

**COLUMBIA BASIN COLLEGE
BOARD OF TRUSTEES' MEETING**

May 11, 2020
Zoom Webinar Meeting- 4pm

Agenda

Call to Order

Pledge of Allegiance

***Agenda Changes**

***Approval of Minutes**

Exhibit A

Remarks

By Administration

President

CEO, Foundation

By ASCBC

By Faculty Senate Chair

By AHE

By Board Members

Reports

Quarterly Monitoring Report

Exhibit B

Cash Balance Report

Exhibit C

Quarterly Financial Statement

Exhibit D

Variance Report

Exhibit E

Discussion

First Consideration: Annual College Budget

Exhibit F

Services & Activities Budget

Exhibit G

ASCBC Constitution and Bylaws

Exhibit H

President's Response Letter to Services & Activities Budget

Exhibit I

RCW 28B.15.045

Exhibit J

***Discussion/Action**

First Reading - Board Policies Board-Staff Linkage BLS-1-5

Exhibit K

First Reading – Board Policies Ends E-1-E-3

Exhibit L

Action: Second Reading - Board Policies Board-Staff Linkage BLS-1-5

Exhibit M

***Consent/Action**

Board Policies Governance Process GP-5-GP-8

Exhibit N

Public Comments

Executive Session: discuss litigation

RCW 42.30.110(1)(i): discuss litigation to which the agency, the governing body, or a member acting in an official capacity is, or is likely to become, a party

Adjournment

***(Requires motion/approval)**

Exhibit A

Columbia Basin College
Board of Trustees' Meeting Minutes
March 9, 2020
Beers Board Room - 7:30 a.m.

Board Members in attendance: Duke Mitchell, Kedrich Jackson, Allyson Page, Holly Siler, Bill Gordon

Rebekah Woods, President, Darlene Scrivner, Secretary to the Board

Others in Attendance: Cheryl Holden, Tyrone Brooks, Camie Glatt, Michael Lee, Erin Fishburn, Kay Lynn Stevens, Lane Schumacher, Monica Hansen, Jason Engle, Christopher Bonilla, Keri Lobdell, Daphne Larios, Theresa Woehle, Amanda Bragg, Anna Tensmeyer, Soo Park, Jesus Mota, Kevin Hartze, Jim Wutzke, Sylvia Withers, Jerry Kurtz, Sheila Godfrey, Brian Dexter, Ericka Garcia, Monica Hansen, Sean Chesterfield, Mathew Hockaday, Abby Desteese, Joseph Tran, Ken Price

The Agenda	The Discussion	Action
Call to Order		Meeting called to order by Chair Mitchell at 7:29 a.m.
Pledge of Allegiance	Chair Mitchell led in the Pledge of Allegiance.	
Agenda Changes		Trustee Gordon moved and Trustee Siler seconded the motion to approve the agenda as written. Approved unanimously.
Approval of Minutes	February 3, 2020 Minutes Discussion - None	Trustee Jackson moved and Trustee Page seconded the motion to approve all minutes as written. Approved unanimously.
Reports Cash Balance Variance Report Grants Report	Tyrone Brooks reported that the Cash Balance and Variance Report are tracking as expected. There are a couple grant owners that have been tardy getting their grant reports submitted in time to be included in the quarterly grants report.	Tyrone will communicate this to the grant owners.
<u>Celebrating Excellence</u> National Institute for Staff and Organization Development (NISOD) Winners: Jan Hylden, Assistant Professor, Chemistry, Jim Wutzke, Senior Associate Professor, Communication Studies, Sylvia Withers, Senior Associate Professor, Counseling Center Board Room Renovation: Troy Phillips, Copeland Belmont, Steve Williams, Matthew Hockaday, Joseph Tran, James Gaede, Abby DeSteese, Anna Tensmeyer, Bob Myers, Theresa Woehle, Ken Price		The Trustees thanked and presented the NISOD winners and the board room renovation staff each a coin of excellence.
<u>Linkage to Community</u> State Board and NWCCU Approval for Health Physics BAS.		The Trustees presented Kevin, Jerry, Sheila, Soo and Jesus a coin of excellence.

<p>Kevin Konzen, WA River Protection Solutions Jerry Kurtz, WA River Protection Solutions Sheila Godfrey, CH2M Hill Plateau Remediation Co. (CHPRC) Soo Park Interim Dean for Business, Associate Dean for Instruction Jesus Mota, Dean for Career and Technical Education</p>		
<p>By, Administration President</p>	<p><u>Rebekah Woods</u> Corona Virus (area plans and campus): We are reviewing our Infectious Disease Response Plan on Tuesday to ensure our preparedness as the coronavirus continues to spread. Sean Chesterfield, our new Director for Emergency Management and Campus Security began last month. We are scheduling a table top exercise to walk through our planned response should the situation escalate.</p> <p>Phi Theta Kappa nominated 4 students to be considered for the All USA Academic team. Cassie Burton was selected to the 2020 All WA Academic Team and the recipient as the New Century Pathway Scholar for WA State. We will invite them to attend a future board meeting.</p> <p>Legislature in the last week of this year's session: SB6505, the OSPI dual credit bill, did not pass the Senate. What is now being considered as an alternative is a dual enrollment work group focused on the barriers for low income students – both financial and non-financial. It will be hosted by WSAC with a suggested report due date in December 2020.</p> <p>Hope Center Survey We participated in the Real College Survey through The Hope Center, which surveys food and housing insecurity. Twenty two of the CTCs across the state participated. In aggregate, those state results showed that 60% of students experienced either food or housing insecurity at some point during the fall 2019 term and 19% experienced homelessness. Our own survey results showed that: 47% of respondents experienced housing insecurity in the previous year, 39% of respondents experienced food insecurity in the prior 30 days, and 16% of respondents experienced homelessness in the previous year. Overall, 59% of our students experienced at least one of these forms of basic needs insecurity in the past year. We need to continue to keep these needs in the forefront of our work and creatively find ways to help address them.</p> <p>Student Panel Presentation during Teaching and Learning Day: A panel of CBC students shared their courage and persistence to overcome obstacles in order to achieve an education at CBC.</p>	

<p>By, Faculty Senate Chair</p> <p>By, AHE</p> <p>By, Board Members</p> <p>Discussion First Reading - Board Policies Governance Process GP-5-GP-8</p>	<p>Richland Campus ASCBC student officers are doing their best to engage students on the Richland campuses. SAB Officer Daisy Herrera recently visited the Health Science Center and organized a student giveaway. There is an ASCBC pizza feed at the HSC on Monday, March 2.</p> <p>No Report</p> <p><u>Kay Lynn Stevens</u> Michael Lee attended Senate and talked about the coronavirus. Faculty are concerned about creating ways to continue learning objectives, which will be challenging for people in labs. Conversations are happening and equity issues are being discussed. Not all students have the resources to do online.</p> <p>During the spring meeting faculty will discuss student success and have elections for next term.</p> <p><u>Trustee Gordon</u>: Shared some highlights from a recent trip to Antarctica. <u>Trustee Siler</u>: Human Services Coalition 2/5, the speaker was LoAnn Ayers – Topic: importance of Census Community Health Alliance; Legislative Lunchbox - 2/12; WA State Association of College Trustees - Winter Conference 2-17 & 2-18, New Trustee Orientation 2/17; Transforming Lives Dinner 2/17; CTC Link & Legislative Updates 2/18; Greater Columbia Accountable Communities of Health; Leadership Council Meeting - 2/20 (Opioid Crisis), Speaker: Michele Gerber - Benton/Franklin Recovery Coalition, Multi Speakers: Opioid Resource Network (ORN); Benton/Franklin/Walla Walla ORN Presentation – Becky Grohs Kittitas ORN Presentation – Dr. Kevin Martin Asotin/Columbia/Garfield ORN Presentation – Everett Maroon Whitman ORN Presentation – Kim Thompson; New Trustee Onboarding: CBC Cabinet/Council Meetings; 3/2 - Jason Engle & Tyrone Brooks; 3/6 - Cheryl Holden. <u>Trustee Page</u>: Commended everyone that the coronavirus planning is starting early. <u>Trustee Jackson</u>: Attended CBC and Wenatchee Valley game on 2/5; 3/2 Pasco Police Department Chief of Police Advisory Committee. Trustee Jackson is an at-large member. <u>Trustee Mitchell</u>: 2/12 attended the women’s and men’s basketball games vs. Spokane CC.; 2/16 attended the ACT Winter Conference, New Trustee Training and Transforming Lives Dinner; 2/19 attended women’s and men’s basketball games vs. Treasure Valley; 2/22 attended women’s and men’s basketball games vs. WW CC; 2/26 attended Kennewick School Board Meeting; 3/3; sent an email to Senator Mark Schoesler concerning possible cuts in 2020 Guided Pathways funding; 3/6 finished review of 2020 tenure files.</p> <p>The Board Policies Governance Process GP-5-GP-8 will be moved to the April consent agenda.</p>	<p>Trustee Jackson moved and Trustee Page seconded the motion to move the Board Policies Governance Process GP-5-GP-8 to the April consent agenda. Approved unanimously.</p>
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<p>Consent/Action Board Policies Executive Limitations EL-8-EL-10</p> <p>Board Policies Governance Process GP-1-GP-4</p> <p>Public Comments</p> <p>Executive Session Convene: 8:25 a.m. Reconvene: 8:50 a.m.</p> <p>Discussion/Action Candidates for continued probationary status and granting of tenure</p>	<p>The Board Policies Executive Limitations EL-8-EL-10 were accepted as modified.</p> <p>The Board Policies Governance Process GP-1-GP-4 were accepted as written. Trustee Gordon asked if the draft watermark on the policies could be made lighter</p> <p>None</p> <p>Executive Session RCW 42.30.110(1) (g): To review the performance of a public employee</p>	<p>Trustee Jackson moved and Trustee Gordon seconded the motion to approve the Board Policies Executive Limitations EL-8-EL-10 as modified. Approved unanimously.</p> <p>Trustee Jackson moved and Trustee Gordon seconded the motion to approve the Board Policies Governance Process GP-1-GP-4 as written.</p> <p>Trustee Siler moved and Trustee Jackson seconded the motion to approve continuance for all probationary status faculty.</p> <p>Trustee Page moved and Trustee Siler seconded the motion to grant tenure for all third-year faculty.</p>
<p>Adjournment: 8:50 a.m.</p>	<p>Next Board of Trustees' Meeting April 13 2020-7:30 a.m. Beers Boardroom</p>	

Duke Mitchell, Chair

Exhibit B

Mission Fulfillment Fall Update 2019-20

For May 11, 2020

Update:

This report looks at Fall 2019 institutional data in order to track progress to our institutional goals and Mission Fulfillment for the 2019-20 academic year end in accordance with Board Policy. The intent was to be forward looking in a more stable and predictable environment.

For this report, much of this year's data may not be predictable in a way we had anticipated even a few weeks/months ago. In the short term, our students' lives will become more challenging and our service provision will be more challenging as well. For the long term, we will continue to build on Guided Pathways and continue laying the foundation for student success. Recent months have required some considerable reshifting of resources and effort so CBC can sustain student service in an online/remote operating environment. For our Mission Fulfillment, the main concerns that arise in this environment are:

- Whether student careers were affected by the shortened Winter 2020 term,
- Whether the switch to online instruction in Spring 2020 has affected enrollment substantially, and
- Once enrolled in Spring 2020, whether we are able to engage students meaningfully to prevent drop, withdrawal, or success rates.

Before the events surrounding COVID-19, we were seeing some encouraging signs in our early indicators, but had a lower projected completion rates, consistent with lower 2017-18 early indicators (first year performance).

