

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

October 12, 2020
Zoom Webinar - 4 p.m.

Agenda

Call to Order

Pledge of Allegiance

***Agenda Changes**

***Approval of Minutes**

Exhibit A

Celebrating Excellence

Soar at CBC Awardees: David Wilkie, Noriko Ryder, Rod Taylor, Eugene Somers, Wilikinia Vasquez, Laura Williams, Christopher Bonilla
Student Enrollment – Running Start, Student Recruitment, Marketing & Communications
CARES Act Student Emergency Grants Team

Linkage with Community - postponed

Remarks

By Administration

President

CEO, Foundation

By ASCBC

By Faculty Senate Chair

By AHE

By Board Members

Exhibit B

Exhibit C

Reports

Mission Fulfillment Report

Cash Balance Report

Quarterly Financial Statement

Exhibit D

Exhibit E

Exhibit F

Discussion

***Discussion/Action**

Resolution 20-1 Approving Faculty Emeritus

First Reading - Board of Trustees Bylaws Article VI – X

Exhibit G

Exhibit H

***Consent/Action**

Second Reading - Board of Trustees Bylaws Article I – V

Exhibit I

Public Comments

Executive Session

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

Adjournment

***(Requires motion/approval)**

Exhibit A

Columbia Basin College
Board of Trustees' Meeting Minutes
September 14, 2020
Zoom Webinar – 4 pm.

Board Members in attendance: Duke Mitchell, Kedrich Jackson, Allyson Page, Holly Siler, Bill Gordon
Rebekah Woods, President, Darlene Scrivner, Secretary to the Board
Webinar Panelists: Cheryl Holden, Tyrone Brooks, Camie Glatt, Michael Lee, Brian Dexter, Erin Fishburn, Jason Engle, Tim Harris, Molly Mooney, Jay Frank, Abby Desteese
Zoom Webinar Audience

The Agenda	The Discussion	Action
Call to Order		Meeting called to order by Chair Jackson at 4 p.m.
Pledge of Allegiance	Chair Jackson led the Pledge of Allegiance	
Agenda Changes	The Pledge of Allegiance will be added as an agenda item for future meetings.	Trustee Siler moved and Trustee Gordon seconded the motion to approve the agenda as written. Approved unanimously.
Approval of Minutes	August 21, 2020 Meeting Minutes Discussion - None	Trustee Gordon moved and Trustee Siler seconded the motion to approve the minutes as written. Approved unanimously.
Celebrating Excellence - postponed		
Linkage to Community – postponed		
By, Administration President	<p><u>Rebekah Woods</u> Welcome Week: The entire event was virtual. Keynote speakers: On Tuesday Rob Johnstone, founder of the National Center for Inquiry and Improvement and one of the national experts on Guided Pathways presented. Rob also met with the Student Success Leadership Committee. On Wednesday Cabinet members presented a PowerPoint on the State of the College. On Friday, Galen Emanuel led a session for all new employees and another for all employees.</p> <p>Fall quarter begin September 21st. The majority of courses will remain online. What cannot be online such as Allied Health, Nursing, and Career and Technical labs will continue on campus. Many of the science labs are also resuming on campus this fall. Hybrid options for the winter quarter are being explored.</p> <p>Running Start Enrollment: Enrollment for Running Start students is over target by 70 FTE</p>	

<p>By, CEO, Foundation By, ASCBC</p>	<p>for fall. Non-Running Start enrollment is down 7% from the same time last year.</p> <p>Guided Pathways: The Student Success Leadership Committee was launched. This is a collaborative campus-wide approach to the direction and design of Guided Pathway work. Core Teams have been created for each of the 8 schools. Each team includes a counselor, dean, faculty librarian, completion coach, and other faculty and staff from the College. Canvas shells have been created for each school that includes: program maps (including an exploratory program map for students who are undecided in a specific school), career exploration resources, scholarship opportunities, academic deadlines, the student's assigned completion coach and counselor, etc.</p> <p>Additional work being done in connection with Guided Pathways:</p> <ul style="list-style-type: none"> • New website launched following the Guided Pathway's structure. • Hiring the final 4 completion coaches for a total of 18 that would bring our case-loads to 350-375 per coach. • Launching a Career Center for students. Elisa Hernandez is the new director and is creating a Hawk Career Readiness program. • The Math department has made great progress: The priority this year is increasing the number of students that successfully complete their college level English in year 1. • Building pathway structures with the 8 schools into FYI: Schools have built and hosted information sessions for students. <p>COVID Testing on Campus: An MOU has been finalized with the Benton Franklin Health District for them to use the old New Horizons building for COVID-19 testing. The health district has access to the building between 6:00 AM and 8:00 PM.</p> <p>Based on quality and affordability, Washington Community & Technical colleges' ranked #2 in the Country. In a recent review of community colleges, Washington's system was ranked #2 in the country after Wyoming by WalletHub. WalletHub compared more than 650 community colleges across 18 key indicators of cost and quality. Our data set ranges from the cost of in-state tuition and fees to student-faculty ratio to graduation rate.</p> <p>Ethics training October 1: Ethics training is being offered by webinar for Cabinet, Deans and the Board from 3-4:30 pm.</p> <p><u>Erin Fishburn</u> Scholarships</p> <ul style="list-style-type: none"> • Awarded 477 scholarships valued at \$869,000 for the 20-21 school year. • A second scholarship cycle has been opened that will provide support for winter and fall • Reviewing scholarship processes to determine how to make the greatest impact for both students and completion. • The Brandes family establish a memorial scholarship in Derek's memory. <p>Emergency Fund</p>	
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<p>By, Faculty Senate Chair</p> <p>By AHE</p> <p>By, Board Members</p> <p>Discussion/Action Reserve Policy (EL-7 Fiduciary Responsibility/Financial Condition and Activity) Recommended reserve amounts for FY2021</p>	<ul style="list-style-type: none"> • Awarded \$65,000 to 128 students • Received \$20,000 from the building changes foundation to support the emergency fund, specifically homeless or immigrant students. <p>Food Pantry</p> <ul style="list-style-type: none"> • The pantry received approximately \$15,000 in support over the summer. • \$6500 was donated from United Way's COVID response fund and was used to purchase grocery gift cards for students. These additional funds help to provide purchases between the 2nd harvest distributions. <p>FYI</p> <ul style="list-style-type: none"> • The Foundation worked with STCU to do a welcome for new students during First Year Introduction (FYI). • Foundation distributed 500 welcome boxes to incoming students. <p>Fall Events</p> <ul style="list-style-type: none"> • The Foundation's scholarship event: The event will be virtual program that recognizes both the recipients and donors. • Power of Connection has raised \$75,000 in sponsorships. There will be a video presentation that goes live on October 29th that will include auction items. <p>Financial Audit</p> <ul style="list-style-type: none"> • Audit is taking place next week <p>RFP</p> <ul style="list-style-type: none"> • The Foundation Board is preparing to go out to RFP for investment services. That will begin mid-October. <p>Molly Mooney: DEI work is currently a major focus. Faculty are looking at ways of improving online teaching and learning.</p> <p>Tim Harris: Faculty had their first membership meeting today. There were 7 new members that joined, some were new tenure-track faculty. The COLA MOU was signed this summer. Faculty bargaining of high demand money is coming up in the near future.</p> <p>Allyson: Will be attending her first Foundation Board meeting as the Foundation liaison. Holly: No updates Duke: No updates. Bill: No updates. Kedrich: Chair Jackson was part of a community connections group that attended meetings with the four local chief of police, to discuss opportunities for the police and community to work together on current community issues.</p> <p>The EL-7 policy was included in the Board packet with minor track changes. The track changes were accepted and the recommended reserve amounts for FY2021 were approved.</p>	<p>Trustee Siler moved and Trustee Mitchell seconded the motion to approve the Reserve Policy as presented and the recommended reserve amounts for FY2021. Approved unanimously.</p>
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<p><u>Reports</u></p> <p>Cash Balance</p> <p>Variance</p> <p>Grants</p> <p>Discussion</p> <p>First Reading - Board of Trustees Bylaws Article I – V</p> <p>Public Comments</p> <p>Executive Session Convene: 4:40 p.m. Reconvene: 5:25 p.m.</p>	<p>Brian Dexter: Based on the recommended reserve amounts the Board approved, the Cash Balance report is carrying a negative balance as it is being built up.</p> <p>Brian Dexter: The Variance report is tracking as expected.</p> <p>Brian Dexter: The Grants report is a recap of the previous fiscal year. The red highlights are attributed to activities the College was not able to accomplish due to the pandemic.</p> <p>The policies will be moved to October’s consent agenda.</p> <p>No Comments</p> <p>RCW 42.30.110(1)(g): To review the performance of a public employee</p>	<p>Trustee Mitchell moved and Trustee Siler seconded the motion to move the Board of Trustees Bylaws Article I-V to the October consent agenda. Approved unanimously.</p>
<p>Adjournment: 5:31 pm.</p>	<p>Next Board of Trustees’ Meeting Zoom Webinar October 12, 2020 - 4 p.m.</p>	

Kedrich Jackson, Chair

Exhibit B

CBC in the News



Aug. 26 – Oct. 4, 2020

- [Fox 41: Grant Will Continue to Benefit Columbia Basin College Students](#)
- [KEPR-TV: CBC sees enrollment decline; Staff says it could have been worse](#)
- [KEPR-TV: Three positive COVID-19 cases at Columbia Basin College Dorm](#)
- [KEPR-TV: Community Colleges Fighting Drop in Students Using Tutoring Services](#)
- KNDU-TV Broadcast Sept. 30: CBC Students Name New Mascot "Thunder" (unavailable online)
- [KVEW-TV: "CBC Agricultural Program Recognized as One of the Best in the West"](#)
- [Tri-City Area Journal of Business: "New CBC Computer Degrees Transfer to 4-Years"](#)
- [Tri-City Herald: 2 Tri-Cities laptop donation programs aim to help college students](#)
- [Tri-City Herald: "CBC Enrollment Drops by Hundreds. Other Colleges are Hurting More."](#)
- [Tri-City Herald: CBC Starts Student Recreation Center Project](#)
- [Tri-City Herald: CBC digs in on new \\$30 million student recreation center](#)
- [Tri-City Herald: CBC student ambassadors pivotal during pandemic](#)
- [Tri-City Herald on Facebook: Spokesperson Jay Frank talks about a new \\$30 million student recreation center being constructed on the Pasco campus of Columbia Basin College.](#)
- [STCU Sponsors New Student "Drive-Through" to Launch CBC School Year](#)
- [CBC Partners with 2nd Harvest to Host a "Mobile Market" Free Food Distribution](#)



Exhibit C



ASCBC Board of Trustees Newsletter

Introduction

Hi, I'm Yoselin Mendez Rodriguez, and I will be stepping into ASCBC's President role until Winter quarter. This will be my last year attending CBC. I am pursuing my Bachelor of Applied Science in Cybersecurity, and I am a first-generation college student. I look forward to working alongside of you.

