COLUMBIA BASIN COLLEGE
BOARD OF TRUSTEES MEETING
February 14, 2025
Beers Board Room & Virtual
7:30 a.m.

Agenda
Call to Order

Pledge of Allegiance

Agenda Changes*

Approval of Minutes*
Exhibit A: January 13, 2025 Board of Trustees Meeting

Linkage with Community
United Way of Benton & Franklin Counties
    Dr. LoAnn Ayers, President & CEO

Celebrating Excellence
CBC United Way Festival of Trees Team
    Katie Cerrillos
    Heidi Cook
    Denise Cook
    Amanda Kohn
    Michelle Stewart

Remarks
By Administration
    President Rebekah Woods
    Legislative Update and Visits
    Foundation Executive Director & CEO Erin Fishburn
By ASCBC Student Representative Tyler McDonald
    Exhibit B: ASCBC Events Calendar
By Faculty Senate Chair Kiera Squires
By AHE Representative Rik Smith
By Board Members

Public Comments
- Anyone who would like to share public comment, for the record, please give your name and whether you are a student, employee or a member of the community. If you are participating through zoom, please raise your hand and we will promote you to a panelist so you may speak.
- Please limit your comments to 3 minutes.
- During public comment, the Board will focus on listening and treat all comments with equal attention and respect. We ask the same of all attendees.

Reports
Exhibit C: CBC Mission Fulfillment Report 2023-24 (Spring Update)
Exhibit D: Executive Limitations Monitoring Report EL-4, EL-5, EL-6
Exhibit E: Cash Reserve Report
Exhibit F: Operating Funds Variance Report

Discussion/Action*
Exhibit G: First Reading – Board Policies Executive Limitations GP-1, GP-2, GP-3, GP-4, GP-5, GP-6

Adjournment

***(Requires motion/approval)**

If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 542-4802 as soon as possible to allow sufficient time to provide accommodations.

Upcoming Event Date

February 2025

3	Pasco City Council Regular Meeting, 7pm, 525 N Third Ave, Pasco
9-12	ACCT National Legislative Summit, Marriott Marquis, Washington DC
10	Pasco City Council Workshop Meeting, 7pm, 525 N Third Ave, Pasco
11	Pasco School Board Meeting, 6:30pm, Board Room, 1215 W Lewis St, Pasco
11	Richland School Board Meeting, 6:30pm, 6972 Keene Road, West Richland
12	Kennewick School Board Meeting, 5:30pm, 1000 W 4th Ave, Kennewick
14	CBC Board of Trustees Meeting, 7:30am, Beers Boardroom, CBC Pasco Campus
17	Pasco City Council Regular Meeting, 7pm, 525 N Third Ave, Pasco
17	President's Day Observed, CBC Campus Closed
24	Pasco City Council Workshop Meeting, 7pm, 525 N Third Ave, Pasco
25	Pasco School Board Meeting, 6:30pm, Board Room, 1215 W Lewis St, Pasco
25	Richland School Board Meeting, 6:30pm, 6972 Keene Road, West Richland
26	Kennewick School Board Meeting, 5:30pm, 1000 W 4th Ave, Kennewick
28	CBC Athletic Hall of Fame Dinner & Auction, 5pm, Gjerde Center, CBC Pasco Campus

March 2025

3	Pasco City Council Regular Meeting, 7pm, 525 N Third Ave, Pasco
5 – 9	NWAC Basketball Championships, SRC, CBC Pasco Campus
6	Multicultural Festival, 5:30pm, Gjerde Center, CBC Pasco Campus
10	Pasco City Council Workshop Meeting, 7pm, 525 N Third Ave, Pasco
11	Trustee Tuesday, Topic: TBD, 8-9am, Virtual Meeting
11	Pasco School Board Meeting, 6:30pm, Board Room, 1215 W Lewis St, Pasco
11	Richland School Board Meeting, 6:30pm, 6972 Keene Road, West Richland
12	Kennewick School Board Meeting, 5:30pm, 1000 W 4th Ave, Kennewick
15 - 16	NWAC Basketball Championships Elite 8 and Final 4, SRC, CBC Pasco Campus
17	Pasco City Council Regular Meeting, 7pm, 525 N Third Ave, Pasco
21	CBC Board of Trustees Meeting, 7:30am, Beers Boardroom, CBC Pasco Campus
24 - 28	CBC Spring Break
24	Pasco City Council Workshop Meeting, 7pm, 525 N Third Ave, Pasco
25	Pasco School Board Meeting, 6:30pm, Board Room, 1215 W Lewis St, Pasco
25	Richland School Board Meeting, 6:30pm, 6972 Keene Road, West Richland
26	CBC Hosts Astronaut Jose Hernandez, 12pm, Gjerde Center, CBC Pasco Campus
26	TC Regional Chamber Annual Mtg & Awards Luncheon, 12 – 1:30pm, Three Rivers Conv.
26	Kennewick School Board Meeting, 5:30pm, 1000 W 4th Ave, Kennewick