Fall Update of Institutional Progress: Mission Fulfillment

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EXECUTIVE SUMMARY

After the Spring 2020 term results are final, the Mission Fulfillment Report (in October 2020) will include all of CBC's progress to year-end and will be comparable year-to-year and representative of the entire year. This report shows how we progressed as of the end of Fall term 2019, compared to similar progress after Fall in previous years.

This report is a projection of potential areas of success and challenge to the end of the 2019-20 academic year.

Traditionally, Mission Fulfillment reports of this type look into the past for areas of strength and cost-effective opportunity for development. While these data cannot predict the future with certainty, we can use them to look for areas of opportunity early and respond more quickly and effectively.

Recent Challenges and Likely Impact

Given recent events around COVID-19, there is an added component of unpredictability due to system-wide change in our processes and service delivery (the reconciliation of a truncated Winter quarter and a quick shift to online instruction for Spring). This unpredictability is coupled with likely shifts in the community environment (student enrollment decisions and engagement as our students - and parents - face choices of their own). These changes include:

- A shortened Winter term may disadvantage those who might have disengaged, or otherwise depended on finals (which were cancelled in most face to face classes) or other participation/late assignments to pull off a passing grade. *This concern was not founded. Winter 2020 success rates were higher than in previous years - and over 4% higher (600 more student courses passed with a 2.0 or greater). At the very least, we might say that faculty were able to give students the benefit of uncertainty at the close of Winter term.*
- Students may choose not enroll in online modality in Spring 2020, continuing to next Fall 2020. To combat this, we have postponed financial aid drop deadlines and have been more aggressive with student call-out campaigns. *The actual enrollment drops were not as steep as they might have been. As of writing after 10th day drops, total enrollment (FTE) is down 3.7% year to year (down 1.1% excluding BEdA/ELA) with second wave BEdA/ELA still pending.*
- Last, students may not succeed at historical rates in online courses in Spring 2020. Online instruction for many established students may not pose a problem, but newer students, or those in courses that pose most difficulty may not fare as well, consistent with an overall consensus that online instruction will have little average effect.¹ At community colleges and for students who struggle academically, online instruction has been a risk, with moderate decrease in success in online formats (~6% for course completion).² These studies suggest that the short term effects on learning for our students could be detrimental, but that for students who succeed in the online format, the long term outcomes are not affected. *At this point, we cannot reliably know what the exact impacts will be.*
 - At CBC in 2018-19, all face-to-face students had a 81.6% course success rate, compared with 80.3% for pure online, but there has been an historical gap of 3-5%. Online course offerings vary substantially by course, but our largest gaps occur, in line with the profile of students and courses that can pose theoretical difficulty (68.1% f2f vs 44.5% online for all college level math; 73.7% ftf vs 63.6% online in college level English which encompasses high enrollment writing courses).

¹ Means, B., Toyama, Y., Murphy, R., & Baki, M. (2013). The effectiveness of online and blended learning: A meta-analysis of the empirical literature. *Teachers College Record*, 115(3), 1-47.

² Sublett, C. (2019). What Do We Know About Online Coursetaking, Persistence, Transfer, and Degree Completion Among Community College Students?. *Community College Journal of Research and Practice*, 43(12), 813-828.

- The abrupt change also affects faculty and staff in other ways in providing student service. Not all instructors are well versed in online instruction, and doing things for the first time, or even second, may not yield the kind of results faculty expect of themselves. We may also note that, as a system of support, CBC extends to student services, outreach, and a variety of campus functions will react to a new operating environment.

Our short-run aspiration for student success is a stable institutional learning environment, minimizing disruption where we are able, and maintaining smooth institutional operation. However, our long-run goals remain: continuing to build on the culture and mission of student success in Guided Pathways.

Notable Findings for Mid-Year

Under normal circumstances, we are limited in knowing what to expect of CBC performance with only Summer and Fall terms concluded here. Some early indicators may be more robust than others since students are most likely to struggle with issues such as grades, self-efficacy, and socialization to college in their first term and may not ultimately predict year-end metrics well. This is true of some Professional/Technical metrics with smaller samples or those reflective of special populations (for example, those few who may not test into CBC “college ready” in reading, writing, or mathematics).

Understanding that immediate concerns may change how Fall data will translate to year-end, CBC had some positive early indicators and progress on impactful interventions. We are in the first year of Math redesign (starting Summer 2019), have begun to solidify the Guided Pathways case management, where students select “Schools” from the Winter quarter into Spring (which has gone well), and several other longer-term goals for institutional evolution have been coming along, though not fully implemented (Appendix A).

Bright spots in this analysis include:

- **Credit Attainment (2018-19 Cohort).** Year 2 Credit Attainment increased meaningfully across the board at 30 and 45 credit levels. Year 1 Credit Attainment progress also increased substantially (5.0%) for Academic Transfer students, a necessary step in hitting end-of-year milestones.
- On a related note, **Academic Transfer Students’ early indicators (2018-19 and 2019-20 Cohorts)** overall are seeing more strength and meaningful gains (over 2% highlighted) in early indicators.
- **Fall to Fall Retention (2018-19 Cohort).** The only final metric in this report has seen a rebound to higher levels than seen in the last four years. Winter enrollment, though unofficial, has tracked somewhat higher than in previous years, which has been a good sign, with some retrenchment in Spring.

Some areas of concern:

- **Completion (2017-18 Cohort).** Even though completion is a lagging indicator, the predicted progress will likely trend lower. A small portion of this can be attributed to temporary shifts in short-term certification (~1.1%), but most of the change has been a culmination of weak performance in the 2017-18 cohort itself realized in year 3.
- **Fall Gateway Math and English (2019-20 Cohort).** Neither of these measures has moved significantly as of Fall, still hovering at very low levels. *The bright spot for the end of the year had been in Math*, where Winter and Spring enrollments in gateway courses have seen double-digit increases and course success was up over 6% in Winter. This new enrollment increase and early positive success coincides with the first year of developmental redesign. We hope to see this translate to first year Math completion - however it is too early to be confident, especially in the current online course environment.
- **Course Completion in Year 1 (2019-20 Cohort).** Fewer students in the first year are completing all of their coursework in the Fall, notably in Professional/Technical areas. Students who fail one or more courses are at a larger disadvantage and typically do not attain adequate progress to three year completion.

BACKGROUND AND FUTURE DIRECTIONS

Degree completion has proven to be the primary driver of both student and public value of the community college. This student and public value is based on broad-based, repeated/replicated research over several decades. Additionally, the value of a degree, and its predictors, provide the basis for educational interventions to affect completion - which are embodied in many Guided Pathways interventions.

The Student and Public Value of CBC Degree Completion is High. In 2016, Economic Modeling LLC (“EMSI”) conducted an independent review of CBC’s ROI for students, the taxpayer, and a net social impact. Their review showed that student investment in CBC was returned fourfold (only measurable benefits), with an annual rate of return of 16.7% and the annual rate of return for taxpayers was 11.4%. Most of this economic value is driven by increased productivity and wages commensurate with a degree. At the midpoint of their career, Associate’s degree students earned over \$8,000 more annually than their peers with only a high school diploma (Figure 1).

HIGHER EARNINGS BY EDUCATION LEVEL AT CAREER MIDPOINT IN WASHINGTON

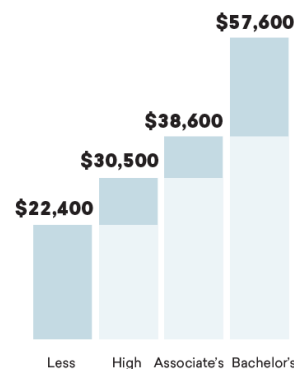


Figure 1. Washington State Average Earnings Rise with Educational Attainment (EMSI 2016)

With completion as the goal, in October 2018, CBC presented indicators based on new Board Policies (Mission, Vision, and Values) that center upon degree completion and its key predictors (critical basic conditions).

The “Steps to Success” as Predictors of Completion: The Importance of Early Indicators³. While degree completion is the ultimate goal, it is not a particularly timely metric. Three years is a long time to wait for a final referendum on what has been accomplished three years prior. This puts a premium on finding the best “early predictors” of ultimate student success to use as a guide. While not an exact science, a handful of meaningful leading indicators of degree completion provide a foundation for this report - course completion and success, retention, completion of gateway courses, and timely credit attainment. Importantly, again, these indicators take less time to reliably assess - typically after the close of each academic year.

The following shows the difference in success for students that attain each milestone, which are remarkably strong and consistent from year to year. Compared to a 32.7% likelihood of completion or transfer in 2016-17:

Table 1. If a student passes a milestone, how likely are they to complete? (Steps to Success: 5 year averages)

Milestone	Likelihood of Success (Completion or Transfer)
45 College Level Credits Attained (by end of Year 2)	84.4%
30 College Level Credits Attained (by end of Year 1)	60.8%
15 College Level Credits Attained (by end of Year 1)	44.8%
Completed College Level English in Year 1	45.5%
Completed College Level Math in Year 1	64.6%
Retention (Fall to Fall - Year 1)	44.9%
Retention (Fall to Spring - Year 1)	40.4%
Retention (Fall to Winter - Year 1)	36.0%
Succeeded in Coursework (2.0 or Better in Every Class)	43.8%
Earned Credit in Coursework (Earned Credit in Every Class)	45.7%

³ Moore, C., Offenstien, J., & Shulock, N. (2009). *Steps to success: Analyzing milestone achievement to improve community college student outcomes*. California State University, Sacramento, Institute for Higher Education Leadership & Policy. See also Washington State Board for Community and Technical Colleges (2007), Student Achievement Initiative (SAI).

Our summary of this larger body of work is a simple mental model of degree attainment. For a student to succeed, CBC can assist by helping students:

- Enroll in Courses Toward a Degree
- Succeed in Courses
- Come Back
- Keep Succeeding
- Keep Coming Back

The State Board of Community and Technical Colleges (SBCTC) affirms this way of modeling and monitoring student success through its companion indicators (notably SAI), and CBC has strived, as much as practicable, to faithfully represent the “cohort accounting” and “success accounting” of the SBCTC and Washington Colleges to date⁴. Doing so creates an environment where we can better leverage state results for benchmarking and best aligning to state performance funding measures.

Learning Outcomes. One valid criticism of this way of viewing student success is that it does not account for what a student learns at CBC. That is, in theory, students could be passed in their coursework, and receive degrees at a lower level of learning, potentially eroding the underlying value of a degree. In practice, this theory is somewhat exaggerated, in part because learning is a fundamental component of professional responsibility - in which faculty at CBC pride themselves - and a central part of Teaching and Learning at CBC. Additionally, assessment measures can be difficult to interpret since there are rarely benchmarks of success that are applicable across departments or between colleges that have consistent meaning - or validated standard measures.

Nonetheless, it is something we take seriously as a college so that a CBC degree has tangible meaning. Learning assessment efforts have been developed (in Program Review and with the support of Melissa McBurney, with NWCCU training), was a central topic in this year’s Teaching and Learning professional development day, and faculty are reviewing and meeting in March 2020 to discuss campus-wide learning outcomes. Our accrediting body (NWCCU) has stressed to all member colleges that student learning should be a staple of reporting which will be a topic of discussion to prepare for the October 2021 report.

Diversity/Equity/Inclusion. Another topic at the top of mind for future reporting (possibly 2020), is providing disaggregated reporting of these metrics by CBC’s disadvantaged populations. The NWCCU is stressing the reporting and reduction in achievement gaps by age, race, first generation status, economically disadvantaged, or other key group whose numbers reflect less success over time (part-time students). CBC is starting to disseminate these results in various ways to internal audiences, and the SBCTC will publish more at the state level. A future discussion for CBC and the Board will consider which metrics to include in annual reporting and how they might be approached in future reports - the goal being to achieve as much of the comprehensive quality of disaggregated data with as little sacrifice of the clarity and mission that Board Policy dictates.