You are welcome to contact me at any time.

Contact info:

Yoselin Mendez Rodriguez

Ascbcvp@columbiabaisn.edu

Activity Kits & ASCBC Canvas

ASCBC has been working hard on Activity Kits that will be distributed to CBC students for this upcoming fall quarter. These activity kits contain items that are going to be used for future ASCBC competitions and activities.

The kits contain an introduction card about the kits, origami paper, Playdoh, coloring pages, colored pencils, college themed magnetic poetry, a *Wreck This Journal*, *Election Day Mad Libs*, a Constitution Day bookmark, voter registration materials, CBC stickers, and info flyers from various CBC departments.

With these kits, we hope to engage the student body and provide materials for fun and stress relief during COVID-19. There will be activities and challenges which relate to the kits throughout fall quarter. ASCBC will be using the ASCBC Canvas classroom to inform the students of these opportunities. The activities will range from students submitting photos or videos with the materials in their kits to discussion boards on Canvas where they can share their thoughts. A total of 350 boxes will be distributed during a drive-thru event on October 8.

If a student doesn't pick-up a kit, that's OK. There are activities in the ASCBC Canvas classroom that don't require a kit. These include Trivia Tuesday, weekly Installments of the best of YouTube: Smile, Laugh, Sigh (SLS), movie review competitions, nature photography competitions, and free movies to stream in CBC Kanopy.

Recap of ASCBC Summer Activities

ASCBC provided several summer activities online for students. These included TV and movie trivia quizzes, free streaming of three movies per month in CBC Kanopy, movie review competitions, and the Best of YouTube: Smile, Laugh, Sigh (SLS). The Best of YouTube: SLS is a weekly experience in ASCBC Canvas. ASCBC provides YouTube video links that promote a smile, a laugh, and a moment of stress relief for our students. Students who watch and comment on one or more of these videos are part of drawing for a small gift card that is mailed to their residence. In the summer, we had 50-100 students participating in each trivia quiz. We ran four trivia quizzes over summer quarter. For the movie review competitions, we had a dozen students submit reviews on selected movies in CBC Kanopy. We chose and published three winners on ASCBC social media and in ASCBC Canvas.

Hawk Squad

As we enter fall quarter, we are adding a volunteer opportunity for students called the Hawk Squad. These student volunteers will participate on a deeper level with our online and drive-thru ASCBC activities. ASCBC will be advertising this opportunity to all CBC students for the first two weeks of fall quarter, and we are hoping that 15-20 students will participate in this new opportunity.

Leadership Council

ASCBC is continuing with our Leadership Council (LC) workshop online in fall quarter. Shifting it online for spring quarter was challenging, but we did achieve great success with it. We saw an increase in our spring quarter enrollment in the workshop. We are hoping to see similar enrollment for fall. For fall quarter, students will be given access to Doris Kearns Goodwin's Masterclass in Presidential History and Leadership. Our Director of Student Activities, Alice Schlegel, and myself have been working together over the past month to create online activities that accompany these lessons by Ms. Goodwin. Also, students will have access to Steven Spielberg's 2012 film, Lincoln, as part of the workshop.

Exhibit D

Mission Fulfillment 2019-20



MISSION FULFILLMENT 2019-20

Third Annual Report of Institutional
Progress

October 12, 2020

This academic year has been complicated by the COVID-19 pandemic and the effects that it has had for CBC (online instruction and conversion to mainly remote operation) and for the local community (local job loss, pandemic response, and a new reality for our K-12 feeders and 4-year destination schools). Some results in this report are affected by a small, but meaningful enrollment decrease in Spring (-4%) and what transition to online learning has meant for students.

In that environment, there have been unavoidable weak spots (retention is the most noticeable), but we can be proud of some of the strengths that have come out of these data (math and credit attainment).

Overall, our weaker numbers in completion can be disappointing, but the first year results can give us optimism heading into this year - even under the circumstances.

This report is the third annual compilation of metrics that track yearly institutional progress toward 3 year goals. These indicators are assembled with respect to the Mission Statement and Board Policies for Mission Fulfillment as revised in May 2018. It covers Objectives outlined in our strategy for Mission Fulfillment in June 2018, with performance targets outlined in August 2018. A Fall update of key aspects of Mission Fulfillment is released each April.

Mission Fulfillment 2019-20

THIRD ANNUAL REPORT OF INSTITUTIONAL PROGRESS

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

Two **measurement changes** are made in this report. This acknowledges change in the source material for post-CBC employment and wage outcomes from SBCTC sources and in published Measurable Skills Gains for Transitional Studies. Discontinued SBCTC reporting/dashboards in these areas are replaced with equivalent measures from the updated source (First Time Entering Cohort FTEC).

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EXECUTIVE SUMMARY (2019-20)

The 2019-20 Academic Year was the third year this report has been used in its current form by Board Policy, and characterized by establishment of long term plans in Guided Pathways at CBC. New for the 2019-20 academic year was the inaugural year of our restructured developmental math sequence, the identification of students in meta-major schools (starting in Winter), hiring of completion coaches to develop case management for advising, and the institution of Guided Pathways school “core teams” to help coordinate efforts in schools around academic maps, communicate across campus, communicate with students, and align campus in the Guided Pathways framework.

Summary Results

The primary CBC target is degree completion, which embodies the successful college experience. Additionally, we acknowledge that completion requires several successive milestone markers across a student’s career, which we call **critical basic conditions** to success.¹ Within these milestones are periods of skill attainment and learning that are driven by groups of faculty around specific course and program goals (Program Review and Student Learning Outcomes).

We emphasize our ten year goals:

- 3 year degree completion or transfer to 55% (Figure 1),
- 30 college credit attainment in a student’s first year to 55% (Figure 2), and
- First year college credit attainment in our college’s main general education areas - English (to 60%) and Math (to 40%) (Figure 3).

These goals are chosen intentionally.² Where indicators of community college success are evaluated by predictive power, 13 variables come out as most significant, predicting 75-80% of outcome variance. By research standards in educational and social/behavioral sciences, this explanatory power is quite large. Of these 13 measures, first year college credit attainment (equivalent to 30 credits at CBC) and gateway Math and English credit attainment in the first year are the top predictors of those 13. This is consistent with the most powerful predictors we have at CBC (Table 1). Each of these milestones add to the likelihood of success, sometimes considerably, and the data show the potential of each of these metrics to move student completion.

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

Milestone (2013-14 through 2017-18 cohorts)	Likelihood of Success (Completion or Transfer in 3 Years)
Overall Completion + Transfer in 3 Years (all students)	34.1%
45 College Level Credits Attained (by end of Year 2)	86.0%
30 College Level Credits Attained (by end of Year 1)	62.1%
15 College Level Credits Attained (by end of Year 1)	45.3%
Completed College Level English in Year 1	47.2%
Completed College Level Math in Year 1	65.7%
Retention (Fall to Fall - Year 1)	44.4%
Retention (Fall to Spring - Year 1)	40.4%
Retention (Fall to Winter - Year 1)	36.4%
Succeeded in Coursework (2.0 or Better in Every Class)	46.8%

Three year completion + transfer rates dipped this year and, for academic transfer students, for a second year in a row. The dip was forecasted by our fall results, but the magnitude of the decline was slightly less than expected as Winter and Spring completion came in a little stronger than in previous years. Nonetheless, this drop is still a disappointing

¹ Among others, 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.

² Yanagiura, T. (2020). Should Colleges Invest in Machine Learning? Comparing the Predictive Powers of Early Momentum Metrics and Machine Learning for Community College Credential Completion. CCRC Working Paper No. 118. *Community College Research Center, Teachers College, Columbia University*.

development (Figure 1). What is less disappointing are some of the results that come from academic transfer student performance (Figures 2 and 3).