▢	CBC Board Meetings	▢	Community Events
▢	CBC Events	▢	Community Board Meetings
▢	Trustee Pro Development / Conferences	▢	Holidays

Upcoming Event Date

April 2025

7	Pasco City Council Regular Meeting, 7pm, 525 N Third Ave, Pasco
8	Pasco School Board Meeting, 6:30pm, Board Room, 1215 W Lewis St, Pasco
8	Richland School Board Meeting, 6:30pm, 6972 Keene Road, West Richland
8	Trustee Tuesday, Topic: TBD, 8-9am, Virtual Meeting
9	Kennewick School Board Meeting, 5:30pm, 1000 W 4th Ave, Kennewick
11	CBC Board of Trustees Meeting, 7:30am, Beers Boardroom, CBC Pasco Campus
14	Pasco City Council Workshop Meeting, 7pm, 525 N Third Ave, Pasco
17	Tri-Citian of the Year, 5pm, Three Rivers Convention Center
21	Pasco City Council Regular Meeting, 7pm, 525 N Third Ave, Pasco
22	Pasco School Board Meeting, 6:30pm, Board Room, 1215 W Lewis St, Pasco
22	Richland School Board Meeting, 6:30pm, 6972 Keene Road, West Richland
23	Kennewick School Board Meeting, 5:30pm, 1000 W 4th Ave, Kennewick
28	Pasco City Council Workshop Meeting, 7pm, 525 N Third Ave, Pasco

May 2025

5	Pasco City Council Regular Meeting, 7pm, 525 N Third Ave, Pasco
8	CBC School of Education Donor Recognition/Open House, X Bldg, 1620 N 20th Ave, Pasco
12	Newly Tenured Faculty Reception, 3:00pm, Thornton Courtyard, CBC Pasco Campus
12	CBC Board of Trustees Meeting, 4:30pm, Beers Boardroom, CBC Pasco Campus
12	Pasco City Council Workshop Meeting, 7pm, 525 N Third Ave, Pasco
13	Pasco School Board Meeting, 6:30pm, Board Room, 1215 W Lewis St, Pasco
13	Richland School Board Meeting, 6:30pm, 6972 Keene Road, West Richland
14	Kennewick School Board Meeting, 5:30pm, 1000 W 4th Ave, Kennewick
19	Pasco City Council Regular Meeting, 7pm, 525 N Third Ave, Pasco
22 - 23	ACT Spring Conference, Davenport Grand Autograph Hotel, Spokane
26	Memorial Day Observed, CBC Campus Closed
27	Pasco School Board Meeting, 6:30pm, Board Room, 1215 W Lewis St, Pasco
27	Richland School Board Meeting, 6:30pm, 6972 Keene Road, West Richland
28	Kennewick School Board Meeting, 5:30pm, 1000 W 4th Ave, Kennewick

	CBC Board Meetings		Community Events
	CBC Events		Community Board Meetings
	Trustee Pro Development / Conferences		Holidays

Exhibit A

Columbia Basin College
Board of Trustees Meeting Minutes
January 13, 2025
Hybrid Meeting 4:30 p.m.

Board Members in attendance: Ofelia Rivas de Bredt, Kedrich Jackson, Kimberly Harper, Holly Siler (virtual)
Board Secretaries: Rebekah Woods - President & Secretary to the Board, Ronda Rodgers - Recording Secretary
In-Person Attendees: Eduardo Rodriguez, Cheryl Holden, Michael Lee, Elizabeth Burtner, Corey Osborn, Luz Garza, Sue Flaherty, Mary Garfias, Scott Rogers, Martín Ramirez & CBC Men's Soccer
Team, Taylor Stewart & CBC Volleyball Team, Alessandro Llamas & CBC Women's Volleyball Team, Tyler McDonald, Sarah Murphy, Jamie Duncan, Abby DeSteese
Virtual Attendees: Dan Quock, Emily Cates, Kelsey Myers, Melissa McBurney, Kiera Squires, Sarah McCalmant, Rik Smith, Keri Lobdell, Rod Taylor, Lane Schumacher, Ty Beaver

The Agenda	The Discussion	Action
Call to Order		Meeting called to order by Trustee Rivas de Bredt at 4:30 p.m.
Pledge of Allegiance	Trustee Rivas de Bredt led the Pledge of Allegiance.	
Agenda Changes	No changes made to the agenda.	Trustee Harper moved and Trustee Jackson seconded a motion to approve the January 13, 2025 agenda as written. Approved unanimously.
Approval of Minutes	December 9, 2024 Board of Trustees Meeting Minutes (Exhibit A) Discussion - None	Trustee Jackson moved and Trustee Harper seconded a motion to approve the December 9, 2024 minutes as written. Approved unanimously.

Linkage with Community
  Sue's Turkey Drive
    Sue Flaherty, Coordinator
	Sue Flaherty was invited to share about her efforts with feeding our community during Thanksgiving. Sue's Turkey Drive came from a community need about five years ago. Agencies often provide meals to families during December, but don't provide these meals during November. The drive provided 2,700 meals to our community this year and gets larger each year. Donations for the drive and recipients of the meals all come through word of mouth – no advertising or fund raisers. Sue's Turkey Drive provided the CBC High School Equivalency Program (HEP) and English Language Acquisition (ELA) students with 110 dinner boxes. Thank you Sue for your work in our community!	