Cohort Accounting. Finally, this year marks a switchover from a cohort accounting framework we adopted from the SBCTC to a new method. This means that some of the students who we “count” each year will not count, and some who do not qualify currently will qualify. On initial inspection, the raw counts of students will be similar (~1400-1500 annually), but the composition may increase/decrease performance in areas by several percentage points in some cases. In general, IR has preferred to stay consistent with the SBCTC whenever possible in order to better agree with published data and maintain a single reference point wherever possible for clarity. When more detailed documentation emerges about the exact composition of this change, we can clarify further.

⁴ Guided Pathways and Student Achievement published dashboards. Some of these dashboards are slated for change in cohort methodology next year (Fall 2020) after the first year of a new system of cohort accounting has started has begun this year. The cohorts, in some cases, may present a better, easier standard for meaningful regional comparison across Washington. We will continue to use comparisons to national Community and Technical Colleges through

METRIC DETAIL

The following details the main metrics for which we have meaningful updates in the Fall. Table 2 is a summary of the charts that follow the executive summary, representing Fall indicators only.

Table 2. Change in Fall Results Looking to Year End (For Available Indicators)

Fall Update Predictors	Normal Quality of Predictor	Cohort	Overall	Academic Transfer	Prof/Tech
Three Year Completion	Higher predictive quality	2017-18	↓	↓	↓
Year 2 Credit Attainment 30 Credits	Higher predictive quality	2018-19	↔	↔	↑
Year 2 Credit Attainment 45 Credits	Higher predictive quality	2018-19	↑	↑	↑
Year 1 Credit Attainment	Medium/Low predictive quality	2019-20	↑	↑	↔
College Level English	Medium predictive quality	2019-20	↔	↔	↔
College Level Math Completion	Lower predictive quality	2019-20	↔	↔	↔
Retention	Final for Fall to Fall	2019-20	↔	↑	↔
Course Success (2.0 or Better)	Higher predictive quality	2019-20	↔	↔	↓
Course Completion (Earned Credit)	Higher predictive quality	2019-20	↓	↔	↓

The metrics in Table 2 detail each predictor, the starting cohort (cohorts tend to maintain strength or weakness from year to year from their first year results), the quality of predictor (roughly how good a measure is at predicting end of year results), and show whether there is substantive movement (~2.0%) in any one indicator.

Table 3 gives a rough reference in term of students. Each year, CBC enrolls approximately 1400 students for the first time (our total headcount each term is 6500-7000 post-secondary degree-seeking students). For these indicators, 1.0% is roughly 10 Academic Transfer students and 4 Professional/Technical students. *Generally, for an indicator to make “meaningful” gains (losses), we look for a 2.0% move - roughly 20 Academic Transfer students and 8 Professional/Technical students. Overall, a meaningful gain will represent one “classroom” of students (28) who hit each milestone - and who presumably would not otherwise.*

Table 3. Cohort Size - For Help in Interpreting Results

Cohort	Overall	Academic Transfer	Prof/Tech
2017-18	1422	1071	351
2018-19	1456	1109	347
2019-20	1403	948	455

The charts on the ensuing pages detail each metric individually. *All in all, we might expect some institutional gain in next year's report (October 2020) in a less complicated environment. Institutional gains, however, as we looked to the end of the year would have been modest and weighted to early cohorts - especially Academic Transfer cohorts.*

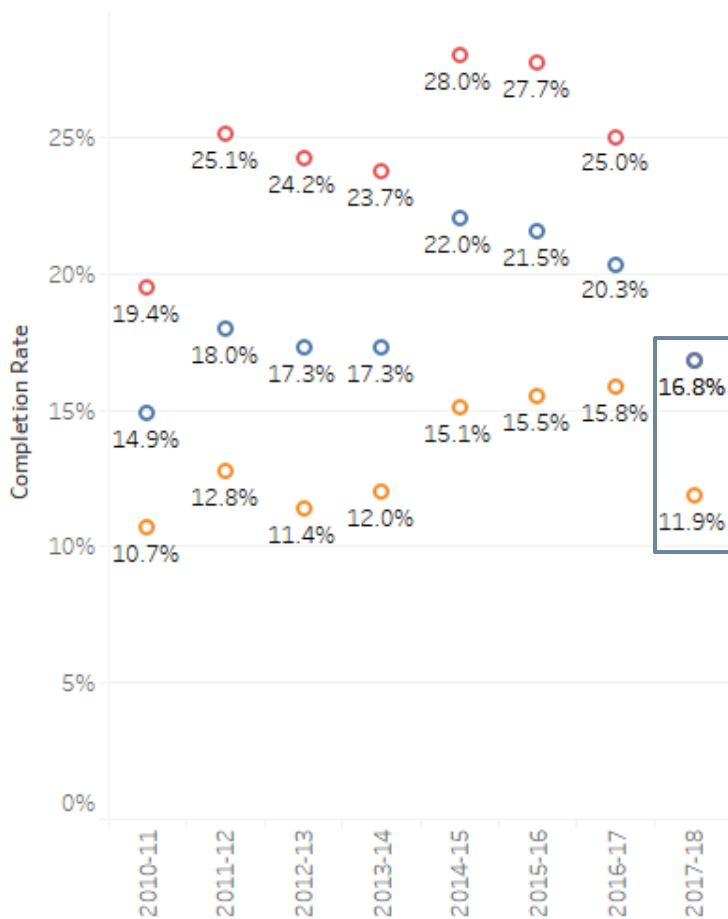
Completion

Degree Completion

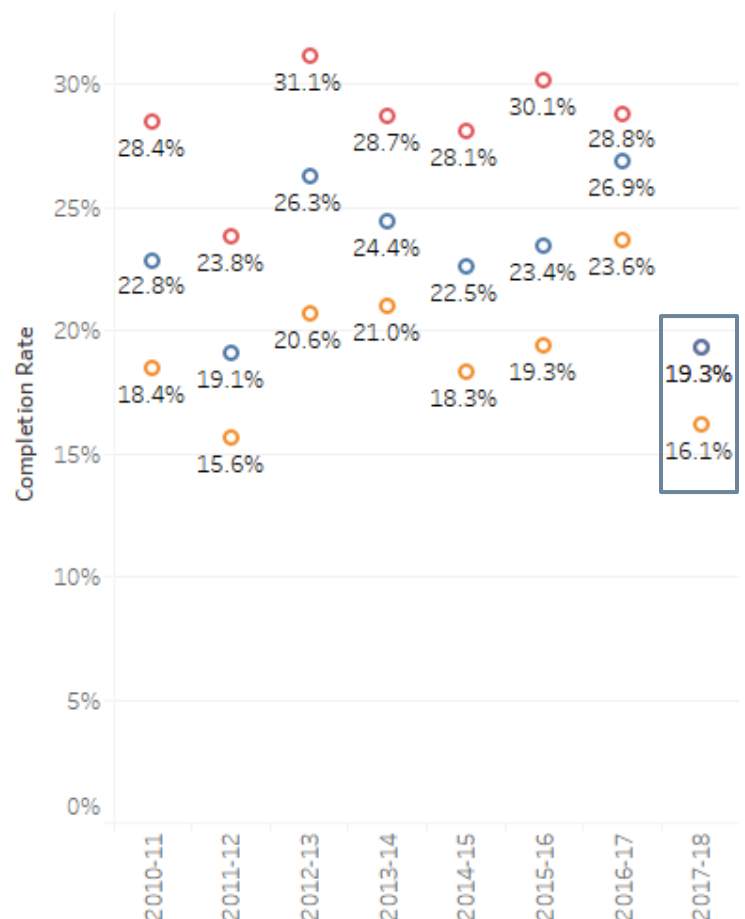
- Completed By Year 2
- Completed At Fall Year 3
- Completed By Year 3

↓ Projected completion rates, if rates follow our historical norms, will track to 22% (Academic Transfer +/-2%) and 24% (Professional/Technical +/- 4%).

3-Year Completion Rate for Transfer Students



3-Year Completion Rate for Professional/Technical Students



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

Figure 2. Three Year Degree Completion Rates at CBC

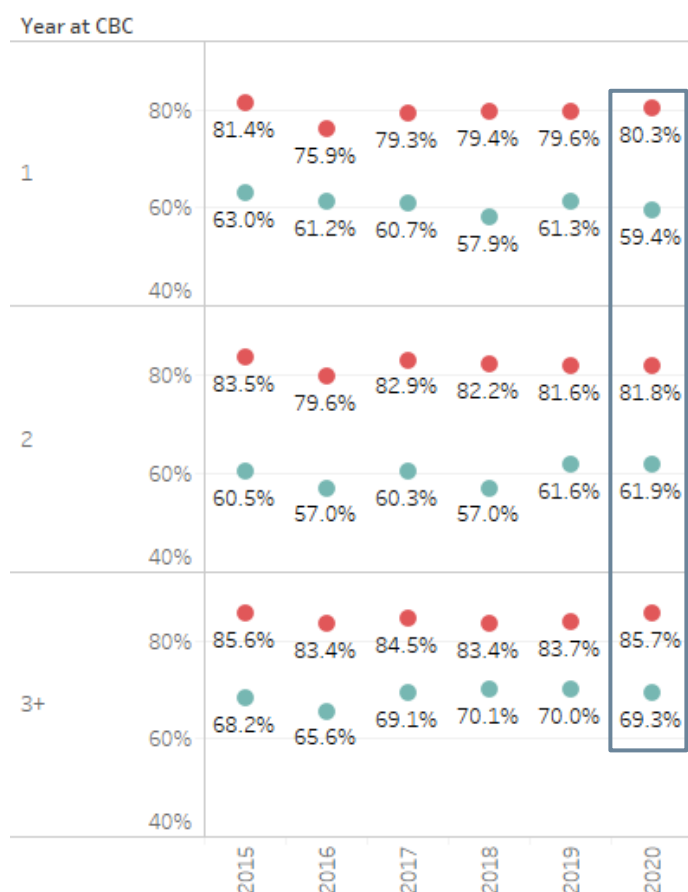
Summary: There is more uncertainty this year than in years past, even without recent events. Though it appears our completion rate will decline, it would be difficult to forecast the drop with much accuracy, since CBC has historically graduated 6.0% or more after Fall of Year 3. The drop in 2-year completion rates currently appears to be somewhat exaggerated by slightly fewer short-term certifications, many of whom would complete a higher degree.

Course Completion / Success: First, Second, and Third+ year

Completion and Success
■ Fall Credit Completion
■ Fall Credit Success

↔ Course Completion and Success have shown mixed results over the last year and still represent an area where CBC could show improvement. While there are good signs of progress in 2nd and 3rd years, our emphasis is still on accelerating first year completion and success (with a special emphasis on the first term).