Figure 1. Three Year Degree Completion or Transfer to 55%

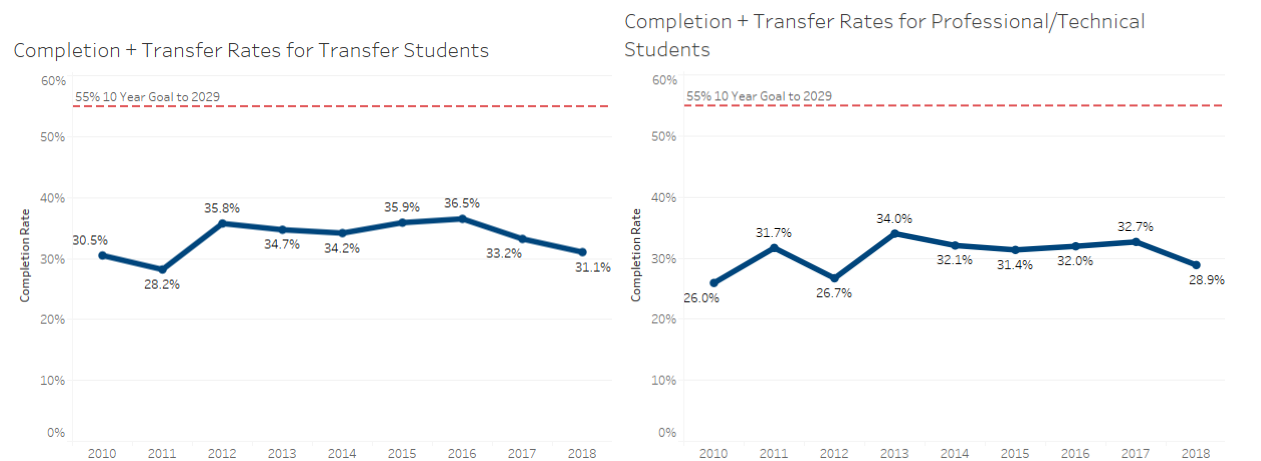


Figure 2. 30 College Credit Attainment in a Student's First Year to 55%

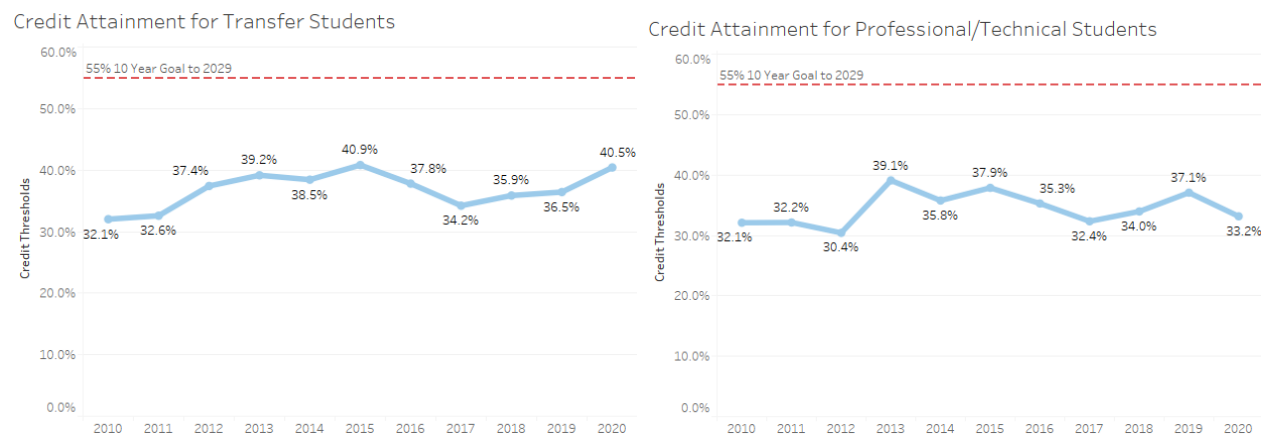
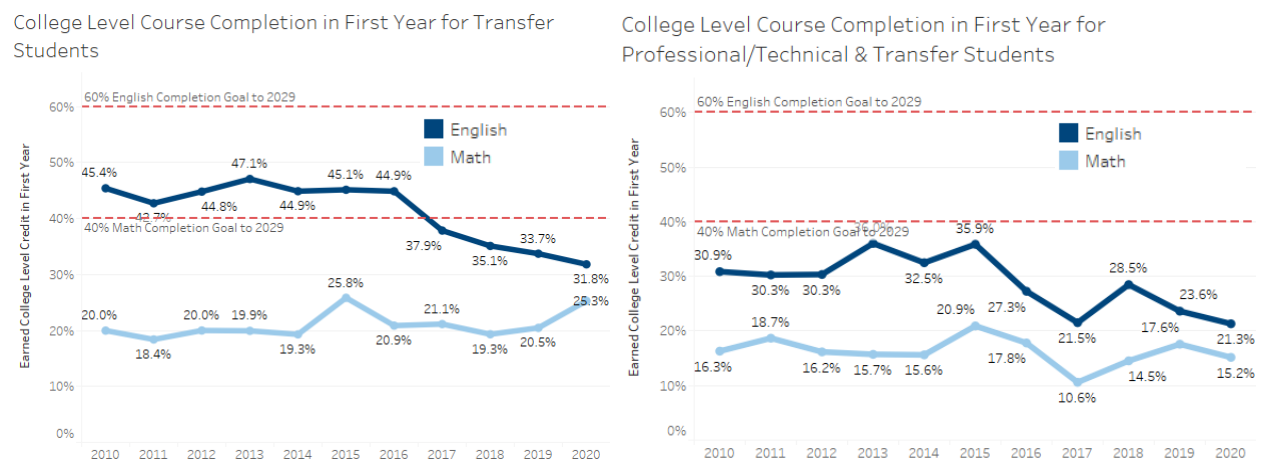


Figure 3. First Year College Credit Attainment in English (to 60%) and Math (to 40%)



Notable Strengths. Encouragingly, our key strengths are concentrated in the results for:

- Academic Transfer student performance in the most recent 2018-19 and 2019-20 entering cohorts has increased. Course Performance, Gateway Math, Retention (Spring aside), and Credit Attainment are showing measurable gains overall.
- Gateway Math completion deserves special note as the developmental sequences were reorganized significantly (+4.8% for Academic Transfer students).
- Graduation rates for Transitional Studies students and their rate of college-level course completion are significantly outperforming our historical baselines as well (e.g., 30+ college-level from 3.6% to 10.2%).

Notable Weaknesses. The results for 2019-20 reflect some weakness in some of our key indicators. Key areas of weakness include:

- Three year completion rates (completion only) are down (-2.6% in Academic Transfer to 23.3%; -3.9% for Professional/Technical to 24.9%) as are Completion + Transfer rates (-2.1% to 31.1% for Transfer students).
- Professional/Technical new entering cohort results (particularly Course Performance, Retention, and Credit Attainment). Three professional/technical degrees were severely affected by this year's extenuating circumstances that delayed reporting for some student cohorts to the Summer.
- Gateway English completion continues to lag for all cohorts (33.7% to 31.8% for Academic Transfer, over 10% below historical baseline; 23.6% to 21.3%, just under 7% below historical baseline)

Overall Rating. Our overall rating of **3.07** (+0.08 from 2.99 last year) represents a small change from the previous year. Not enough to show an appreciable difference over our historic baselines, yet we meet the threshold for "Maintaining" performance.

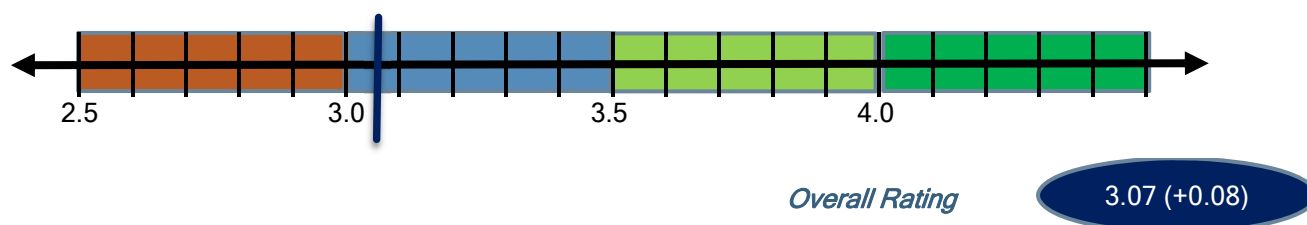


Figure 4. Overall Mission Fulfillment



2019-20 Background

The 2019-20 academic year was interrupted by the COVID-19 pandemic, which, among other setbacks, required all courses be transitioned online immediately. This affected winter term where "stay at home" orders were enacted a week before finals were scheduled, and spring term was transitioned to online learning except in the rare exceptions in professional programs where contact was needed (as was modified to "social distance" where appropriate). Needless to say, the effects of our adjustments to COVID-19 are still being assessed campus-wide, and we have recently spent time in the research area monitoring enrollment changes more closely, gathering information on student adjustments, and looking at how those changes might affect student performance so we can minimize disruption in students' academic career trajectories.

Specifically, one set of impacts we were concerned about most keenly was that of expanded online instruction on our students course success rate (the most immediate bellwether of performance).

- 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. **Winter 2020 success rates were higher than in previous years** - and over 3.0% higher than last year (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 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.³ 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).⁴ 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. **Spring 2020 success rates increased as well by 2.2% compared to the previous year. The concerns of significantly lower performance in course grades, again, were not realized.**

Though these success rates are a relief, we will continue to monitor progress and take the temperature of students. While there are no indicators available to monitor whether student learning has suffered, many faculty members continue to voice concern about disruption. Students, from a survey conducted in Spring, have also expressed doubts about whether their own learning (and motivation) has suffered and these concerns are most noticeable among those who are not yet comfortable in the online setting.

Disruptions aside, this year's report does not, and cannot meaningfully adjust for, or omit areas that might be affected, but looks to be more flat-footed in its approach, and follow the metrics and the structure from previous reports as faithfully as possible. We will, however, call attention to areas that might have been significantly affected and attempt to convey that uncertainty in these metrics that might be affected by recent events (e.e., decrease in Spring enrollment due to COVID).

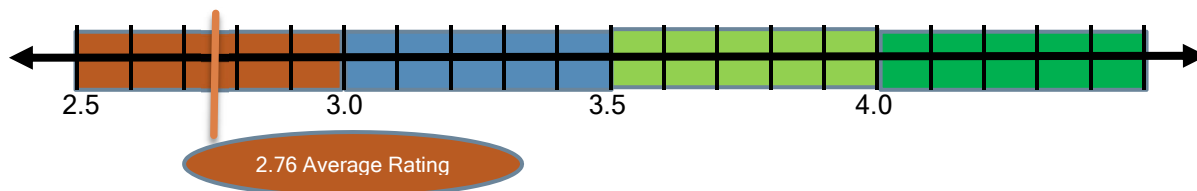
Rating Results by Core Theme / End State

Our **Academic Transfer** Core Theme / End State ratings have stayed constant overall (**2.76** - consistent with similar levels in 2017-18 and 2018-19). Consistent with our projections from Fall 2019 data, completion rates were down to 22.7% (-2.6%) for this group. These completion rates were below our expectations, however, there is some room for optimism going forward. Leading indicators strengthened that forecast improved future completion: Math success (+4.8%) and 30 college credit attainment (+4.0%) being two of the most influential predictors. In sum, these leading indicators compensate for down years in completion, transfer, and other post-CBC outcomes in order to give us a 2.76 rating.

Professional/Technical Core Theme/End State ratings are lower overall (**2.40** - down from 2.85 in 2018-19). Many of these areas are more dependent on face-to-face instruction, and the effects of online instruction shifts / lower enrollments were most stark for this area in the short term. And, with less than half as many students as our Academic Transfer areas, these measures may be more volatile. Nonetheless, the first year cohort measures in particular underperformed by nearly every measure, which is cause for future concern.

In **Transitional Studies**, the objective average is up considerably for the second year (**4.06** - up from 3.40 in 2018-19). Again, completion of degree programs, college credits, and additional college coursework leads the way. Though there is much here to celebrate, our historical averages were low due to overly stringent baseline federal GED requirements and very low college level coursetaking. Gains in the last few years are solid, even if they can be seen as rebounding from several years of system wide change.

