referendum

SECTION 1: Initiative
Student Initiative is the power to assess and initiate action independently. The students of Columbia Basin College may bypass the Constitution and Bylaws Committee to amend the Constitution and Bylaws through Initiative.

A. Such proposal must meet the same requirements listed in Article VIII, Section 2 of these Bylaws, including the review and evaluation by the Executive Council.

B. If approved by the Executive Council, the petition for the amendment(s) must be signed by at least fifteen (15) percent of the current FTE enrollment to be presented for student vote.
   a. The petition must first be approved by the Director of Student Activities who will ensure that the purpose of the petition is clearly stated.

C. A two-thirds (2/3) majority of voting students is required to approve the proposed Constitution or Bylaws amendments.

D. Constitutional amendments approved by a two-thirds (2/3) majority of voting students shall be subject to approval by the CBC Board of Trustees.

SECTION 2: Referendum

A referendum is a general vote by the student body on a question which has been referred to them for decision.

A. Establishment of a new student fee shall be subject to referendum.
B. Establishment of new student fees shall first be approved by the Student Budget & Fees Committee in accordance with Article IV, Section 1 of these Bylaws.
C. A Public Student Forum must also be held as stated in Article IV, Section 3 of these Bylaws.
D. Once the new fee has been approved by the Student Budget and Fees Committee, establishment of the new student fee shall be subject to a student body vote in which a majority of voting students is needed to approve the fee.

Exhibit
K

POLICY TYPE: ENDS E-1

POLICY TITLE: MISSION, VISION, VALUES STATEMENT

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

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

Values

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

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

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

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

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

draft

Columbia
Basin
College

POLICY TYPE: ENDS E-2

POLICY TITLE: MISSION FULFILLMENT

Mission fulfillment at CBC is characterized by the following metrics to which the Board, with the President and Leadership Team, will define measures for success, and monitor on a specified, periodic basis:

1. A.A. degree completion, which enable students to begin their chosen careers or transfer to 4-year schools to complete their Bachelor's or higher degree programs.

2. A.A.S. or B.A.S./B.S.N. 4-year degree completion, which enable students to begin their chosen careers.

3. Professional and Technical certificates as proof of enhanced training and skills to continue in or change their careers.

4. GED and HS-Equivalent credentials which allow students to transition to college or begin their chosen careers.

draft

POLICY TYPE: ENDS E-3

POLICY TITLE: CRITICAL BASIC CONDITIONS

There are several Critical Basic Conditions that are key factors to students achieving completion at CBC. The Board, with the President and Leadership Team, will define and monitor these on a specified basis as well. Some examples of these Conditions are:

1. Retention

2. Level Completion

3. Course Completion

4. Grades (> 2.0)

5. Gateway Course Completion

6. Completion (AA)

7. Transfer to 4-Year

draft

Exhibit
L

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 two (2) parties.

draft

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.

draft

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.

draft

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 (2) 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.*

draft

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. No later than each June, the Board will begin conducting a formal evaluation of the President that is to be completed as soon as possible. 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.

Exhibit M

Columbia Basin College

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.

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.

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.

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.