Course Completion and Success for Transfer Students



Course Completion and Success for Professional/Technical Students

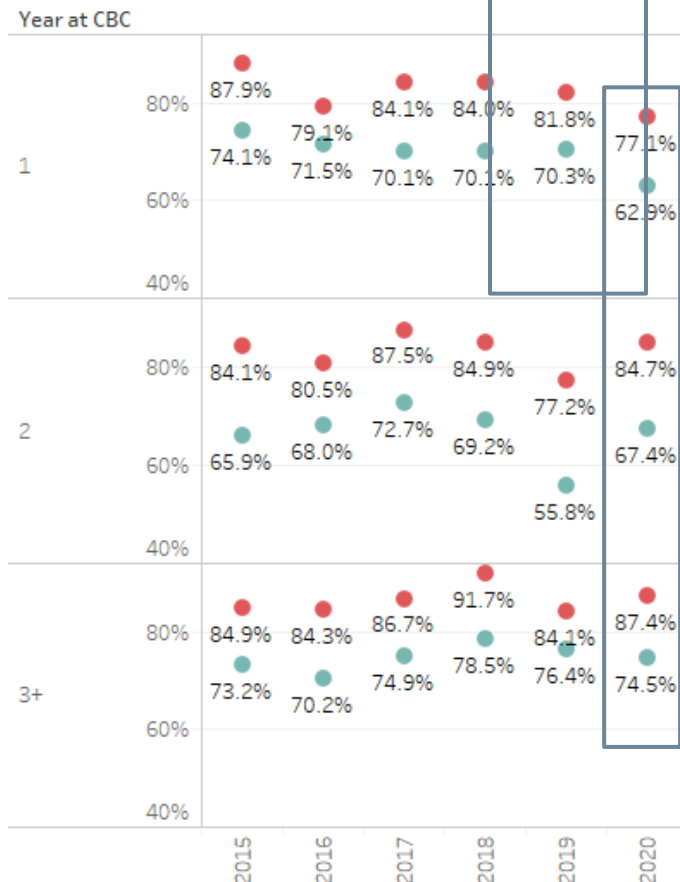


Figure 3. Course Completion and Success in the **First Year** of Study at CBC

Percentages represent the proportion of students who complete all of their courses or succeed in all of their courses in the academic year. **Course “completion” is obtaining a grade of 1.0 or higher in all classes, and course “success” is obtaining a 2.0 or higher in all classes.**

Here, we can say “Fall Credit Success” is the proportion of students who have gotten a 2.0 or better in ALL of their courses this year, a higher bar than just earning credit (completion). This kind of course indicator is highly predictive of future academic success.

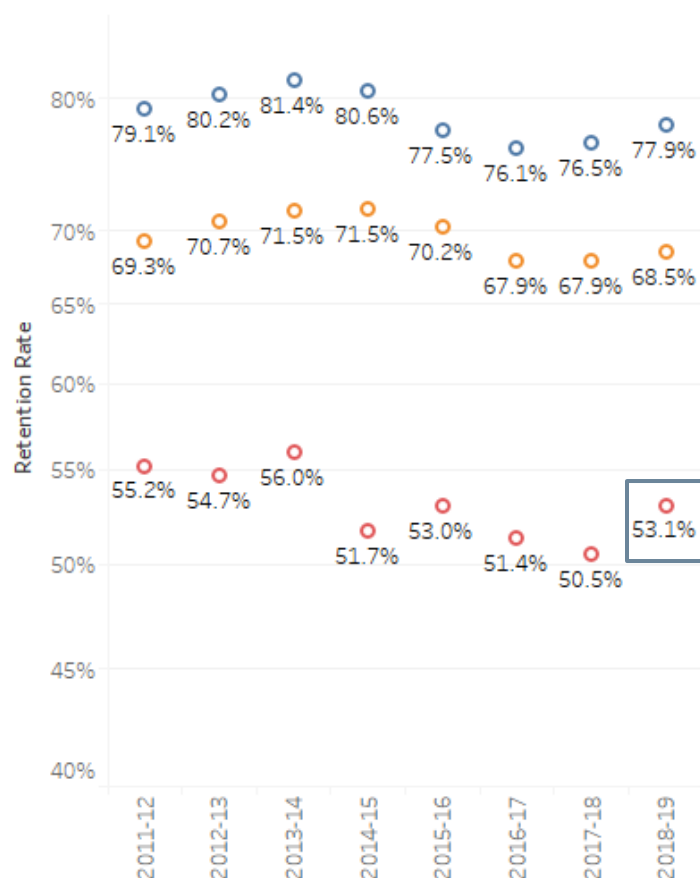
Retention

Retention

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

↔ Retention rates for Academic Transfer students are meaningfully higher, while the Professional/Technical cohorts have struggled. Notably, in both Transfer and Professional/Technical cohorts, students have come back in the following Fall at rates that have exceeded expectations based on their Fall-Winter and Fall-Spring numbers.

Retention Rates for Transfer Students



Retention Rates for Professional/Technical Students

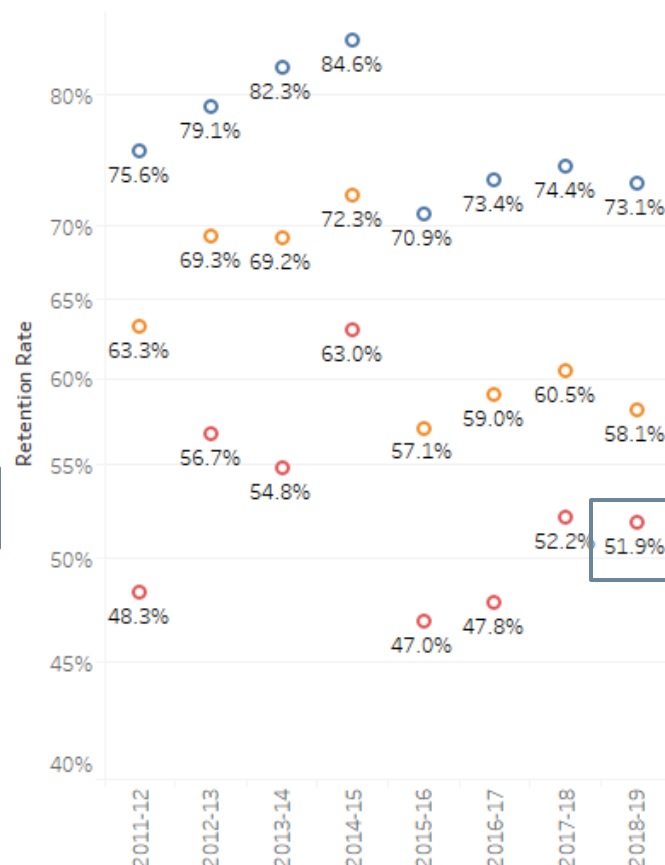
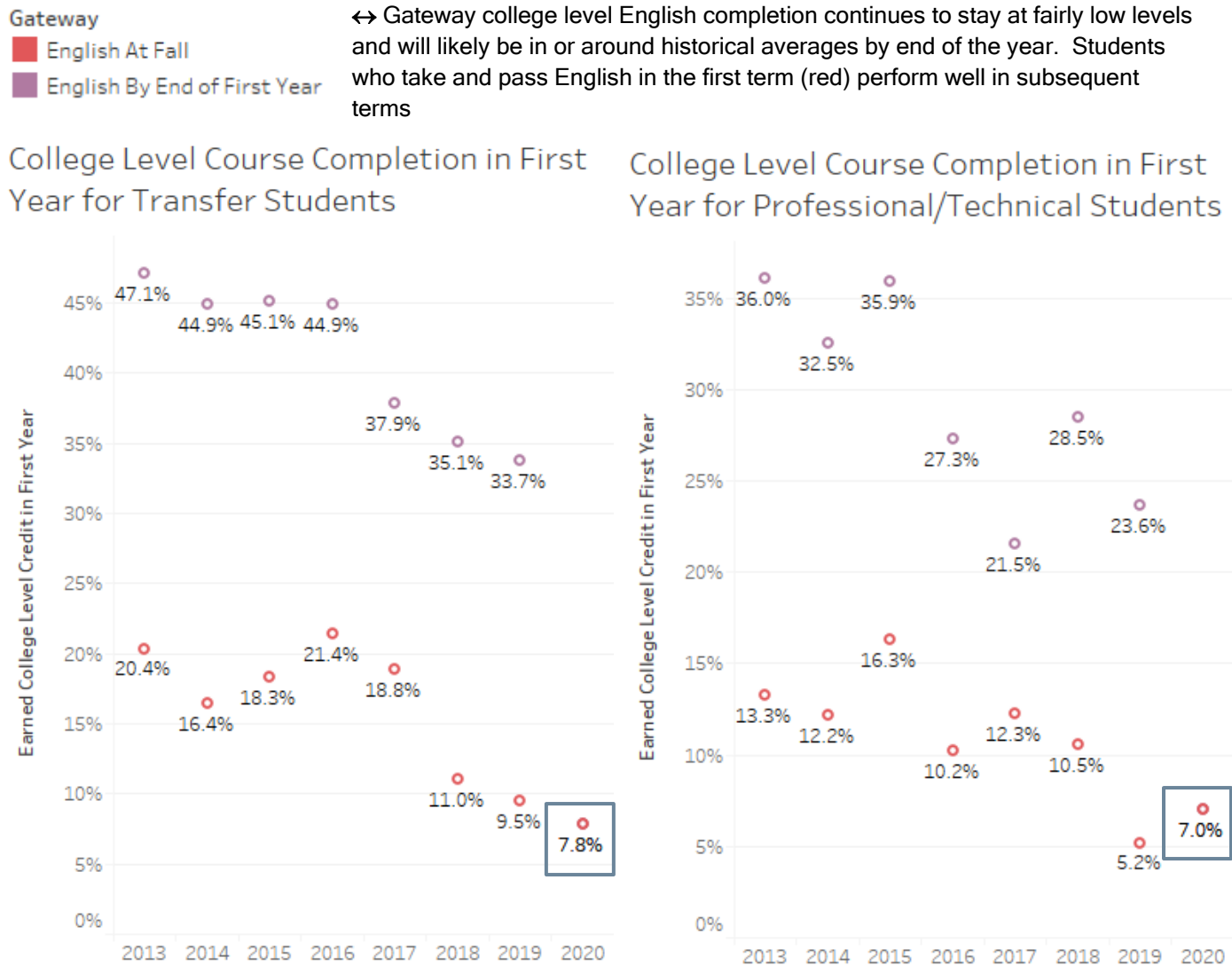


Figure 4. Retention Rates in the First Year at CBC - Fall to Winter, Fall to Spring, and Fall to Fall

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

Gateway Course Completion: College Level English



Gateway Course Completion: College Level Math

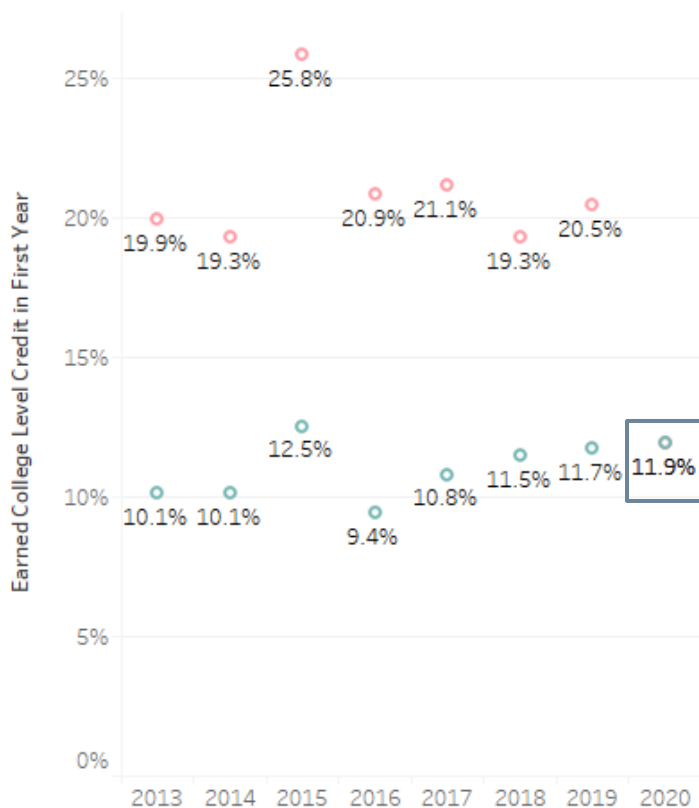
Gateway

Math At Fall

Math By End of First Year

↔ Gateway college level Math continues at lower levels of completion by Fall. Because so few students test directly into college level Math, the blue is not a particularly robust indicator of end of year attainment.