Transfer Rating



³ 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.

⁴ 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.

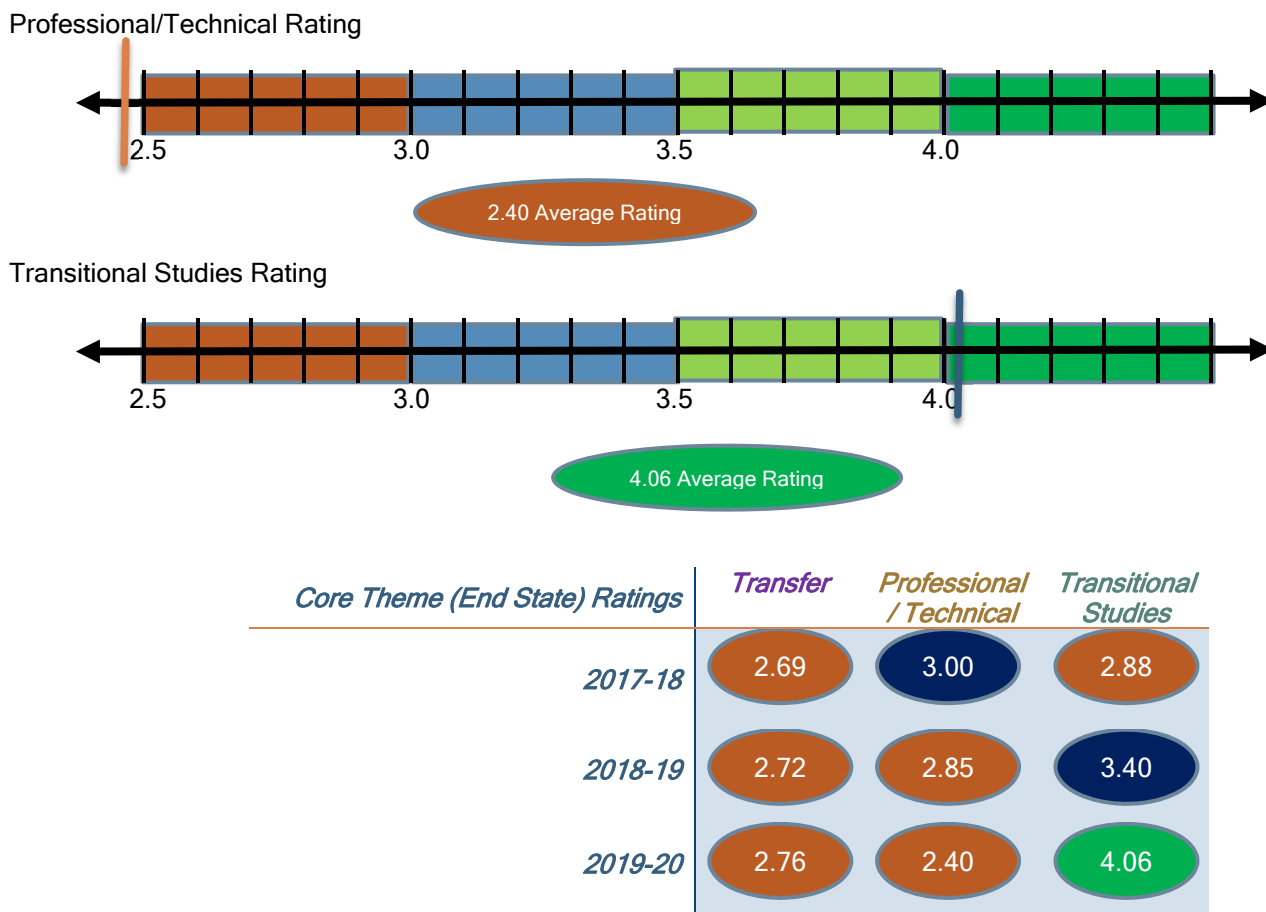


Figure 5. Mission Fulfillment by End State / Core Theme

Rating Results by Objective

Table 2 shows the summary ratings as of the end of the 2019-20 school year followed by tables that detail individual metrics.⁵ Percentage of total enrollment college-wide in these areas for Fall 2019-20 were 53.5% Academic, 36.2% Professional/Technical, and 9.1% BEdA/ELA. First time entering cohorts heavily favor Academic Transfer students, where roughly 1,000 students enter each cohort in an AA track and 300-400 students typically enter on a Professional/Technical track each year.

⁵ Includes updated CBC warehouse (Enrollment, Transcripts, WABERS Transitional Studies, and NSC data as of 8/2018) and current reported SBCTC where referenced (9/2019)

Table 2. Overall Summary of Mission Fulfillment Measures

<i>Objectives by End State</i>	<i>Transfer</i>	<i>Professional / Technical</i>	<i>Transitional Studies</i>
<i>Course Completion and Success</i>	3.33	3.00	---
<i>Gateway Course Completion</i>	2.50	2.00	---
<i>Retention</i>	2.67	1.67	---
<i>Credit Attainment</i>	3.25	2.25	---
<i>Completion</i>	2.00	1.50	5.00
<i>Post-CBC / Post-Transitional Outcomes</i>	2.80	4.00	5.00
<i>Transitional Studies Yearly</i>	---	---	3.50
<i>Transitional Studies 3 Year Cohort</i>	---	---	2.75
	<i>Transfer</i>	<i>Professional / Technical</i>	<i>Transitional Studies</i>
<i>Core Theme (End State) Ratings</i>	2.76	2.40	4.06

Overall Rating

3.07



Table 3. Academic Transfer Ratings Table

Objective	Measure	CBC 3 Year Average 2015-17	Lower	Maintaining	Met Target	Exceeded Target	2017-18	2018-19	2019-20	2019-20 Rating
Course Performance (Student Risk)	Course Completion (Student Year 1)	60.8	54.9	58.9	62.7	66.4	59.9	61.2	61.2	3
Course Performance (Student Risk)	Course Completion (Student Year 2)	69.0	63.5	67.2	70.7	74.1	71.2	69.7	70.8	3
Course Performance (Student Risk)	Course Completion (Student Year 3+)	76.2	71.4	74.7	77.8	80.6	76.4	77.3	78.6	3
Course Performance (Student Risk)	Course Success (>2.0 Student Year 1)	36.4	30.9	34.5	38.3	42.1	33.0	37.2	38.5	3
Course Performance (Student Risk)	Course Success (>2.0 Student Year 2)	41.5	35.8	39.6	43.5	47.5	42.4	45.9	46.9	4
Course Performance (Student Risk)	Course Success (>2.0 Student Year 3+)	55.9	49.9	53.9	57.8	61.7	59.5	58.0	61.6	4
Gateway Courses	Gateway Course (Math Year 1)	22.6	18.4	21.1	24.1	27.4	19.3	20.5	25.3	4
Gateway Courses	Gateway Course (English Year 1)	42.6	36.9	40.7	44.6	48.6	35.1	33.7	31.8	1
Retention	Retention Year 1 (Fall to Winter)	78.1	73.4	76.6	79.5	82.3	76.4	77.9	79.1	3
Retention	Retention Year 1 (Fall to Spring)	69.8	64.4	68.1	71.6	74.8	67.7	68.6	67.8	2
Retention	Retention Year 1 (Fall to Fall)	53.5	47.6	51.5	55.5	59.4	51.2	50.5	53.1	3
Credit Attainment	College Level (15 Credits, Year 1)	68.3	62.8	66.5	70.1	73.4	68.2	67.6	70.1	4
Credit Attainment	College Level (30 Credits, Year 1)	37.6	32.1	35.8	39.5	43.4	35.9	36.4	40.5	4
Credit Attainment	College Level (45 Credits, Year 1)	9.0	6.8	8.2	9.8	11.6	8.3	7.4	6.8	2
Credit Attainment	College Level (45 Credits, Year 2)	41.3	35.6	39.4	43.3	47.2	38.5	38.2	40.7	3
Completion	Degree Completion (3 Years)	25.3	20.8	23.7	26.9	30.3	27.3	24.7	22.7	2
Completion	Completion + Non-completion Transfer (3 Years)	34.9	29.5	33.0	36.7	40.6	36.2	32.8	31.1	2
Post-CBC Employment / Transfer	*Employment % (6-year)	72.3	67.1	70.6	73.9	77.1	74.8	72.9	75.1	4
Post-CBC Employment / Transfer	*Wages (\$000) (6-year)	34	30	33	35	38	35	35	35	4
Post-CBC Employment / Transfer	4-Year Transfer	29.0	24.1	27.3	30.7	34.3	28.7	29.7	25.0	2
Post-CBC Employment / Transfer	3-Year Non-completion transfer	14.0	10.9	12.9	15.1	17.6	11.7	13.0	10.2	1
Post-CBC Employment / Transfer	3-Year Completion transfer	15.0	11.8	13.9	16.2	18.8	17.0	16.7	14.8	3