Celebrating Excellence
  Fall Athletic Teams
    Scott Rogers, Athletic Director
 	
  Women's Soccer
    Alessandro Llamas
	Scott Rogers, Athletic Director, introduced the fall athletic coaches. He also thanked the Board and administration for their support of CBC athletic programs, coaches and facilities. All three fall athletic teams won the East Region Championship.
	
	Alessandro Llamas, Head Coach for Women's Soccer, is in his first year of head coaching the women's soccer team after previously serving as assistant coach. Women's soccer was 11-2-3 overall and undefeated in conference play only allowing 2 goals by other teams. Coach Llamas said they had an incredible season and was proud of his team's academic record too – a 3.47 collective GPA.	

Volleyball Taylor Stewart, Head Coach	Taylor Stewart, Head Coach for Volleyball, is in her second year of coaching CBC volleyball. The team had 13 wins and one loss, won the East Regional, and made it to the final four. Four players were named all East Region, one all-conference most valuable player, one first team all-conference, one second team all-conference and one player named third team all-conference. The volleyball team had a collective GPA of 3.46.	
Men's Soccer Martín Ramirez, Head Coach	Martín Ramirez, Head Coach for Men's Soccer, congratulated his team on representing CBC well. CBC men's soccer has won five of the last six championships. This season, the men's team had 11 wins, one loss and three ties. Coach Ramirez thanked the Board and administration for "providing a second home to our guys."	
Remarks By Administration, President	**CBC Winter Quarter enrollment** is 5,911 FTE as of today – up 10 percent over last year. A huge congratulations to our team at CBC! Updated one-pager **legislative requests for 2025-27** – the Operating Budget Request and Capital Budget Request – are provided to the Board in this month's packet. Adjustments have been made to the newest version of the operating budget: 1st priority – preserve 2023-25 state allocation for fiscal year 2025, 2nd priority – maintain current funding for community and technical colleges, and 3rd priority – make targeted investments in compensation and operations through fully-funded competitive compensation for faculty and staff and help to cover essential operating costs. Dr. Woods will be making **legislative visits in Olympia** over the next few months. She will be joining the Tri-City Regional Chamber of Commerce Hill Climb on January 23, taking CBC representatives – Trustee Rivas de Bredt, Elizabeth Burtner, Tyler McDonald (ASCBC) and Declan Porter (ASCBC) – to make personal visits to legislators in their Olympia offices on January 30 and another trip to visit legislators the first week in April 2025.	
By CEO, Foundation	Sarah Murphy, Foundation Director for Corporate Giving & Capital Projects, provided the Foundation report. The Foundation is currently preparing for the 2025 calendar of events. Scholarship applications are open and will close on February 28, 2025. The annual audit is complete and will be presented to the Foundation Board at their next meeting on Thursday, January 16. The Foundation Board will participate in four days of training provided by a grant from the Murdoch Trust Board Development Program in February and March. The CBC employee giving campaign will run from Feb 10 – 14 with a goal of $40,000.	
By ASCBC Exhibit B: ASCBC Events Calendar	ASCBC student representative, Tyler McDonald, gave updates on the recent fall activities for students and provided information on upcoming events. At the beginning of winter quarter, ASCBC provided wayfinding tables for new students, an Open House in the ASCBC office and Club Rush for students interested in joining a club (250 – 300 students stopped by Club Rush). January 20 is the deadline for requests of funds from the ASCBC Services & Activities Budget.	
By Faculty Senate Chair	Emily Cates, Faculty Senate Secretary, gave an update on Faculty Senate. Faculty Senate's first meeting of 2025 will be Friday, January 17.	

By AHE Representative	Rik Smith, AHE Representative, reported that AHE had recently signed two memoranda of understanding (MOU) with the College – one for clearing up the faculty professional days from five to 5 – 7 days.	
By Board Members	**Trustee Siler** This will be the last month Trustee Siler serves as a trustee. A new trustee was appointed by the Governor to fill her trustee position on the Board earlier today (Jan 13). **Trustee Jackson** Trustee Jackson attended the Association for Washington Business Technology Task Force meeting where solutions are still being crafted. Trustee Jackson was nominated to serve on the Executive Governmental Affairs Committee. **Trustee Harper** Trustee Harper and the local Links Chapter participated with a local church for a "Celebration of Giving" clothes and food drive (Dec 14). She will be attending "Girl Day 2025" (Feb 20) at the Richland Public Library from 4 – 6pm, an event to introduce girls to engineering. **Trustee Rivas de Bredt** Trustee Rivas de Bredt was a guest on the CBC Leadership Development Program panel last Friday (Jan 10). The Hispanic Chamber of Commerce scholarship application process is open for the next couple of months. The Chamber is providing a scholarship for Business Administration degree students.	
Public Comments	No public comments.	