College Level Course Completion in First Year for Transfer Students



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

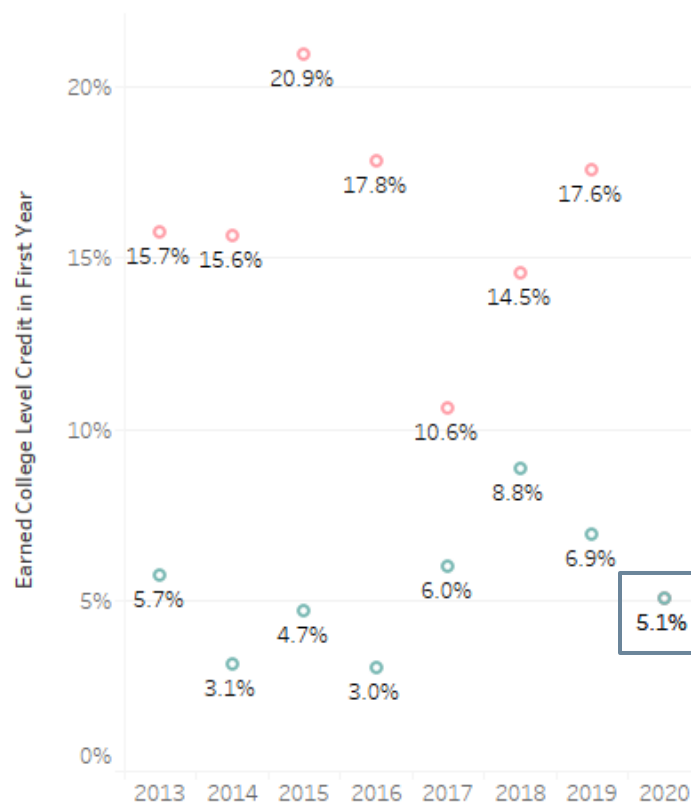


Figure 6. Completion of College Level Math in the First Year at CBC

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

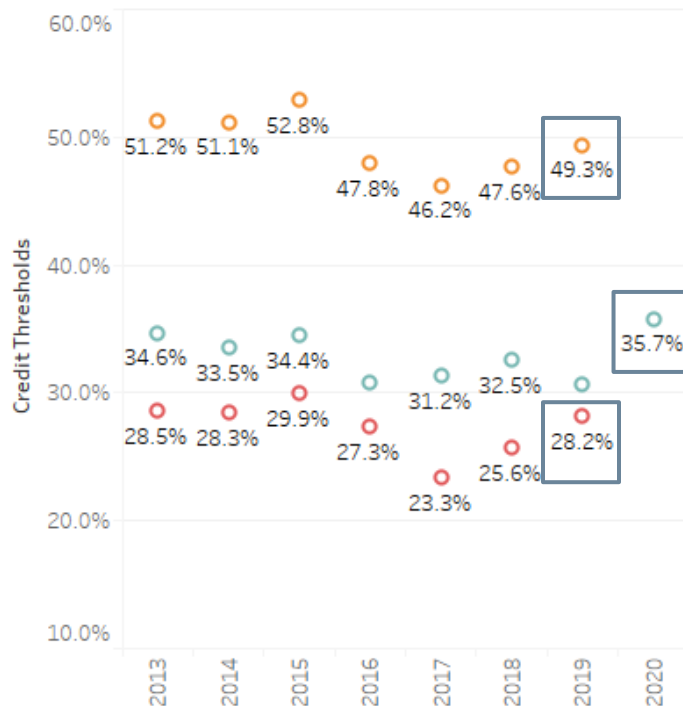
Credit Attainment

Attainment

- 45 Credits by Fall Year 2
- 30 Credits by Fall Year 2
- 13 Credits by End of Fall Year 1

↑ Credit Attainment is a particularly bright spot. For all but first term Professional/Technical students, gains in credit accumulation have been substantial. If early gains in Year 1 credit attainment stayed true through the end of the year, we would be on track for increases in our key “30 Credit” goal.

Credit Attainment for Transfer Students



Credit Attainment for Professional/Technical Students

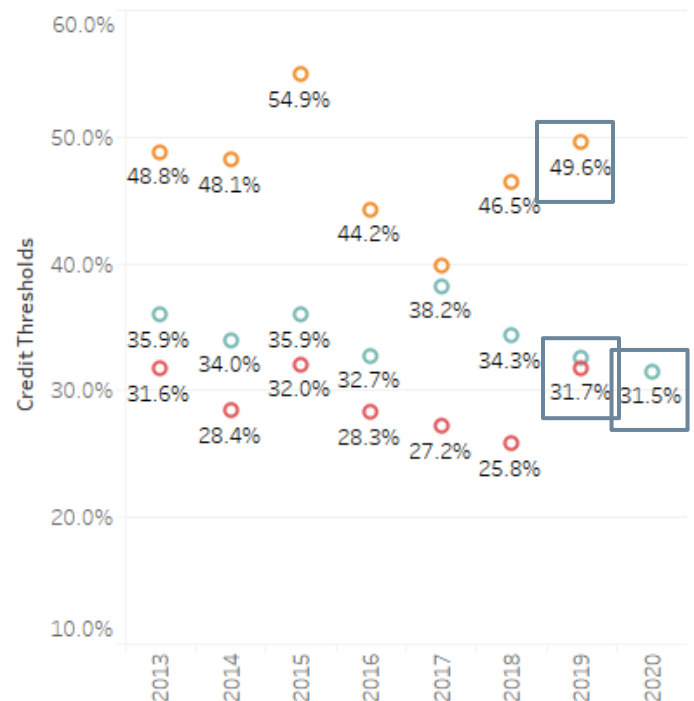


Figure 7. Credit Attainment Milestones at CBC. 13 College Level Credits by End of First Year (Blue) and 30/45 College Level Credits by End of Second Year (Orange/Red)

Percentages represent credit attainment milestones relevant to the first Fall term. The top shows the end-of-year percentage of students attaining 30 credits within the second year through Fall, the bottom shows 45 college credit progress by the end of second year Fall term, and the blue (middle) shows the progress of a complete typical 13 credit completion by Fall of the first year; developmental coursework not included.

APPENDIX A: CURRENT AND PLANNED WORK

	Name of Intervention	When	Direct Impact Areas	Description (Evidence Base / Demonstrated Need)
1	<ul style="list-style-type: none"> Guided Pathways Institution of Transfer Academic maps / Meta-majors / Student Services contact / completion coaches 	<ul style="list-style-type: none"> Started in January 2017 Students are identifying their School preference starting 1/2020 	<ul style="list-style-type: none"> Completion Retention 	<ul style="list-style-type: none"> High theory base. CCRC theoretical work on transforming community colleges. Supports development in other evidence-based areas
1	<ul style="list-style-type: none"> Math Developmental Coursework Restructure 	<ul style="list-style-type: none"> Initial work Spring/Summer 2018 Coursework starts Summer 2019 	<ul style="list-style-type: none"> Gateway course completion by Year 1 All Year 1 objectives (course completion / success) 	<ul style="list-style-type: none"> Developmental reform is often considered a "Guided Pathways" intervention. High Need / Large Service Population
1	<ul style="list-style-type: none"> Case Management Model for Completion Coaches 	<ul style="list-style-type: none"> Begun in Winter 2020 	<ul style="list-style-type: none"> Completion Retention All Year 1 Objectives 	<ul style="list-style-type: none"> High theory base
1	<ul style="list-style-type: none"> English Co-requisite / Bridge instruction (Baltimore modified model being piloted) 	<ul style="list-style-type: none"> Started in Winter 2019 (pilot) 	<ul style="list-style-type: none"> Gateway course completion by Year 1 All Year 1 objectives (course completion / success) 	<ul style="list-style-type: none"> High evidence base (WWC) High Need / Large Service Population
2	<ul style="list-style-type: none"> Title V Math Center 	<ul style="list-style-type: none"> Started in Winter 2017 	<ul style="list-style-type: none"> Gateway course completion by Year 1 All Year 1 objectives (course completion / success) Course Performance 	<ul style="list-style-type: none"> Supplemental instruction is widely accepted as beneficial High Need Moderate / Targeted Service Population
3	<ul style="list-style-type: none"> Title V TAP expansion, refining (Summer Bridge) 	<ul style="list-style-type: none"> Started Summer 2017, Expanded Summer 2018, TAP offered Winter 2019 	<ul style="list-style-type: none"> Gateway course completion by Year 1 All Year 1 objectives (course completion / success) 	<ul style="list-style-type: none"> High evidence base (WWC) High Need (Gap in Course taking) Smaller Service Population (~100)
3	<ul style="list-style-type: none"> English/Math Placement Enhancements 	<ul style="list-style-type: none"> In Development 	<ul style="list-style-type: none"> Gateway course completion by Year 1 	<ul style="list-style-type: none"> Evidence base mixed. Moderate Need Small / Targeted Service Pop
3	<ul style="list-style-type: none"> Title V Early Alert Title V Advising / Risk Information 	<ul style="list-style-type: none"> Expanded Fall 2018 from Math to other divisions Continuing, with formative evaluation/ next steps in Spring for Fall 2019 	<ul style="list-style-type: none"> All Year 1 objectives (course completion / success) 	<ul style="list-style-type: none"> Indirect / Mixed results / Undocumented Demonstrated Need (No Campus-Wide Solution) Moderate / Targeted Service Pop

APPENDIX B: MISSION FULFILLMENT PROCEDURE

Board Policy

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

The primary structure of Mission Fulfillment is evaluated through:

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

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

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

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

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

Measures / Indicators

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

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

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

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

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

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

- Under 3 Core Themes > 16 Objectives > 54 Indicators

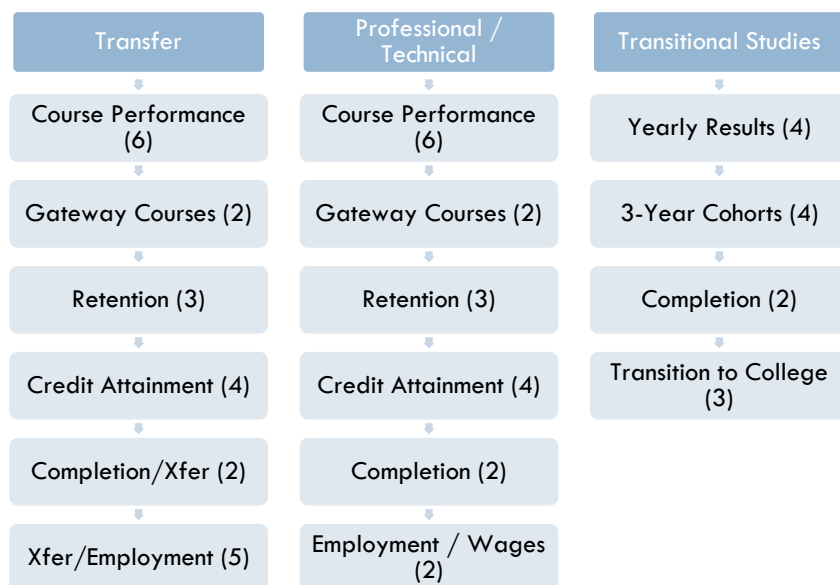


Figure 4. Mission Fulfillment Objectives / Proposed Target Performance Categories