Table 4. Professional/Technical Ratings Table

Objective	Measure	CBC 3 Year Average 2015-2017	Lower	Maintaining	Met Target	Exceeded Target	2017-18	2018-19	2019-20	2019-20 Rating
Course Performance (Student Risk)	Course Completion (Student Year 1)	69.7	64.2	67.9	71.4	74.7	67.0	62.0	62.4	1
Course Performance (Student Risk)	Course Completion (Student Year 2)	75.0	70.0	73.4	76.5	79.5	77.4	67.8	71.5	2
Course Performance (Student Risk)	Course Completion (Student Year 3+)	78.2	73.5	76.7	79.6	82.3	86.1	80.0	84.0	5
Course Performance (Student Risk)	Course Success (>2.0 Student Year 1)	49.6	43.7	47.6	51.6	55.6	47.9	45.0	43.7	2
Course Performance (Student Risk)	Course Success (>2.0 Student Year 2)	54.5	48.6	52.5	56.5	60.4	51.6	44.7	53.5	3
Course Performance (Student Risk)	Course Success (>2.0 Student Year 3+)	63.2	57.4	61.3	65.1	68.7	67.5	71.8	70.2	5
Gateway Courses	Gateway Course (Math Year 1)	16.4	13.0	15.2	17.7	20.4	14.5	17.6	15.2	3
Gateway Courses	Gateway Course (English Year 1)	28.2	23.4	26.6	29.9	33.5	28.5	23.6	21.3	1
Retention	Retention Year 1 (Fall to Winter)	76.1	71.2	74.5	77.6	80.5	74.5	73.1	72.9	2
Retention	Retention Year 1 (Fall to Spring)	62.4	56.6	60.5	64.3	68.0	60.6	58.1	56.0	1
Retention	Retention Year 1 (Fall to Fall)	54.9	48.9	52.9	56.9	60.8	46.9	52.2	52.0	2
Credit Attainment	College Level (15 Credits, Year 1)	64.4	58.6	62.5	66.2	69.8	63.7	62.6	60.1	2
Credit Attainment	College Level (30 Credits, Year 1)	35.2	29.8	33.4	37.1	40.9	34.0	36.8	33.2	2
Credit Attainment	College Level (45 Credits, Year 1)	13.4	10.4	12.3	14.5	16.9	8.8	10.8	8.2	1
Credit Attainment	College Level (45 Credits, Year 2)	41.0	35.3	39.1	43.0	46.9	34.3	40.2	43.9	4
Completion	Degree Completion (3 Years)	29.3	24.4	27.6	31.0	34.7	30.1	28.8	24.9	2
Completion	BAS Completion (3 Years)	72.3	67.1	70.6	74.0	77.1	71.4	69.8	65.4	1
Post-CBC Employment	*Employment % (6 year)	69.0	63.5	67.2	70.7	74.1	74.4	73.2	68.7	3
Post-CBC Employment	*Wages (\$000) (6 year)	41	37	40	42	44	37	42	44	5



Table 5. Transitional Studies Ratings Table

Objective	Measure	CBC 3 Year Average	Lower	Maintaining	Met Target	Exceeded Target	2017-18	2018-19	2019-2020	2019-20 Rating
Yearly Results	*Federally Reportable (%)	75.5	70.6	73.9	77.1	80.0	83.5	80.8	76.5	3
Yearly Results	**Measurable Skills Gains (New Model)	53.4	47.4	51.4	55.4	59.3	59.6	49.2	57.9	4
3-Year Cohorts	45 Hours or more BEdA	65.1	59.4	63.2	66.9	70.4	68.0	66.2	61.4	2
3-Year Cohorts	45 Hours or more ELA	74.3	69.3	72.7	75.9	78.9	75.8	78.5	74.4	3
3-Year Cohorts	Made ELA Gains	48.2	42.2	46.2	50.2	54.1	48.3	52.9	52.6	4
3-Year Cohorts	Retention (First to Second Year)	26.3	21.6	24.7	27.9	31.4	32.6	28.4	24.1	2
Completion	Completed HS Equivalent / GED	19.1	15.3	17.8	20.5	23.4	20.4	26.7	23.4	5
Completion	Completed any College Level Credits	12.6	9.7	11.6	13.6	15.9	13.1	14.3	24.1	5
Transition to College	**6 College Level Credits	9.2	7.0	8.4	10.1	12.0	6.6	8.6	18.2	5
Transition to College	**15 College Level Credits	6.2	4.5	5.6	6.8	8.2	2.9	4.3	12.4	5
Transition to College	**30 College Level Credits	3.6	2.6	3.2	4.0	5.0	1.5	3.8	10.2	5

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

** "Measurable Gains" replaces the testing gains only. Testing gains, completion, or 45 hours (Performance Summary WABERS+)

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



GUIDED PATHWAYS

“Logic Modeling” is a common term in program evaluation that broadly connects “what we do” to “what outputs/outcomes” we expect.⁶ Logic modeling can also help us think through what we plan to do at CBC and link it to the kinds of outcomes we hope to achieve as part of our mission and responsibility to the community. This section highlights the principles CBC is following in Guided Pathways and reinforces some of the individual interventions (“what we do”) that we are following as part of the Guided Pathways model and some of the evidence-based ideas and best practices we are developing as part of this nationwide effort. We have called this, in many venues, the “Recipe for Success” (Figure 6) and it connects CBC developments to our expectations in the future.

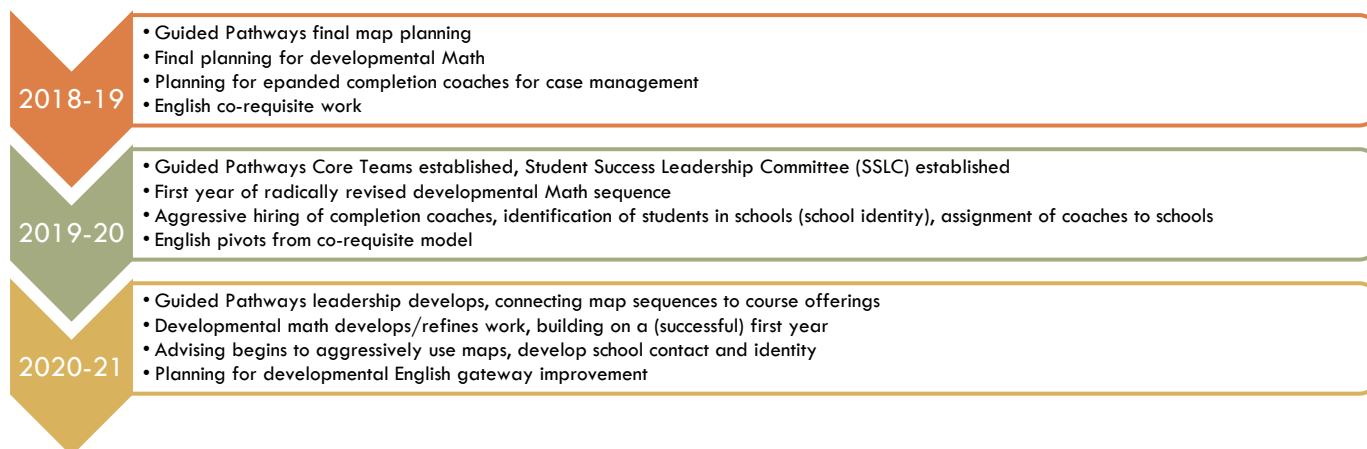
Figure 6. Recipe for Success



These developments in our organization are ambitious, even daunting if we look at them in one graphic. However, many institutions across the country, and importantly our CTC partners in Guided Pathways work are being successful with these changes.

Guided Pathways. The Community College Research Center (Columbia University) has been advocating a series of changes based in broad research in education and behavioral economics that they have named “Guided Pathways”. These recommendations for community colleges nationwide are extensive and CBC has had planning and early implementation in Guided Pathways for at least five years.

Figure 7. Key Intervention Progress at CBC in Guided Pathway Areas



⁶ McLaughlin, J. A., & Jordan, G. B. (2004). Using logic models. *Handbook of practical program evaluation*, 2, 7-32.

Table 6 sketches out the kind of work that we have been prioritizing in Guided Pathways. While all of these interventions contribute to student success, the top priorities are listed for which our need, evidence base, and impact most tightly align. Evaluating Guided Pathways in a strict sense can present challenges. Guided Pathways is not itself a “thing” we do, except to embrace the principles behind it, the theory of change, and its relevance for our students. It is, as the recipe suggests, a set of related interventions that seek to transform institutions. This exemplifies the kinds of work we do in Guided Pathways (individual interventions) and highlights, in most major areas, that these larger interventions have been established in the 2019-20 academic year.

Table 6. Interventions in Guided Pathways: Description and Progress

	Name of Intervention	When	Description (Evidence Base / Demonstrated Need) ⁷
1	<ul style="list-style-type: none"> Guided Pathways Transfer Academic maps / Meta-majors 	Maps Start in Fall 2019 for use in advising Recording of Meta-majors starts in Winter 2020	High Need / High Evidence Base
1	<ul style="list-style-type: none"> Advising / Case Management 	Starts Fall 2020	High Need / High Evidence Base
1	<ul style="list-style-type: none"> Math Developmental Coursework Restructure 	Coursework starts Fall 2019	High Need / High Evidence Base
1	<ul style="list-style-type: none"> English Developmental Coursework / Gateway Acceleration 	Winter Co-requisite Pilot 2019 was ended in 2020. Development of alternate, evidence-based Guided Pathways aligned model under development in 2020-21.	High Need / High Evidence Base
2	<ul style="list-style-type: none"> Math Center 	Started in January, 2017 and continues under the Academic Success Center.	High Need / High Evidence Base Moderate / Targeted Service Population
3	<ul style="list-style-type: none"> Summer Bridge Coursework for Accelerated Placement 	Summer 2017 as “LAMP”, Expanded Summer 2018 as “TAP”	High Need / High Evidence Base <ul style="list-style-type: none"> Smaller Service Population (~100)
3	<ul style="list-style-type: none"> Placement Enhancements 	<ul style="list-style-type: none"> Development continues on both ideas of Transcript Analysis and Self-Placement Procedures in Math and English. Spring 2020. Transcript analysis continues to expand and self-placement was widely used as an alternative/supplement to traditional exam-based placement campus-wide. 	Moderate Need / Mixed Evidence Base <ul style="list-style-type: none"> Small / Targeted Service Pop Efficiency / Accuracy Potential
3	<ul style="list-style-type: none"> Title V Early Alert Title V Advising / Risk Information 	<ul style="list-style-type: none"> Expanding September 2018 from Math to other divisions In Development 	High Need / Mixed Evidence Base <ul style="list-style-type: none"> Moderate / Targeted Service Pop Can Assist Case Management

⁷ Evidence Base is predicated on either inclusion in the Institute for Education Sciences (IES) What Works Clearinghouse for rigorous evidence standards or by the CCRC Guided Pathways theoretical framework.

10 Year Goals

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

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

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

The reasons for choosing these measures are:

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

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

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

Expect Some Bumps

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

- Interventions may succeed in part initially, but may not immediately gain traction,
- Interventions may succeed, but may have unintended consequences, and
- Addressing unintended consequences takes more than one cycle of implementation

Nonetheless, these measures can be expected to increase over time as we reach out and actively engage students at critical moments where they may be rethinking their own ability to succeed.