Reports
    Exhibit C: Cash Reserve Report
 	
    Exhibit D: Operating Funds Variance Report
	VP for Administrative Services, Eduardo Rodriguez, provided highlights from the Cash Reserve Report and the Operating Funds Variance Report (Exhibits C & D).	

Discussion/Action
Exhibit E: Draft CBC Faculty Senate Bylaws
	Trustees reviewed proposed changes for the CBC Faculty Senate Bylaws.
	    First proposed change: In Article VII, Election to the Senate, #3 remove "Seven members will be elected each year (unless a vacancy is also being filled)" and replace it with "Elections to fill vacancies will be held each year."
	
	    Second proposed change: In Article VII, Senate Committees, Duties of the Faculty Affairs Committee, #2 add the following at the end of the paragraph, "These elections will be held by the last week in April."
	
	    Third proposed change: In Article VII, Senate Committees, Section IV - Assessment, Teaching and Learning Committee, remove all of #3 stating "Members serve a two-year term, with a limit of four consecutive years. The term limit may be extended for another two-year term with the approval of the committee and a Faculty Senate majority vote."
		Trustee Jackson moved and Trustee Harper seconded a motion to approve proposed changes, as written, to the CBC Faculty Senate Bylaws. Approved unanimously.

Exhibit F: First Reading – Board Policies Executive Limitations EL-5, EL-6, EL-7, EL-8, EL-9, EL-10	Trustees had no comments or changes for the Board Policies Executive Limitations EL-5, EL-6, EL-7, EL-8, EL-9, and EL-10 (Exhibit F).	Trustee Jackson moved and Trustee Harper seconded a motion to approve the Board Policies Executive Limitations EL-5, EL-6, EL-7, EL-8, EL-9 and EL-10 as written. Approved unanimously.
Adjournment: 5:40 p.m.	Trustee Rivas de Bredt adjourned the meeting at 5:40 p.m.	
	Next Board of Trustees Meeting Beers Board Room & Zoom Webinar February 14, 2025 - 7:30 a.m.	

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Ofelia Rivas de Bredt, Board Chair

Exhibit B

ASCBC

Thunder

FEBRUARY EVENTS

04	Diamond Art Craft Hour	Take a study break and stop by the Sunroom between 12pm-2pm and create diamond art!
10	V-Day Card Making	Get ready for Valentines Day and create a sweet V-Day Card for a friend or loved one, inside the Sunroom!
12	Country Cupid	Sweet treats and line dancing! Join us between 3pm-7pm for some treats and learn how to line dance like a pro! More details to come!
19	Coloring Craft Hour	Stop by the T-Building Atrium for a coloring break! Color some sweet and cool coloring pages. Light snacks provided!
27	Water Color Craft Hour	Join us inside the T-Building Atrium between 11am-2pm to create amazing water color art!

Athletics Home Games

1st: Women's Basketball-2p.m. | Men's Basketball-4p.m. vs. Blue Mountain

12th: Women's Basketball-5p.m. | Men's Basketball-7p.m. vs. Big Bend

19th: Women's Basketball-5p.m. | Men's Basketball-7p.m. vs. Yakima Valley

22nd/23rd: Men's Baseball-11a.m. vs. Grays Harbor   28th: Men's Baseball-11a.m. vs. Wenatchee Valley

Information on ASCBC BHM Events to Follow

ASCBC

MARCH EVENTS

10	Fueling For Finals	ASCBC will be giving students delicious energy drinks to help them get through finals! Visit the T-Building Atrium Between 11am-1pm for your drink!
11	Fueling For Finals	ASCBC will be giving students delicious energy drinks to help them get through finals! Visit the Downstairs HUB Between 11am-1pm for your drink!
5th-9th	Northwest Athletic conference	CBC will be hosting the Northwest Athletic Conference Championships at the SRC Fitness Center. Game schedules and ticket info can be found at nwacsports.org
15th & 16th	Northwest Athletic conference	CBC will be hosting the Northwest Athletic Conference Championships at the SRC Fitness Center. Game schedules and ticket info can be found at nwacsports.org

Athletics Home Games

1st (12p.m./2p.m.): Women's Softball vs. Pierce
2nd (12p.m./2p.m.): Women's Softball vs. Mount Hood
8th/9th: Men's Baseball-11a.m. vs. Everett
22nd (1p.m.)/23rd (12p.m.): Men's Baseball vs. Olympic

26th: Men's Baseball-1p.m. vs. Bend
28th (2p.m./4p.m.): Women's Softball vs. Wenatchee Valley
29th (12p.m./2p.m.): Women's Softball vs. Yakima Valley

THUNDER

Exhibit C

Columbia Basin College

Mission Fulfillment 2023-24 Year 1

Board of Trustees End State Monitoring
February 14, 2025

Contents

Background

Longer Term Commitment to Guided Pathways

With our NWCCU accreditation visit, it might help to reiterate CBC's broader history and where we have been[1] in order to inspect this year in context. The overarching institutional strategy at CBC has been continuity in our commitment to Guided Pathways work in a new year – consolidating gains and taking next steps. We follow Guided Pathways as outlined by the Community College Research Center (CCRC) at Columbia University and supported by the SBCTC and have been on that path since before 2015. Guided Pathways was built on the core idea that community college education maintain focus on providing degrees and certifications, and design/adopt proven ideas and strategies to accomplish this. The evidence base behind the need for Guided Pathways reform is clear[2] and, consequently, still has potential for impact at CBC as the organization evolves to meet today's challenges.