Exhibit C

FY 2019 - Estimated Cash Balances - COLUMBIA BASIN COLLEGE

ASSETS <i>As of May 04, 2020</i>			
CASH			
1110	In Bank	\$	9,593,069
1120	Undeposited	\$	-
1130	Petty	\$	5,504
Total		\$	9,598,573
INVESTMENTS			
1210	Investments(ST/LT)	\$	21,989,844
Total		\$	21,989,844
ACCTs RECEIVABLE			
1312	Current	\$	838,580
1318	Unbilled	\$	50,140
1319	Other	\$	27,652
	Allowance for Accts Rec	\$	(35,504)
Total		\$	880,868
INTER/INTRA GOV RECEIVABLES			
1351	Due From Fed	\$	41,293
1352	Due From Other Gov	\$	1,596,739
1354	Due From Other Agency	\$	129,968
Total		\$	1,768,000
TOTAL ASSETS		\$	34,237,285
LIABILITIES			
CURRENT			
5111	Accts Payable	\$	73,325
5124	Accrued Salaries Pay	\$	-
5150	Due To State Treasurer	\$	146,685
5154	Due To Other Agency	\$	21,562
5158	Sales/Use Tax	\$	15,343
5199	Accrued Liabilities	\$	-
5173	COP Current Year P&I Due	\$	1,133,154
Total		\$	1,390,070
TOTAL LIABILITIES		\$	1,390,070

Cash Balance			
(ASSETS less LIABILITIES)		\$	32,847,215
Dedicated Balances			
1110	Student Supported Capital	\$	2,566,211
1110	3.5% - Needy Student Aid	\$	706,669
1110	Students S&A	\$	1,228,711
1110	Bookstore Operating Reserves	\$	500,000
1110	Technology Fee	\$	1,420,072
1110	Parking Fees	\$	480,024
1110	Basic Food Employment and Training	\$	161,764
Total		\$	7,063,451
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	\$	8,354,981
	Emergenices	\$	1,000,000
Total		\$	23,679,981
Operating Reserves Balance			
Existing Reserve balance less Dedicated Reserves and Emergency Reserves		\$	2,103,783

Exhibit D

Columbia Basin Community College
Statement of Revenues, Expenses and Changes in Net Position
For March 31, 2020 (Unaudited)

	FY2020	FY2019	
	MARCH 2020	MARCH 2019	Difference
Operating Revenues			
Student tuition and fees, Gross	22,456,243	21,659,525	796,718
Auxiliary enterprise sales	2,128,979	2,352,509	(223,530)
State and local grants and contracts	12,181,100	11,473,901	707,199
Federal grants and contracts	1,661,576	1,713,282	(51,706)
Other operating revenues	1,187,387	864,477	322,910
Total operating revenue	39,615,285	38,063,694	1,551,591
Operating Expenses			
Salaries and wages	22,325,627	19,494,295	2,831,332
Benefits	7,445,955	6,983,553	462,402
Scholarships and fellowships, Gross	15,418,978	16,904,678	(1,485,700)
Operating Expenses	3,761,983	4,097,380	(335,397)
Purchased services	1,349,607	1,956,678	(607,071)
Depreciation	2,972,334	2,940,919	31,415
Supplies and materials	1,827,826	1,930,721	(102,895)
Utilities	829,051	774,530	54,521
Total operating expenses	55,931,361	55,082,754	848,607
Operating income (loss)	(16,316,076)	(17,019,060)	702,984
Non-Operating Revenues			
State appropriations	19,365,878	16,709,584	2,656,294
Federal Pell grant revenue	6,667,832	7,346,062	(678,230)
Investment income, gains and losses	202,108	154,924	47,184
Total non-operating revenue	26,235,818	24,210,570	2,025,248
Non-Operating Expenses			
Building fee remittance	1,660,734	1,646,124	14,610
Innovation fund remittance	428,647	433,191	(4,544)
Interest on indebtedness	305,722	258,094	47,628
Total non-operating expenses	2,395,102	2,337,409	57,693
Net non-operating revenues (expenses)	23,840,716	21,873,161	1,967,555
Income or (loss) before other revenues, expenses, gains, or losses	7,524,640	4,854,101	2,670,539
Capital appropriations	392,064	1,597,776	(1,205,712)
Increase (Decrease) in net position	7,916,704	6,451,877	1,464,827

Exhibit E

FY1920 Operating Funds Variance Report

% of Fiscal YR: 84.38%

5/4/2020

					% of Bdgt Exp	% of Rev Exp	% of Bdgt Rev
By FUND					EXP/BDGT	EXP/REV	REV/BDGT
*State Allocation 101,123,3E0,BK1,BG1,BD1,PS0,CE1,031,071,091,DD1	000	EXP BDGT	\$27,313,576.00	<div></div>	75.83%	80.12%	94.65%
		EXP	\$20,712,696.90	<div></div>			
		REV (Alloc)	\$25,852,024.00	<div></div>			
Local Fees	148	EXP BDGT	\$2,470,918.00	<div></div>	60.11%	42.21%	142.40%
		EXP	\$1,485,282.11	<div></div>			
		REV	\$3,518,569.28	<div></div>			
Local Tuition	149	EXP BDGT	\$18,400,105.00	<div></div>	70.16%	93.78%	74.82%
		EXP	\$12,910,239.67	<div></div>			
		REV	\$13,766,320.26	<div></div>			
Contracts	146	EXP BDGT	\$2,477,264.00	<div></div>	37.21%	12.18%	305.50%
		EXP	\$921,857.75	<div></div>			
		REV	\$7,568,064.72	<div></div>			
TOTALS		EXP BDGT	\$50,661,863.00		71.12%	71.06%	100.09%
		EXP	\$36,030,076.43				
		REV BDGT	\$50,497,954.00				
		REV	\$50,704,978.26				

BY OBJ, ALL FUNDS COMBINED				BDGT	EXP	EXP/BDGT	NOTES:		
SALARIES	A			\$29,170,966.00	\$21,405,125.36	73.38%	Revenue:		
BENEFITS	B			\$10,048,228.00	\$7,380,514.10	73.45%	STATE: per State Allocation #6		
PROFESSIONAL SERVICES CONTRACTS	C			\$413,991.00	\$342,031.64	82.62%	Object Code Note:		
GOODS & SERVICES	E			\$6,583,459.00	\$4,824,102.33	73.28%	C: Professional Service Contracts: we are reviewing which budgets can use other sources to pay for unexpected yet necessary contractual services.		
COST OF GOODS SOLD	F			\$0.00	\$0.00	0.00%	N: Grant Benefits & Client Services shows increased expense rate due to our Apprenticeship contract billing cycle processing.		
TRAVEL	G			\$608,031.00	\$410,595.90	67.53%			
CAPITAL OUTLAYS	J			\$2,117,235.00	\$1,105,553.87	52.22%			
SOFTWARE	K			\$0.00	\$0.00	0.00%			
GRANTS BENEFITS & CLIENT SVCS	N			\$873,308.00	\$897,365.03	102.75%			
DEBT SERVICE	P			\$1,534,732.00	\$173,695.16	11.32%			
INTERAGENCY REIMBURSEMENTS	S	Revenue Bdgt		(\$238,536.00)	(\$167,514.53)	70.23%			
INTRAAGENCY REIMBURSEMENTS	T	Revenue Bdgt		(\$449,551.00)	(\$341,392.43)	75.94%			
DEPRECIATION, AMORTIZATION, BAD DEBT	W			\$0.00	\$0.00	0.00%			
				\$50,661,863.00	\$36,030,076.43	71.12%	Key: Spend rate less than 5% below FY % Spend rate with in + or - 5% of FY% Spend rate more than 5% above FY%		

Exhibit F

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

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.

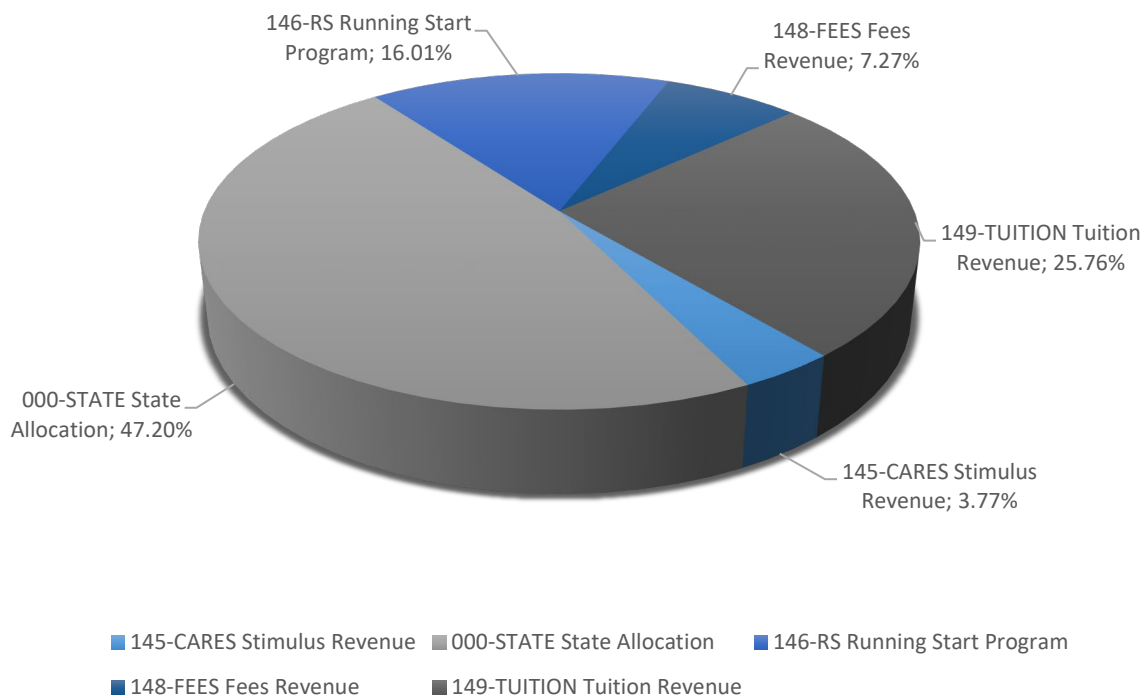
Delegation of budget authority includes but not limited to:

- Management of expenses not to exceed approved budgets
- Review and approval of all purchases under delegated budget accounts
- Understanding of proper budget code and object code combination
- Reconciliation of delegated budget account codes
- Attend regularly scheduled training sessions
- 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%