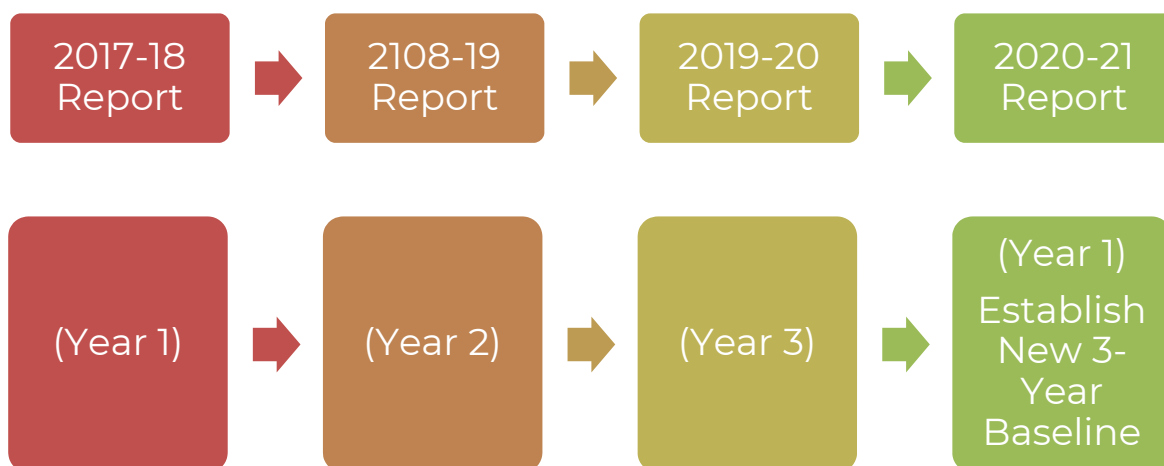
LOOKING TO NEXT YEAR: NEW 3 YEAR GOALS FOR 2020-21

This year is the third report under Board Policy to track overall Mission Fulfillment of CBC using current metrics. Next year will be a milestone with respect to these metrics, the end of a three-year cycle and the start of a new one.

Why next year is a good re-organization point for Mission Fulfillment:

- *The cohorts used by the State Board were reorganized last year.* While the metrics will be the same and largely similar with the results we have, the numbers and composition of students will change slightly. While we don't prefer to change measures often (if at all) like this, it will be consistent with comparison data reported online publicly and in college access data dashboards statewide. We believe we are best served to "tie our horse" to the best, most consistent data source - and we believe that continuity is best established by associating our measures most directly to the State Board.
- *COVID-19 happened.* It is likely that our experience in 2020-21 will not be typical in terms of operation, enrollment, or in the broader context of our community and partners. To establish a solid baseline, it is likely more interpretable to take a three-year average that are more indicative of pre-COVID operations (2017-18 to 2019-20) and make a break that can be more broadly interpreted as "years that follow". Importantly as well, the bulk of our Guided Pathways interventions are being initiated in 2020-21.

Figure 8. Report Timeline (Transitioning in 2020-21)



Potential Changes. While we recommend that the overall structure of the report be held intact to reflect Board Policy under the Carver model, there are a few modifications the College will consider to become more reflective of our work in Guided Pathways, best practices, and to more clearly align purpose with measures. Simply put, our experience in the last years have taught us lessons about what our priorities are, our overall goals, and how we can best measure those priorities and goals:

- 1) Most importantly, we will want to establish **new baseline** measures to evaluate future years (2017-18 to 2019-20). The current baseline may be considered outdated on its face.
- 2) Along with this baseline, we will want to set **consistent targets**. Aligning our shorter term, three-year targets to our main completion goals (the "Big 3", e.g. Completion + Transfer to 55%) might make the most sense and is largely in line with the kinds of targets we consider successful (Critical Basic Conditions will be altered as well to reflect equivalent change).
- 3) There has been a renewed focus on **Diversity/Equity/Inclusion** at CBC which reflects a modification in the State Board's mission, a re-emphasis on equity in our main accreditation body (NWCCU), and a trend nationally that highlights systemic gaps in performance. Our own focus on DEI has been helped by our standing DEI committee on campus, a new DEI lead for the campus - Melia LaCour, and supported by numerous efforts - one of which has been with our partners in the Frontier Set (Aspen/AIR). As a result, next year's report will include some

representation of DEI and some inclusion of results by subgroup. If we are to include a review of basic equity measures, we might recommend three (or so) for which differences are most impactful at CBC: e.g., Race (Hispanic/White), SES (Quintile provided in SBCTC methodology),⁸ and Age (we are often concerned with what we call “traditional” vs “non-traditional” students).

- 4) Some measures may be better suited to our needs and goals than others. We can, and likely should, consider modifying some of our existing measures to reflect our learning over the last few years. For example, “45 college credits by year one” is increasingly difficult to attain and is relevant to only the most dedicated and advanced students. As such, this particular measure may not best represent the changes we would like to emphasize in Guided Pathways.
- 5) Transitional Studies focus has changed significantly over the last five years, and our COVID experience has highlighted the difficulties we might have when we combine Basic Education for Adults (BEaA) and High School Programs with our English Language Acquisition (ELA) students. Additionally, the focus of Transitional Studies in some areas might benefit by measuring expansion in areas of best practice (I-BEST programs which have proven effective statewide) and by looking at more measures that effectively link High School level work with our college-level courses.
- 6) Most of our measures are similar to CCRC recommendations in Guided Pathways. From more recent research from the CCRC, however, some relevant variables do come out that we had not considered in the past (English AND Math completion together, credit accumulation in “major area” among others)
- 7) Consider “population-weighting” results. Not that we would want to discount results we see in Transitional Studies and Professional/Technical programs, but with fewer students, the results we get can swing more starkly, sometimes masking more widespread effects.
- 8) Faculty and staff who have looked at our outcomes in Jedi II training have also noted that we decided to concentrate on students who entered in Summer/Fall for the first time and High School graduates. While smaller subsets of students for which many traditional metrics do not apply, or may be skewed, the opinion of most trainees has been that we should incorporate these students in some way - in order to be more broadly inclusive of our entire CBC student body.
- 9) Consider reporting, but not rating, post-CBC employment and wages in future reports. At the very least, we might consider modifying these results more fairly and broadly look at labor market outcomes for which a snapshot of employment and wages may not suffice. These measures will have exposure to local labor markets, lag our current CBC performance considerably, and may contain some bias due to our program composition and/or available data (ESD).

⁸ SES Quintiles from the SBCTC are based on statewide ZIP + 4 which have been shown to more accurately reflect SES than some of the reported measures we collect which can be incomplete.

ENDING NOTES

Data work, here at CBC and at the State Board (SBCTC), develops each year. The comprehensive Student Achievement Initiative (SAI) dashboards and Guided Pathways (GP) compilations have increased our ability to do this work and analyze our trends. That said, the cohorts that we are so proud of, and attached to, are being changed (at the SBCTC level) to better account for incoming students. Institutional Research will be changing its cohorts next year to reflect the system-wide “success accounting” that is being adopted by the research division at SBCTC. We believe it will be a good step forward to clarifying some of the often ambiguous areas of defining when a student is “new” and will leverage the work of our state data services to our advantage. This will come with some change in the levels on which these metrics have been reported, and our hope is to adopt these and provide some “compare and contrast” examples of our more outward-facing measures (especially retention, completion, and first year measures).

A key feature of this report is the timing and representation of students at CBC. Though we strive to balance measures, the weight of this report is largely skewed to students in their first year of study. This is by design. The first year of a student’s post-secondary work is a pivotal year, where students make a difficult transition from secondary work to a different social environment, different expectations, and different life challenges and norms of conduct. Beyond “just theory”, we see this pattern play out in our CBC data, losing roughly half of our students by the fall of their second year.

First year measures have an additional advantage. Measuring first year student outcomes has the fastest turnaround time. What we know about these outcomes can be known most quickly and often lead performance of our ultimate targets. Students who receive AA/AAS degrees this year will have started their study, generally, approximately three years prior. While the culmination of this effort is vital, and reporting of it is vital, the foundation of the degree is largely laid in the past. This year is no different, and draws on an underperforming first year cohort (2017-18) to fruition in 2019-20 with a downward turn in degree completion.

Transfer outcomes, and especially employment outcomes, provide a unique challenge. These measures rely on the more distant past as a measure of current success. CBC, as well as other institutions, struggles with this difficulty perennially, which is compounded by availability of quality data after students exit CBC. This year, for example, our graduates’ employment and wages have performed well - some of which is under our control, and some of which may be indicative of historically strong labor markets. Response for survey work after graduation is often sub-par, even with concerted effort, and the responses are upwardly biased. This year, in particular, may be a high water mark for wages and employment. We might imagine a time in the not too distant future for which we may receive low marks based, in large part, on a weak economy.

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

Jason Engle - Dean for Organizational Learning, Columbia Basin College

Appendix A. Mission Fulfillment Methodology / Procedures

Institutional self-assessment requires three elements:

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

Clear Mission: Board Policy

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

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

The primary structure of Mission Fulfillment is evaluated through:

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

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

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

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

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

Measures / Indicators

Indicators provide the basic pieces of analysis that serve to represent coverage of the goal / objective and provide detailed understanding in the area. Indicators of Mission Fulfillment are included within each End State (see Core Theme section).

An overall rationale for indicator development is provided in the core theme section and follows the **basic values of measurement** that include:

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

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

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

For purposes of reporting here and for the Northwest Commission (NWCCU), it has been convention to separate similar indicators into “Objectives” that have similar meaning. These objectives outline different outcomes we want to track in each Core Theme (Transfer, Professional/Technical Trades, and Transitional Studies). Based on our mission, our indicators across the quarterly report fit neatly into 16 distinct objectives (Figure 9), each consisting of several indicators.