Since 2017, Guided Pathways in Frontier Set, and its companion interventions at CBC accelerated, and continues to be a blueprint for the best performing community colleges nationwide. Institutional Research often calls Guided Pathways and companion evidence-based reforms the "*Moneyball*" of community and technical colleges. That is, the building blocks of community college success are best summarized by:

        a) enrolling in coursework,
        b) succeeding in coursework,
        c) re-enrolling, and
        d) succeeding again.

This characterization of student success is one that meets our primary challenge as a college to create value for students and the community by making post-secondary instruction a long-term, transformative force in students' lives and the lives they touch.

The greater state and national environment – both in research and policy – has correctly reframed its Guided Pathways work over time to reinforce and center equity. CBC is aligning its student success work accordingly. This acknowledges that, while the intent of Guided Pathways reform is often strongly aligned with DEI efforts in intent, *it does not ensure beneficial outcomes for all students by itself*. Nationally, since 2013, community college enrollment has trended strongly toward students of color.[3] At CBC, we are likely 1-2 years away from being a majority Hispanic institution. Additionally, our CBC data and experience show us the same trends – Hispanic students in particular – and how those data closely align with lower income and first-generation college households for whom transformative education and social mobility are most crucial. In the next 10-15 years, national demographics, Census data for our region, K-12 enrollment, and other factors that increase the likelihood of regional community college attendance, all point to significantly higher enrollment of first-generation students, students in households with low accumulated wealth or income, and students of color at CBC.

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[1] Our 2024 NWCCU accreditation report and companion documents are found at (https://www.columbiabasin.edu/connect/about-cbc/accreditation.html).
[2] Evidence base is predicated on either inclusion in the Institute for Education Sciences (IES) What Works Clearinghouse specifically for rigorous evidence standards or by the CCRC Guided Pathways theoretical framework.
[3] Community College Resource Center. "How Many Community Colleges Fully Recovered Their Enrollments Three Years After the Pandemic? Too Few."

At the end of 2020, CBC began work on its Equity Centered Strategic Plan, culminating in CBC's *Inclusivo*. In that plan, *Culture and Systems Strategic Priority #3* speaks to equity in what we do and how we do it. In 2023-24, inclusive culture has emerged as a top priority for the college as evidenced by the activities of *Inclusivo*, the HSI Advisory Council, work on helping CBC become recognizable as a bilingual campus, among other initiatives. In March 2024, CBC used Title V funds to institute our multicultural center, *La Casa*, staffing in Title V to aid in caseload management, and for furthering equitable instruction strategies through the Teaching and Learning Center for Excellence (TLCE). For producing data and evidence, equity can be more difficult to measure in ways that pick up a full range and character of what happens at CBC in an immediate way. Focusing on those who struggle more, in the longer run, is both intellectually sound, sets up students for sustained value in their lives, and supports growth in our community and growth as a college.

Current Investments in Student Outcomes in the Larger Timeline
Current State of Guided Pathways Work

A full accounting of college work in Guided Pathways would be quite a feat. We highlight a few of the most promising institution-wide, larger investments here, yet this report does not (and often cannot) capture, and do justice to, all the work done around the college to further student success.

In that spirit, we need to acknowledge work being done across campus that supports the direction of both culture and student learning in individual departments and divisions on campus. Again, these are underway, yet too numerous to itemize here – for example, through the Student Success Leadership Council, Programs, and elsewhere in the college through *Inclusivo*.

In term of the broadest college-wide efforts for which we have targeted key long-term investments, our **caseload management model** of advising is certainly one of the biggest lifts – which includes caseload management communication software support with implementation of EAB Navigate[4] and InsideTrack coach training (increased professionalization). Accelerated **English I-BEST support** for introductory English Composition is another. *Inclusivo: Hawks Soaring Together*, our equity-centered strategic plan, is another investment in Guided Pathways work, and extends to many changes throughout the college. In particular, the goals in the Student Success Strategic Priority #1 speak to this report most directly.

While Guided Pathways is a clear strategy/imperative on a college-wide scale, other changes in which critical needs exist can have effects that outpace their size or expectation when filling a critical need, following evidence-based research, and/or executed well. English and math placement process change was a good example of this in a critical need.