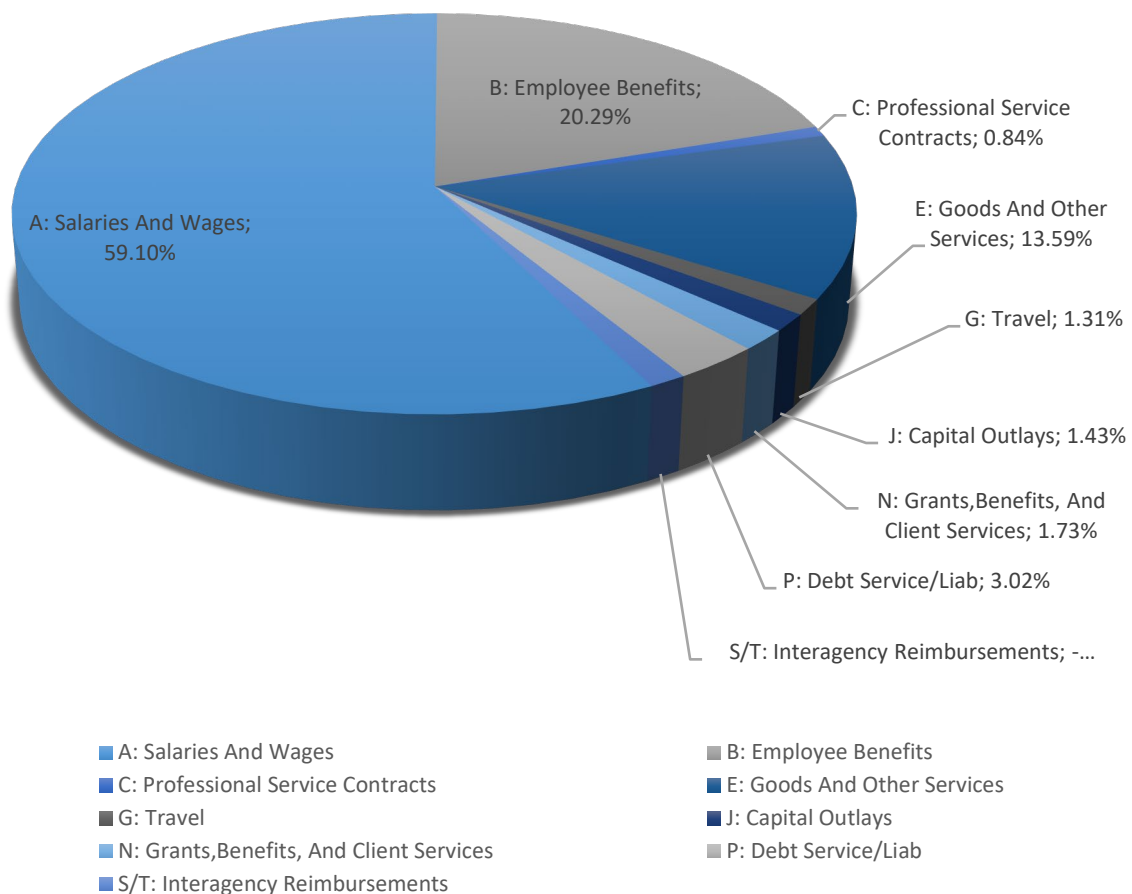
Revenue Source by Type



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



Fiscal Year Budget Comparison FY1920 to FY2021

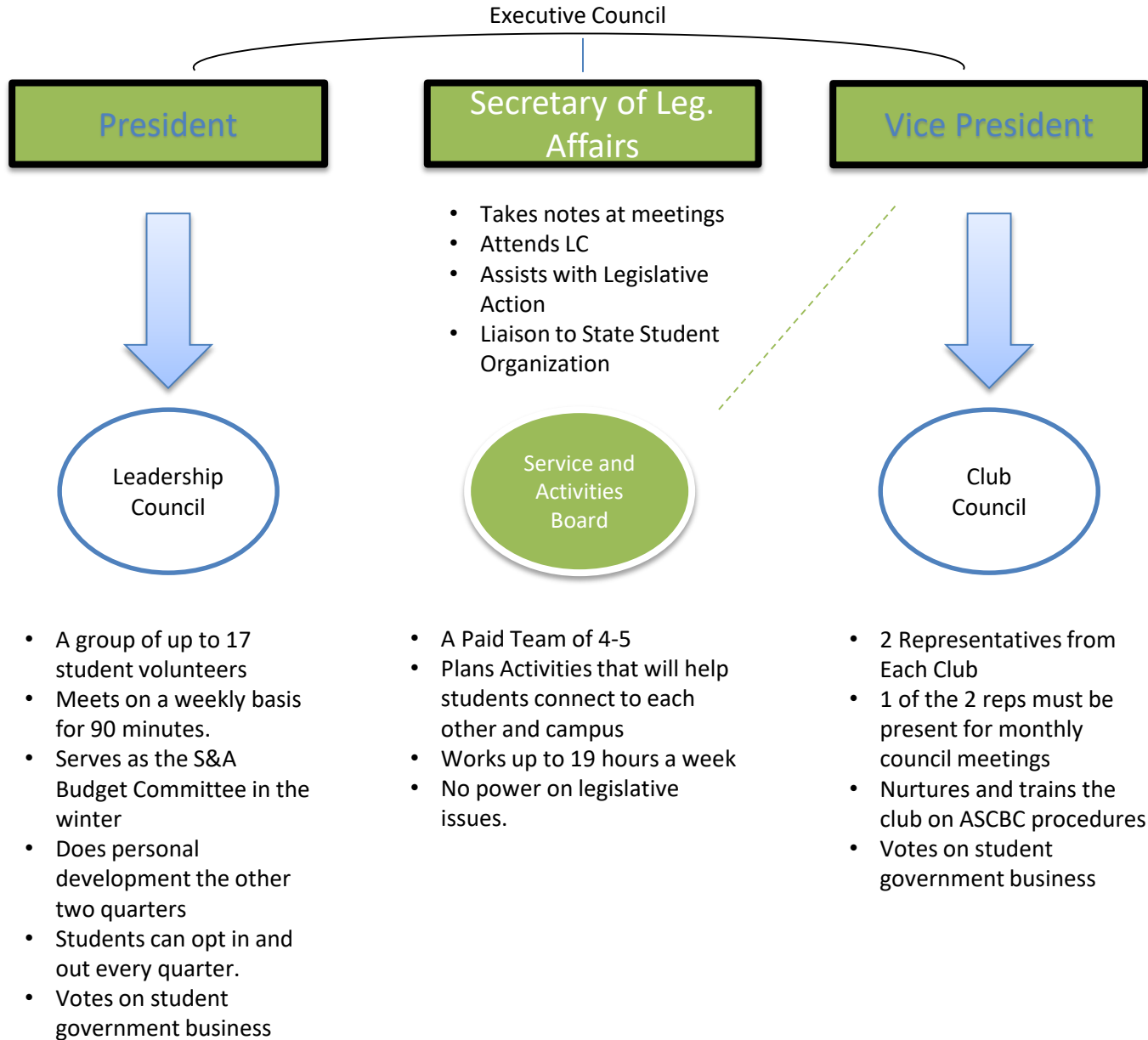
Operating Revenue Forecast				
Account	Description	FY1920 Approved	FY2021 Proposal	Year over Year Change
000-GP	State-Guided Pathway Allocation	\$100,000	\$0	(\$100,000)
145-CARES	Stimulus Revenue	\$0	\$1,920,000	\$1,920,000
000-STATE	State Allocation	\$25,147,954	\$24,033,134	(\$1,114,820)
146-RS	Running 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 G

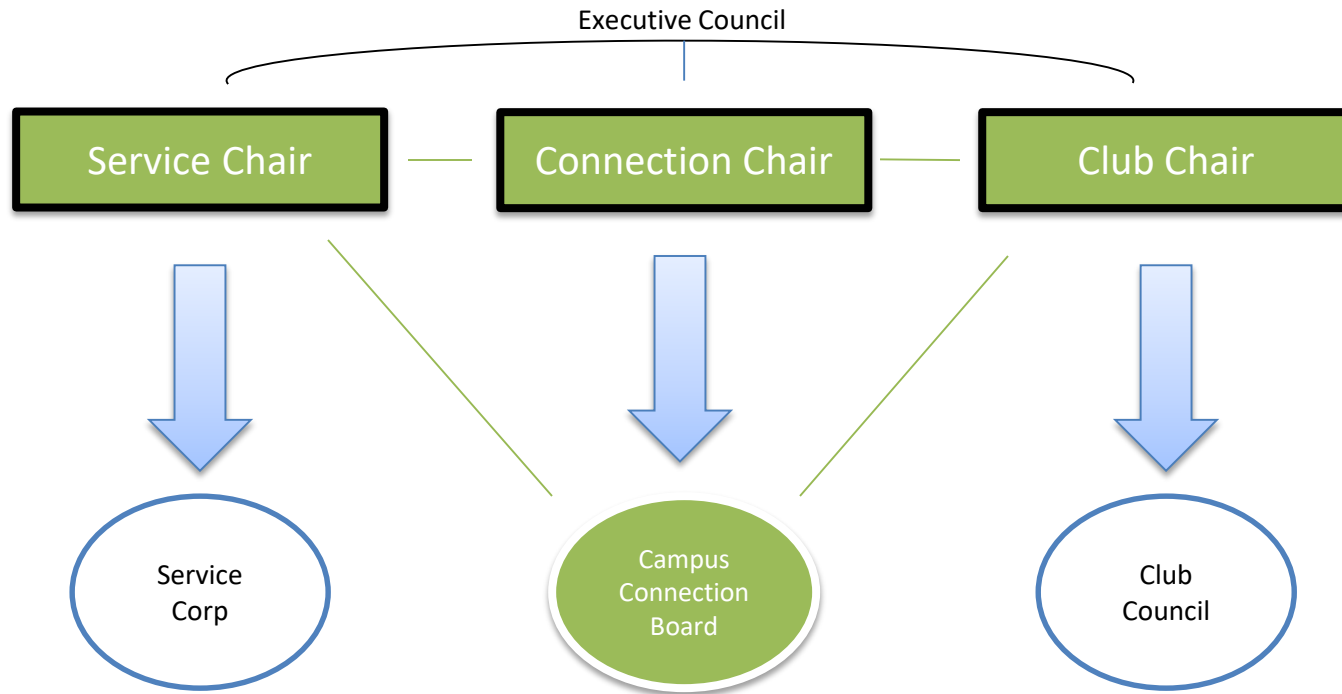
S&A Budget Recommendation	2018-19	2019-20	2020-21	
Projection & Continual Expenses				
Service & Activities Fee	\$ 1,135,900.00	\$ 1,425,000.00	\$ 1,500,000.00	
ASCBC Salaries (continual)		\$ 200,000.00	\$ 217,000.00	Moved from Services last year.
HUB Facelift Reserve (continual)		\$ 55,000.00		
Food 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 H

CURRENT STRUCTURE



PROPOSED STRUCTURE



- A group of up to 12 students
- Administers Students Serving Student Projects
- Unpaid, volunteer positions
- Non-credit workshop, which appears on transcript.
- Meetings 2x per month and monthly volunteer hours.

- A Paid Team of 5
- Plans Activities that will help students connect to each other and campus
- Works up to 19 hours a week
- Holds a higher level of responsibility in comparison to volunteers

Student government business moves from branches to student majority committees.

- 2 Representatives from Each Club
- 1 of the 2 reps must be present for monthly council meetings
- Nurtures and trains the club on ASCBC procedures

Significant Changes

- Our student government model becomes more of a shared governance model with three branches and an underlying committee structure.
- Executive Council positions get a name change, and they go from being elected to selected.
- The Secretary of Legislative Affairs position is eliminated, and we are adding a chair position to oversee the campus connection board.
- Pre-funded Club membership requirements go from 9 members to 12 members. Progressively-funded Club membership requirements stay the same.
- Student Government business (budget committee, Constitution and Bylaws committee, etc.) moves into a committee structure vs. being part of the larger branches.
- The Constitution and Bylaws will have a mandatory three-year review. It can be reviewed more often if proposed changes are requested.

Implementation Timeline

Spring 2020 (Current Quarter)

Approval of Proposed Constitution by Board of Trustees and Student Body

Fall 2020

New Budget & Fees Committee starts

New Constitution & Bylaw Committee starts

Spring 2021

Selection process commences for 2021-22 student leader positions under new model



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.