- Under 3 Core Themes > 16 Objectives > 52 Indicators

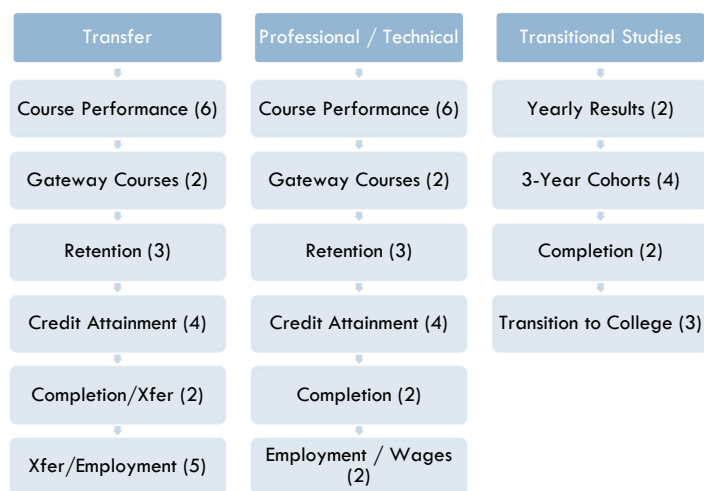


Figure 9. Mission Fulfillment Objectives / Proposed Target Performance Categories

Why Group Indicators into Objectives? Aside from the convention of Goal-Setting that accreditation looks for, grouping indicators this way lends clarity to the purpose of the Mission Fulfillment report, composed of intermediate groups of goals that culminate in the CBC mission. Several studies show this grouping in terms of stair steps. This graphic displays how the completion goals depend on successful navigation of the previous step (Critical Basic Conditions). Completion of a degree requires several successive milestone markers across a student’s career, which we call critical basic conditions to success.⁹

⁹ Moore, C., Offenstein, J., & Shulock, N. (2009). See also Washington State Board for Community and Technical Colleges (2007).

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

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

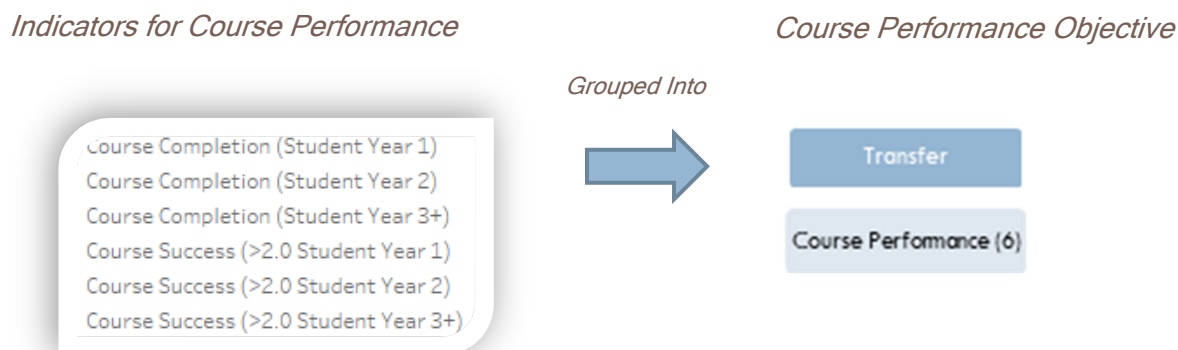


Figure 10. Course Completion Indicators “Roll Up” into the Course Performance Objective

Targets

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

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

These serve a couple functions: one is to ground our analysis in what we can best know is obtainable. From surveying the extent to which other schools in similar situations might expect to obtain levels of success¹⁰, and results of similar “whole school” initiatives that have been evaluated and published.¹¹ The other is to define, as well as research can help us, a threshold that is more than reasonable improvement, but an exemplary performance that is typical of similar 2-year colleges that are recognized state and national leaders.

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

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

¹⁰ Bloom, H. S., Hill, C. J., Black, A. B., and Lipsey, M. W. (2008). Performance Trajectories and Performance Gaps as Achievement Effect-Size Benchmarks for Educational Interventions. *Journal of Research on Educational Effectiveness*, 1(4): 289-328.

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

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

¹¹ A *sustained* quality improvement that exceeds 0.05 ES (effect size) is in the positive range that can be detected here. Exceeding 0.15 ES for institutional initiatives has represented institutional improvement that is equivalent of taking a median school performance into a top decile (Lipsey et al 2012). Though each measure may exhibit unique properties, these thresholds represent these two levels of quality improvement.

Each Indicator receives a rating based on targets for improvement:

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



Figure 11. Individual Indicator Performance Scale

Summarizing Results

For Mission Fulfillment Summary, we:

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



Figure 12. Summary Performance Scale

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

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

Appendix B: Data Dictionary

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

Table B1. Critical Basic Conditions. These indicators are milestones/steps in a student's career at CBC that must be satisfied in order to remain eligible for a degree or, when not done, represent a serious risk factor for non-completion of a degree. These indicators represent more recent data that may result in lower/higher achievement over a longer period - often occurring in the transitional, important first year of study.

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

Table B2. Completion, Transfer, and Post-CBC Outcomes. These indicators are the more developed targets over student careers, representing dedicated effort over time. Often, they show sustained student effort and institutional performance, but over a period of 3 (or more) years.

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

Table B3. Transitional Studies Progress Indicators. These indicators are more specific to the structure of Basic Education for Adults and English Language Acquisition. Because of WIOA requirements, some of these may change as the reporting structure of BEdA evolves over the next five years.

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

Table B4. Transitional Studies Completion and Transition Indicators. These indicators represent completion (degree attainment) and transitional outcomes.

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

Exhibit E

FY 2020 - Estimated Cash Balances - COLUMBIA BASIN COLLEGE

ASSETS FY2020-2021			
CASH			
1110	In Bank	\$	10,617,032
1120	Undeposited	\$	-
1130	Petty	\$	5,504
Total		\$	10,622,536
INVESTMENTS			
1210	Investments(ST/LT)	\$	22,279,528
Total		\$	22,279,528
ACCTs RECEIVABLE			
1312	Current	\$	681,968
1318	Unbilled	\$	-
1319	Other	\$	23,827
	Allowance for Accts Rec	\$	(35,504)
Total		\$	670,290
INTER/INTRA GOV RECEIVABLES			
1351	Due From Fed	\$	122,334
1352	Due From Other Gov	\$	181,133
1354	Due From Other Agency	\$	383,540
Total		\$	687,007
TOTAL ASSETS		\$	34,259,362
LIABILITIES			
CURRENT			
5111	Accts Payable	\$	334,972
5124	Accrued Salaries Pay	\$	-
5150	Due To State Treasurer	\$	1,092,932
5154	Due To Other Agency	\$	39,235
5158	Sales/Use Tax	\$	30,480
5199	Accrued Liabilities	\$	-
5173	COP Current Year P&I Due	\$	416,257
Total		\$	1,913,876
TOTAL LIABILITIES		\$	1,913,876

Cash Balance			
(ASSETS less LIABILITIES)		\$	32,345,486
Dedicated Balances			
1110	Student Supported Capital	\$	2,667,055
1110	3.5% - Needy Student Aid	\$	349,166
1110	Students S&A	\$	314,488
1110	Bookstore Operating Reserves	\$	500,000
1110	Technology Fee	\$	1,147,122
1110	Parking Fees	\$	524,543
1110	Basic Food Employment and Training	\$	183,370
Total		\$	5,685,744
Reserves Policy - (BOT Policies on Reserves)			
		Values	
	Operating Reserve	\$	8,600,000
	Unplanned Capital Repair and Replacement	\$	2,000,000
	Real Estate Debt Fund	\$	6,750,000
	Planned Future Operations	\$	2,850,000
	Capital Facilities Projects	\$	7,823,511
	Emergencies	\$	2,000,000
Total		\$	30,023,511
Operating Reserves Balance			
Existing Reserve balance less Dedicated Reserves and Emergency Reserves		\$	(3,363,769)

Exhibit F

Columbia Basin Community College
Statement of Revenues, Expenses and Changes in Net Position
For September 30, 2020 (Unaudited)

	FY2021 SEPT 2020	FY2020 SEPT 2019
Operating Revenues		
Student tuition and fees, Gross	6,586,868	8,579,990
Auxiliary enterprise sales	997,535	1,081,046
State and local grants and contracts	3,021,404	2,820,947
Federal grants and contracts	304,093	372,438
Other operating revenues	288,232	323,805
Total operating revenue	11,198,132	13,178,227
Operating Expenses		
Salaries and wages	5,202,151	4,843,589
Benefits	2,209,129	2,034,816
Scholarships and fellowships, Gross	6,197,173	6,283,423
Operating Expenses	1,820,560	1,444,103
Purchased services	264,471	414,217
Depreciation	974,779	998,604
Supplies and materials	313,659	313,353
Utilities	167,093	169,023
Total operating expenses	17,149,014	16,501,129
Operating income (loss)	(5,950,882)	(3,322,902)
Non-Operating Revenues		
State appropriations	4,715,634	5,108,786
Federal Pell grant revenue	1,348,824	1,500,000
Investment income, gains and losses	28,598	48,419
Total non-operating revenue	6,093,056	6,657,205
Non-Operating Expenses		
Building fee remittance	(368,138)	(589,071)
Innovation fund remittance	(95,356)	(153,081)
Interest on indebtedness	(73,584)	(50,166)
Total non-operating expenses	(537,077)	(792,318)
Net non-operating revenues (expenses)	5,555,978	5,864,887
Income or (loss) before other revenues, expenses, gains, or losses	(394,904)	2,541,984
Capital appropriations	201,277	216
Increase (Decrease) in net position	(193,626)	2,542,201

Exhibit G



Columbia Basin College
Resolution No. 20-0106

Award of Faculty Emeritus

WHEREAS, in special recognition of distinguished service of Mary Hoerner to Columbia Basin College, the College wishes to acknowledge her, by appointing her Faculty Emeritus; and

WHEREAS, Mary Hoerner faithfully served Columbia Basin College for 33 years, after joining Columbia Basin College in January 1987 becoming a member of the Nursing faculty, and later Director for Nursing, and Dean for Health Sciences, having earned her Bachelor of Science in Nursing and Master of Nursing from Washington State University; and

WHEREAS, Mary Hoerner exhibited excellence during her 33-year tenure as an advocate for health sciences and fostered partnerships with area healthcare facilities and agencies, increased opportunities for students through program development, supported faculty and staff to ensure pathways for their educational success and personal and professional growth; and

WHEREAS, Mary Hoerner strived to represent Columbia Basin College and its health science programs, faculty, staff, and students within the healthcare and educational communities in support of our organization's mission; and

NOW, THEREFORE, BE IT RESOLVED by The Board of Trustees of Columbia Basin College that it hereby approves appointment of Mary Hoerner as Faculty Emeritus, and expresses its appreciation to Mary Hoerner for her distinguished service as a Nursing faculty member for Columbia Basin College, and hereby conveys to her sincere gratitude for her many contributions made to Columbia Basin College during her service. In conveying the status of Faculty Emeritus, the Board of Trustees takes note of the special recognition given to her by her colleagues, as a thoughtful, honorable, and dedicated individual; and

BE IT FURTHER RESOLVED that this resolution be recorded in the permanent minutes of the Board of Trustees and that copies be presented to Faculty Emeritus and her family and to appropriate College officials.