Some of the work we are furthering in Guided Pathways often cannot be measured in the same way as the metrics in these reports, but are, nonetheless, critical to student success. Assessment work is a prime example of this. "Ensure Students Are Learning" is the fourth pillar of Guided Pathways, is also an important aspect of fulfillment of the College's mission,[5] and a strategic

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[4] This includes Early Alert re-introduction in 2023-24 and a few more developments in 2024-25 which include more appointment scheduling, predictive data for targeting students, and student access to an EAB app.
[5] Also a key feature of accreditation due to assessment's critical role in student learning, and the difficulty that every college encounters when trying to characterize overall progress in institutional learning. outcomes, program learning outcomes, and course learning outcomes. We know that learning is the bedrock of what happens at CBC and that quantifying this quality can be challenging in ways that conventional institutional measures (as in this report) are not.

priority in *Inclusivo* is Teaching and Learning. When students are learning, it impacts their achievement, whether it be in that particular course or with the knowledge, skills and abilities that they gain and then apply in future courses. Student learning is assessed by faculty at the course, program, and institutional levels and the Assessment, Teaching and Learning (ATL) Committee continues to lead the student learning assessment efforts. The faculty conversations around assessment, pedagogy, and curriculum continue to be an important part of this work.

The 2023-24 Academic Year – Enrollment, Modality, and Student Profile

In 2023-24, another overarching institutional theme has been a more rapid increase in enrollment to pre-pandemic levels and now beyond - likely a combination of regional growth, state trends, and national trends. The Community College enrollment is open access in its core mission, which creates unique challenges for us and our priority is to maintain quality, consistency, and flexibility / adaptability in our operations during times where enrollment can be turbulent. And enrollment in the last five years has been turbulent. Whereas our experience pre-pandemic saw only a few percentage points difference from year to year, from Spring 2020, we experienced decreasing enrollment several times higher than in years before (8% and 10% consecutive drops in Fall of 2020 and 2021), followed by the last two years, which have seen double digit growth year on year.[6] The trajectory of our institutional growth is now consistent with the kind of enrollment we saw pre-COVID and is poised for long term growth in line with our community.

Yet this new enrollment sees some qualitative change in what is happening in instruction and on campus. How students have adapted and how we have responded has made this version of CBC different from the versions we have been five years ago. The change has largely been in the "online instruction" space. Students who have seen more online / multi-modal learning have made adjustments, continue to make adjustments to how they work best, and develop and interact with us slightly differently. We similarly work on monitoring how to best serve students – listening, trying to assess needs, and develop what we do to meet students where they are. We leverage both virtual and real spaces and still reconcile our presence in both.

Our experience and anecdotes around campus often prompt us to reflect on what to expect from incoming students and prepare to meet them where they are – our incoming student profile. Recently, the National Center for Education Statistics released its K-12 assessment results on its annual National Assessment for Academic Progress (NAEP) and we have seen a national rebound from what was a drop in educational attainment, but still not to levels we saw at 2019 and before. These reports remind us that we may not have "fully recovered" from the kinds of learning loss seen in the last 5 years, and that students who are more likely to enter a community/technical college are still struggling more.

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[6] In Fall 2024, in total FTE terms, we are just below 3% higher than in Fall 2019. Nationally, headcounts have recovered in only 27% of community colleges by Fall 2023. https://ccrc.tc.columbia.edu/easyblog/how-many-community-colleges-fully-recovered-their-enrollments-three-years-after-the-pandemic-too-few.html

Revised End States for 2023-24 through 2025-26 Academic Years

The Board of Trustees, from advice in training for our Carver model of institutional governance, views and frames its goals on a high level – which has prompted a revised "Ends" reporting to dovetail with this three-year review cycle.

As a result of review, the Board of Trustees updated the End States to reflect areas of college emphasis: equity and representation, educational transitions, professional/technical tracks, transfer tracks, and value for the student and community.

1. Students enrolled, and students who successfully complete represent the demographics of Benton and Franklin Counties.
2. Students complete GED and HS-Equivalent credentials which allow students to transition to college or begin their chosen careers.
3. Students complete professional and technical programs which enable them to begin their chosen careers.
4. Students complete transfer programs which enable them to begin their chosen careers or transfer to 4-year schools to complete their bachelor's or higher degree programs.
5. Graduates obtain in-demand jobs with family-sustaining wages within Benton and Franklin Counties, thereby benefitting the community with a well-trained and educated workforce and positive financial return, as well as economic mobility that strengthens graduates and their families.

These end states have changed this year - mirroring Guided Pathways ideas and reflecting institutional priorities. The Board of Trustees continues to evaluate three primary enrollment categories (Transfer students, Professional/Technical students, and Transitional Studies students) and have added two sections. These sections concentrate on (a) equity, and (b) our value as an institution to students as they look to their prospects on the labor market with a CBC education.

Results Summary (Overall Strengths and Opportunities)

This summary is meant to highlight areas of strength and opportunity. Much of the section "Key Findings and Discussion" touches on how we might interpret this year's results.