FINAL DRAFT

Exhibit I

OFFICE OF THE PRESIDENT

Dear Chris, Sean and Alice,

As always I am so impressed with your leadership and how you conduct yourselves both personally and professionally. Thank you for your positive influence on campus, and for being such excellent advocates for our students. You do a great job!

The thoughtful work you put in, and the presentation of this year's recommended budget is no different. Chris and Sean, together you gave an excellent presentation with clear explanations behind your proposals. Alice, you are to be commended for your dedicated mentoring, guidance and support to ASCBC leadership. Your proposal is a prudent use of the resources available to meet the needs of the college.

However, I recognize this proposed budget was developed prior to the current situation in which we find ourselves. Because of all the recent changes due to the COVID-19 pandemic, we find that our immediate needs have made it absolutely necessary to shift our priorities and the scope of the work that we are able to do has also changed. Collectively, we need to ensure we are using all revenue sources of the institution strategically. This will continue to keep the college moving forward in order to achieve our primary goals of increasing student success and completion.

I understand there are procedural challenges that exist within the current ASCBC Constitution and Bylaws that make it difficult for you to make revisions to the proposed budget prior to it being presented to the Board of Trustees. However, those procedural challenges are addressed in the updated Constitution and Bylaws, which are also being proposed to the Board of Trustees at the same meeting. Once those documents are approved, you will have an expedited process that will allow you to make changes. Therefore, I am supporting the approval of this proposed budget with the understanding that ASCBC will make the requested changes to the allocations proposed prior to implementation. I sincerely appreciate your flexibility and willingness to adjust to our "new normal" and the different needs that exist in this situation.

As we discussed during your presentation to Cabinet on Tuesday, April 21, with so many uncertainties in the year ahead, I cannot support hiring a student life specialist at this time. We are anticipating significant reductions in revenues in the next fiscal year. Subsequently, we will limit hiring to only those areas and positions urgently needed to support the institution to fulfill its core mission and achieve its strategic goals of increasing student success and completion.

When considering the addition of new positions, we also need to be mindful of the costs to the state related to personnel that are well beyond salary and benefits, such as retirement, unemployment, state and federal leaves, as well as college resources which will need to be committed for recruiting, onboarding, training and developing the employee. Not knowing for sure what the student life landscape will look like in the next year, now more than ever, we have to be disciplined on personnel investments.

I would also like to see funding proposed for travel reduced. The institution will continue to limit unnecessary travel for the foreseeable future in order to protect the health of all students and employees. Funds currently proposed for travel could be invested in the areas of need that we would anticipate seeing increase such as childcare reimbursement for students, emergency funding, etc.

I know that you are all going above and beyond in your efforts to meet the ongoing needs of our students and their experience at CBC, and I am enormously grateful. As an institution we are in very unfamiliar territory, which makes

OFFICE OF THE PRESIDENT

it absolutely necessary now more than ever, to scrutinize how our revenue is being spent. If there is any additional support I can provide, or questions we need to further address, please let me know.

With gratitude,



Rebekah S. Woods, J.D., Ph.D.
President

Exhibit J

Services and activities fees—Guidelines governing establishment and funding of programs supported by—Scope—Mandatory provisions—Dispute resolution.

The legislature recognizes that institutional governing boards have a responsibility to manage and protect institutions of higher education. This responsibility includes ensuring certain lawful agreements for which revenues from services and activities fees have been pledged. Such lawful agreements include, but are not limited to, bond covenant agreements and other contractual obligations. Institutional governing boards are also expected to protect the stability of programs that benefit students.

The legislature also recognizes that services and activities fees are paid by students for the express purpose of funding student services and programs. It is the intent of the legislature that governing boards ensure that students have a strong voice in recommending budgets for services and activities fees. The boards of trustees and the boards of regents of the respective institutions of higher education shall adopt guidelines governing the establishment and funding of programs supported by services and activities fees. Such guidelines shall stipulate procedures for budgeting and expending services and activities fee revenue. Any such guidelines shall be consistent with the following provisions:

(1) Student representatives from the services and activities fee committee and representatives of the college or university administration shall have an opportunity to address the board before board decisions on services and activities fee budgets and dispute resolution actions are made.

(2) Members of the governing boards shall adhere to the principle that services and activities fee committee desires be given priority consideration on funding items that do not fall into the categories of preexisting contractual obligations, bond covenant agreements, or stability for programs affecting students.

(3) Responsibility for proposing to the administration and the governing board program priorities and budget levels for that portion of program budgets that derive from services and activities fees shall reside with a services and activities fee committee, on which students shall hold at least a majority of the voting memberships, such student members shall represent diverse student interests, and shall be recommended by the student government association or its equivalent. The chairperson of the services and activities fee committee shall be selected by the members of that committee. The governing board shall insure that the services and activities fee committee provides an opportunity for all viewpoints to be heard at a public meeting during its consideration of the funding of student programs and activities.

(4) The services and activities fee committee shall evaluate existing and proposed programs and submit budget recommendations for the expenditure of those services and activities fees with supporting documents simultaneously to the college or university governing board and administration.

(5) The college or university administration shall review the services and activities fee committee budget recommendations and publish a written response to the services and activities fee committee. This response shall outline potential areas of difference between the committee recommendations and the administration's proposed budget recommendations. This response, with supporting documentation, shall be submitted to the services and activities fee committee in a timely manner to allow adequate consideration.

(6)(a) In the event of a dispute or disputes involving the services and activities fee committee recommendations, the college or university administration shall meet with the services and activities fee committee in a good faith effort to resolve such dispute or disputes prior to submittal of final recommendations to the governing board.

(b) If said dispute is not resolved within fourteen days, a dispute resolution committee shall be convened by the chair of the services and activities fee committee within fourteen days.

(7) The dispute resolution committee shall be selected as follows: The college or university administration shall appoint two nonvoting advisory members; the governing board shall appoint three voting members; and the services and activities fee committee chair shall appoint three student members of the services and activities fee committee who will have a vote, and one student representing

the services and activities fee committee who will chair the dispute resolution committee and be nonvoting. The committee shall meet in good faith, and settle by vote any and all disputes. In the event of a tie vote, the chair of the dispute resolution committee shall vote to settle the dispute.

(8) The governing board may take action on those portions of the services and activities fee budget not in dispute in accordance with the customary budget approval timeline established by the board. The governing board shall consider the results, if any, of the dispute resolution committee and shall take action.

(9) Services and activities fees and revenues generated by programs and activities funded by such fees shall be deposited and expended through the office of the chief fiscal officer of the institution.

(10) Services and activities fees and revenues generated by programs and activities funded by such fees shall be subject to the applicable policies, regulations, and procedures of the institution and the budget and accounting act, chapter **43.88** RCW.

(11) All information pertaining to services and activities fees budgets shall be made available to interested parties. Annually, by September 30th, the services and activities fees committee at each institution of higher education, in coordination with the administration of the institution of higher education, shall post services and activities fees expenditure information for the prior academic year on the college or university web site so that the information is clearly visible and easily accessible to students and the public. At a minimum, the services and activities fees budget information must include all the major categories of expenditure and the amounts expended in each category.

(12) With the exception of any funds needed for bond covenant obligations, once the budget for expending service and activities fees is approved by the governing board, funds shall not be shifted from funds budgeted for associated students or departmentally related categories or the reserve fund until the administration provides written justification to the services and activities fee committee and the governing board, and the governing board and the services and activities fee committee give their express approval. In the event of a fund transfer dispute among the services and activities fee committee, the administration, or the governing board, said dispute shall be resolved pursuant to subsections (6)(b), (7), and (8) of this section.

(13) Any service and activities fees collected which exceed initially budgeted amounts are subject to subsections (1) through (10) and (12) of this section.

[**2012 c 104 § 2**; **1994 c 41 § 1**; **1990 c 7 § 1**; **1986 c 91 § 2**; **1980 c 80 § 2**.]

NOTES:

Intent—2012 c 104: "The legislature recognizes that students play an important role in recommending how services and activities fees should be expended, as the majority of members of the services and activities fees committee at each institution of higher education. It is the intent of the legislature to increase transparency, so that expenditures of revenue from services and activities fees are clearly visible and accessible to the students who pay those fees." [**2012 c 104 § 1**.]

Severability—1980 c 80: See note following RCW **28B.15.044**.

Exhibit K

POLICY TYPE: BOARD-STAFF LINKAGE BSL-1***POLICY TITLE: EMPLOYMENT RESPONSIBILITIES***

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

1. Employ, for a period to be fixed by the Board, a President for Columbia Basin College. The Board may also appoint a President for the district, and fix their duties and compensation, which may include elements in addition to salary.
2. Release a President from duties and responsibilities for the College based on justified cause or mutual agreement between the parties.

POLICY TYPE: BOARD-STAFF LINKAGE BSL-2***POLICY TITLE: PRESIDENT'S ROLE***

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

POLICY TYPE: BOARD-STAFF LINKAGE BSL-3***POLICY TITLE: DELEGATION TO THE PRESIDENT***

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

1. The Board will direct the President to achieve specified results, for specified recipients, at a specified worth *through the establishment of Ends policies. The Board will limit the latitude the President may exercise in practices, methods, conduct and other "means" to the ends through establishment of Executive Limitations policies.*
2. As long as the President uses *any reasonable interpretation* of the Board's *Ends* and *Executive Limitations* policies, the President is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities.
3. The Board may change its *Ends* and *Executive Limitations* policies, thereby shifting the boundary between Board and President domains. By so doing, the Board changes the latitude of choice given to the President. But so long as any particular delegation is in place, the Board and its members will respect and support the President's choices.
4. Only decisions of the Board acting as a body are binding upon the President.
 - a. Decisions or instructions of individual Board members are not binding on the President except in rare instances when the Board has specifically authorized such exercise of authority.
 - b. In the case of Board members requesting information or assistance without Board authorization, the President can refuse such requests that require--in the President's judgment--a material amount of staff time or funds or is disruptive.

POLICY TYPE: BOARD-STAFF LINKAGE BSL-4***POLICY TITLE: PRESIDENT JOB DESCRIPTION***

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

Consequently, the President's job contributions can be stated as performance in only two (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*.

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 L

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.

ValuesStudent 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.

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.

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

Exhibit M

POLICY TYPE: BOARD-STAFF LINKAGE BSL-1***POLICY TITLE: EMPLOYMENT RESPONSIBILITIES***

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POLICY TYPE: BOARD-STAFF LINKAGE BSL-2***POLICY TITLE: PRESIDENT'S ROLE***

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

POLICY TYPE: BOARD-STAFF LINKAGE BSL-3***POLICY TITLE: DELEGATION TO THE PRESIDENT***

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

1. The Board will direct the President to achieve specified results, for specified recipients, at a specified worth *through the establishment of Ends policies. The Board will limit the latitude the President may exercise in practices, methods, conduct and other "means" to the ends through establishment of Executive Limitations policies.*
2. As long as the President uses *any reasonable interpretation* of the Board's *Ends* and *Executive Limitations* policies, the President is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities.
3. The Board may change its *Ends* and *Executive Limitations* policies, thereby shifting the boundary between Board and President domains. By so doing, the Board changes the latitude of choice given to the President. But so long as any particular delegation is in place, the Board and its members will respect and support the President's choices.
4. Only decisions of the Board acting as a body are binding upon the President.
 - a. Decisions or instructions of individual Board members are not binding on the President except in rare instances when the Board has specifically authorized such exercise of authority.
 - b. In the case of Board members requesting information or assistance without Board authorization, the President can refuse such requests that require--in the President's judgment--a material amount of staff time or funds or is disruptive.

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 - 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 N

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.

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