Done in Open Meeting by the Board of Trustees of Columbia Basin College this _____ day of _____, 2020.

BOARD OF TRUSTEES
Columbia Basin College

By: _____
Chair of the Board

Exhibit H

BY-LAWS

POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: BY-LAWS OF COMMUNITY COLLEGE DISTRICT 19

The Board of Trustees of Community College District 19, under the authority vested in said Board by the Laws of the State of Washington, hereby adopt the following By-Laws.

Article VI

ADOPTION OR REVISION OF POLICIES

- Section 1. Board Policies.** Policies of the Board are established for Executive Limitations, Board Governance Process, Board Staff Linkage and Ends Policy Statements. In order to achieve a consistent pattern of administration, such policies should be reflected in continuous decision making.
- Section 2. Timeline.** Proposed written policies, or revision of existing written policies, shall be presented to the Board one month prior to the intended date of formal action to provide ample time for consideration and possible revisions.

BY-LAWS

POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: BY-LAWS OF COMMUNITY COLLEGE DISTRICT 19

The Board of Trustees of Community College District 19, under the authority vested in said Board by the Laws of the State of Washington, hereby adopt the following By-Laws.

Article VII

OFFICERS OF THE BOARD

- Section 1.** ***Election.*** At the first regular meeting of the Board following July 1 of each year, the Board shall elect from its membership a Chair and Vice-Chair to serve for the ensuing year. In Addition, the President of Columbia Basin College shall serve as Secretary to the Board of Trustees as specified by State Law. The Secretary may, at his/her discretion, appoint the administrative assistant or other appropriate college staff member to act as recording secretary for all regular and special meetings of the Board.
- Section 2.** ***Chair.*** The Chair, in addition to any duties imposed by Rules and Regulations of the State Board, shall preside at each regular or special meeting of the Board, sign all legal and official documents recording action of the Board, and develop in concurrence with the Board Secretary, an agenda for each meeting of the Board. The Chair shall, while presiding at official meetings, have full rights of discussion and vote.
- Section 3.** ***Vice-Chair.*** The Vice-Chair, in addition to any duties imposed by Rules and Regulations of the State Board, shall act as Chair of the Board in the absence of the Chair.
- Section 4.** ***Chair Pro Tempore.*** In case of the absence of the Chair and Vice-Chair from any meeting of the Board of Trustees or in case of the inability of both of the two to act, the Board of Trustees shall elect for the meeting a chair Pro Tempore, and may authorize such Chair Pro Tempore to perform the duties and acts authorized or required by said Chair or Vice-Chair to be performed, as long as the inability of these said officers to act may continue.
- Section 5.** ***Secretary.*** The Secretary of the Board shall in addition to any duties imposed by Rules and Regulations of the State Board, keep the official seal of the Board, maintain all records of meetings and other official action of the Board.
- Section 6.** ***Duties.*** The Secretary shall also be responsible for Board correspondence, compiling the agenda of meetings, and distributing the minutes of the meetings and related reports.
- Section 7.** ***Meetings.*** The Secretary, or the designee must attend all regular and special meetings of the Board, and official minutes must be kept of all such meetings.

BY-LAWS

POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: BY-LAWS OF COMMUNITY COLLEGE DISTRICT 19

The Board of Trustees of Community College District 19, under the authority vested in said Board by the Laws of the State of Washington, hereby adopt the following By-Laws.

Article VIII

COMMITTEES

- Section 1.** ***Board as a Whole.*** The Board of Trustees shall act as a Committee of the Whole for the conduct of its business.
- Section 2.** ***Special Committees.*** Special committees of Board members may be appointed by the Chair of the Board upon authority of the Board with such powers and duties and for such term as the Board may determine.
- Section 3.** ***Board Minutes.*** Minutes of the proceedings of each committee shall be kept and as soon as practical after a meeting a copy of said minutes shall be mailed or delivered to each member of said committee and remaining members of the Board of Trustees and the President of the college.

BY-LAWS

POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: BY-LAWS OF COMMUNITY COLLEGE DISTRICT 19

The Board of Trustees of Community College District 19, under the authority vested in said Board by the Laws of the State of Washington, hereby adopt the following By-Laws.

Article IX

FISCAL YEAR

Section 1. Fiscal Year. The fiscal year of the Board shall conform to the fiscal year of the State of Washington and shall be from July 1 to June 30 inclusive.

BY-LAWS

POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: BY-LAWS OF COMMUNITY COLLEGE DISTRICT 19

The Board of Trustees of Community College District 19, under the authority vested in said Board by the Laws of the State of Washington, hereby adopt the following By-Laws.

Article X

OFFICIAL SEAL

Section 1. ***Official Seal.*** The Board of Trustees shall maintain an official seal for use upon any or all official documents of the Board. The seal shall have inscribed upon it the name of the college which shall be:

COMMUNITY COLLEGE
District 19
State of Washington

Exhibit I

BY-LAWS

POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: BY-LAWS OF COMMUNITY COLLEGE DISTRICT 19

The Board of Trustees of Community College District 19, under the authority vested in said Board by the Laws of the State of Washington, hereby adopt the following By-Laws.

Article I

OFFICES

- Section 1.** ***Location.*** The Board of Trustees shall maintain an office at 2600 North Twentieth Avenue, Pasco, Washington, where all regular meetings shall be held unless otherwise announced and all records, minutes, and the official college seal shall be kept. This office shall be open during all normal business hours to any resident taxpayer of the State of Washington.
- Section 2.** ***Correspondence*** or other business for the Board shall be sent to the Secretary of the Board, who is located in this office.

BY-LAWS

POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: BY-LAWS OF COMMUNITY COLLEGE DISTRICT 19

The Board of Trustees of Community College District 19, under the authority vested in said Board by the Laws of the State of Washington, hereby adopt the following By-Laws.

Article II MEETINGS

- Section 1. *Place of Meeting.*** The Board of Trustees shall hold at least one regular meeting each month, unless dispensed with the Board of Trustees, and such special meetings or study sessions as may be requested by the Chair of the Board or by a majority of the members of the Board.
- Section 2. *Regular Meetings.*** All regular meetings, special meetings, and study sessions of the Board of Trustees shall be publicly announced at least 24 hours prior to the meeting. The announcement shall contain the time, date, and location of the meeting. The meeting shall be open to the general public.
- Section 3. *Official Business.*** No official business shall be acted upon by the Board of Trustees except during a regular or special meeting held at a pre-announced time and place.
- Section 4. *Materials for Board Meeting.*** Information and materials pertinent to the agenda of all regular meetings of the Board shall be sent to Trustees via email on the Wednesday prior to each meeting. Any matter of business or correspondence must be received by the Secretary of the Board by 12 noon six days before the meeting in order to be included on the agenda. The Chair or Secretary may, however, present a matter of urgent business received too late for inclusion on the agenda if, in his/her judgment, the matter is of an emergency nature.
- Section 5. *Distribution of Board Materials.*** All materials to be considered by the Board must be submitted in sufficient quantities to provide each member of the Board and the Secretary with appropriate copies.
- Section 6. *Special Meeting Agenda.*** The agenda of a special meeting will be determined at the time of the official call of such meeting. No other business shall be transacted or official action taken, other than the purpose, or purposes for which the special meeting was called.
- Section 7. *Consent Agenda.*** All items that are within the President's prerogative as set forth in Board Policy BSL-3:2, but require Board approval by RCW and/or WAC codes, shall be placed on a Consent Agenda. The Consent Agenda shall be voted upon without discussion. However, any member of the Board may request the removal of any item on the Consent Agenda for discussion at the next meeting of the Board.

Board of Trustees

Section 8. Agenda – Public Comments. The agenda of each meeting shall include an item titled Public Comments to permit members of the audience to express their concerns to the Board. The length of time allotted to each speaker under this item shall be limited to three (3) minutes unless extended by majority vote of the Board.

Section 9. Agenda – Work Session. The agenda of each meeting may include an item titled Trustee Work Session to permit informal dialogue among the members of the Board.

BY-LAWS

POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: BY-LAWS OF COMMUNITY COLLEGE DISTRICT 19

The Board of Trustees of Community College District 19, under the authority vested in said Board by the Laws of the State of Washington, hereby adopt the following By-Laws.

Article III

EXECUTIVE SESSIONS

- Section 1.** ***Convene.*** The Board of Trustees may convene in Executive Session whenever it is deemed necessary to discuss any matter authorized by state law.
- Section 2.** ***Official Business.*** No official business of the Board of Trustees shall be formally acted upon in Executive Session.

BY-LAWS

POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: BY-LAWS OF COMMUNITY COLLEGE DISTRICT 19

The Board of Trustees of Community College District 19, under the authority vested in said Board by the Laws of the State of Washington, hereby adopt the following By-Laws.

Article IV

RECORDS OF BOARD ACTION

Section 1. Record of Board Meetings. All business transacted in official Board meetings shall be recorded in minutes and filed for reference.

BY-LAWS

POLICY TYPE: GOVERNANCE PROCESS

POLICY TITLE: BY-LAWS OF COMMUNITY COLLEGE DISTRICT 19

The Board of Trustees of Community College District 19, under the authority vested in said Board by the Laws of the State of Washington, hereby adopt the following By-Laws.

Article V

PARLIAMENTARY PROCEDURES

- Section 1.** ***Quorum.*** Three members of the Board of Trustees shall constitute a quorum, and no action shall be taken by less than a majority of the Board Members.
- Section 2.** ***Less than a Quorum.*** Lesser number may adjourn from time to time any regular or special meetings at which a quorum is not present. The Secretary of the Board shall, in person or in writing notify the absent members of the time, date and place set for the adjourned meeting.
- Section 3.** ***Voting.*** Normally, voting shall be viva voce. However, a roll call vote may be requested by any member of the Board for the purposes of the record.
- Section 4.** ***Rules of Order.*** In question of parliamentary procedure, the actions of the Board shall be conducted according to the newly revised (1970) Robert's Rules of Order unless specified otherwise by State Law or Regulation of the State Board or By-Laws of the Board of Trustees.