How We Rate Ourselves. One change and clarification about these results is that they represent the results in our current reporting year (2023-24) and compare these results against our "past selves" – how we did in years prior. For these next three years, starting with 2023-24, *we will use averages of a **fixed** five-year point in time* to evaluate our progress with criteria about what we consider to be measurable progress (typically 2%) and target progress (exceeding expectations, typically 5%). These expectations are based on the effect sizes that are typically seen in education at our scale. Additionally, five years is a longer fixed period than we have benchmarked in the past – partly due to high variability in measures (in equity particularly), and partly due to our wish to include 2018-19 which was a base for when significant adjustments in education were being made at CBC and nationwide, and finally, to take a longer-term perspective.

| 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
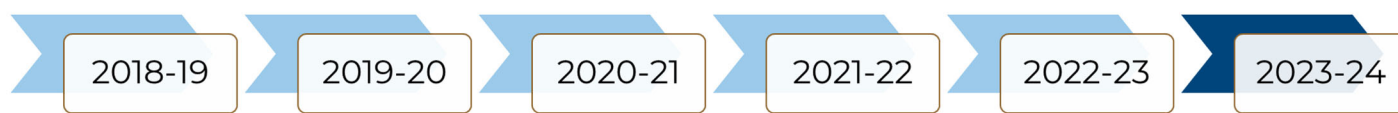
Overall Rating. Our overall rating for the 2023-24 Academic Year is **3.51** (Table 1 and Figure 1)**,** an overall level of performance that is "Progress" – and compares favorably with our benchmark years.

Table 1. Overall Summary of Mission Fulfillment Measures

Objectives by End State

	Equity (20%)	Academic Transfer (35%)	Professional / Technical (25%)	Transitional Studies (10%)	Return on Investment (10%)
Average Rating	3.33	3.75	3.29	3.67	3.40
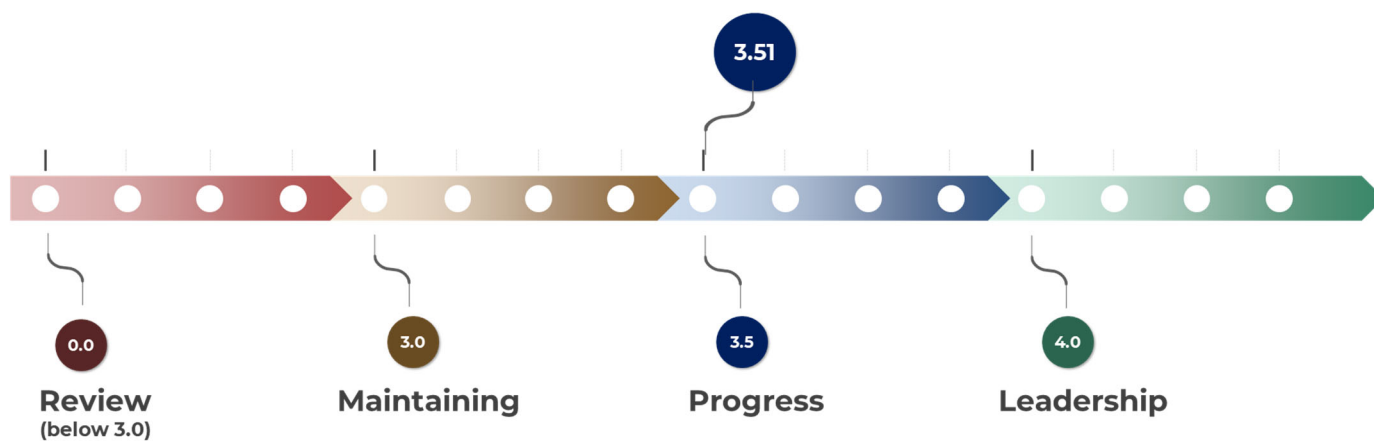
Figure 1. Overall Rating for 2023-24 (Weighted Average)

Notable Strengths (+):

- **Completion and Transfer by Year 3**. Completion and Transfer by Year 3 is a central theme in how Guided Pathways structures its notion of student value and is similarly central in our mission and communication across campus. This year, our incoming student cohort hit 37.8% on average either completing or transferring to a 4-year institution and 41.1% of our transfer students. *These are both historical high-water marks for us*. The 2029 Goal review in this report shows how that shows up in practice as a collective increase that results directly from particular strength in the performance of students of color (largely Hispanic students).
- **Equity Areas of Strength**. Piggybacking on completion, our students of color reached "statistical parity" in 2023-24 in a category that was an area of need (85% representation) as recently as 2016-17. On the strength of this parity, we were able to make significant gains this year. Enrollment parity has also been a theme of the last decade – and while this is somewhat indicative of larger demographic trends in the Tri-Cities that may pull this upward, success in this area is still above expectation.
- **Return on Investment**. Annual average return on Investment – especially in the last two years in real dollars - has increased for the average, typical, and the lower bound of students that we believe can benefit most from a Guided Pathways orientation.

Likelihoods in this area are strongly influenced by successful early credit progression across the board and are the primary indicator of value here. An increase of 3% over a five-year average in this kind of metric is no small feat and is a strong early indicator of likely strong performance in years to come.

Notable Opportunities (-):

- **English College Credit Attainment**. English credit continues to be a performance area where we have seen historical weakness in our measures, dipping below 30% this year. It continues to be an area of focus, and the 2023-24 academic year was our first scaling of I-BEST for students in our first college-level English course. By volume, the new I-BEST course was not a huge impact in the Fall, but plans and subsequent enrollment are very promising here. The elimination of developmental coursework, the continued development of I-BEST English (both with high evidence base), and new hiring this year to increase capacity have set the prospects higher in this category in 2024-25 and in 2025-26 as well.

- **Retention**. Retention has been somewhat enigmatic in recent years. For the Fall 2023 retention rate, we have seen some weakness again in Transfer students and strength in Professional/Technical tracks. The silver lining here is that our InsideTrack training and EAB software has made coaching more systematic, and having those in place (both with high evidence and/or theoretical base) makes this an area where we might see movement on this slightly lagged indicator. We have already seen some of this – with the benefit of Fall term enrollment in the books, our newest 2023-24 cohort has a significantly higher retention rate (56%) added to a Fall to Winter and Fall to Spring performance in 2023-24 which both saw an uptick in the inaugural year of InsideTrack / EAB work, and we might expect overall strength here to solidify in the coming years.

- **Equity – Special Populations**. Full-Time vs Part-Time and Off-cycle vs On-cycle entrants are discussed in the final appendix, and remain a new area of focus, learning, and discovery for us. We have underperformed in terms of equitable outcomes here, yet a hands-on approach like we see with Retention has promise to shore up weaknesses presented. Our history has shown that we have outperformed other institutions with part-time students in particular on regional and national benchmarks, yet this is still a population we could serve better. Early retention and credit attainment for these groups is crucial, they are not a small population - over 1/3 of our annual new student cohort is "off-cycle" – 796, and under 1/3 of our Summer and Fall cohorts are part time - 396.

Rating Results by End State

A **3.51** overall rating is good progress if taken alone, but may hide important differences in our college metrics. The past two years have seen differences in how different parts of the college have progressed. Table 1 shows those summaries, areas of strength, and the unique challenges.[7] Unlike in years past, the metrics and results this year do not vary tremendously from one End State to another – a low of 3.29 in Professional/Technical trades and our high rating in Academic Transfer of 3.75 is far less of a spread than in years past.

Our **Equity average rating (3.33)** is "maintaining" on our scale, though it contains some notable strengths and some challenges we have identified. Enrollment equity representation and completion are quite high and generally improving, which may mask a more mixed result in our first-year success metrics and less rosy results in full/part-time and "late start" students – even though these were chosen because they were/are high need areas.

Our **Academic Transfer average rating (3.75)** shows "progress" primarily on the continued strength of gateway math, credit completion, and year 3 completion + transfer. Among these results, the most encouraging this year is the final completion + transfer result, which is above 40% for the first time (41.1%).

Professional/Technical average rating (3.29) is "maintaining" with some particular strengths and areas for improvement. Course success and credit completion are very strong and retention has emerged strong this year – which had been a more recent challenge. Gateway courses in English and math are areas that have been relatively flat (and even modestly down in English).

Transitional Studies average rating (3.67) shows "progress", showing some strength in a few areas and continuing with two main areas of opportunity. I-BEST is one significant area which was expected (expanded in English), but other gains in 45 hours of instructions, a key threshold, were seen in ELA and ABE. Pressure points remain in the "Completion + Transfer" area which peaked in 2019-20 (40.6%) and haven't returned to that level (28.9%). With new processes and onboarding designed to increase access for ELA students particularly and commitment to programs, progress is being targeted in those areas, but have not yet seen even a full year of implementation.

In **Return on Investment (3.40)**, our measures are largely increasing based on stronger results over the last two years in credit completion as a key driver.

To animate and interpret what is happening in these ratings, the following sections expound on a few of the key findings from this year in "2023-24 Key Findings and Extended Discussion" which detail:

- CBC's 2029 goals adopted across campus ("2029 Goal" Results)
- A check on SBCTC comparable metrics ("Comparisons to SBCTC-Wide Metrics")
- A check on comparable peer institutions ("Adding Regional Institutions and Peer Comparisons")

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[7] The "2023-24 Tables" section contains full metrics. It includes updated CBC warehouse (Enrollment, Transcripts, WABERS Transitional Studies, and NSC data as of 01/2025) and latest reported SBCTC data (01/2025). See Data Dictionary in Appendix for more detailed sourcing. After looking at these data and data history, the impact on interpretation from year to year has not been substantial and IR is confident about the story and our evaluation that comes from reviewing these metrics.

2023-24 Key Findings and Extended Discussion

2029 Goals Results

At every all-campus event and in New Employee Orientation, CBC presents our three goals, which we refer to as the "Blue Slides" (Figures 3-6). These goals are those we have publicized most broadly since 2019 - our Ten-Year goals to 2029:

1. 3-year degree completion or transfer to 55% (Figure 3)[8],
2. 30 college credit attainment in a student's first year to 55% (Figure 4), and
3. First year college credit attainment in our college's main general education areas – English (to 60%) and math (to 40%) (Figures 5 & 6).

CBC takes pride in being a "high value" institution demonstrating a significantly high Return on Investment (ROI) for graduates.[9] While the earnings for students who attend college and earn credit but do not attain a degree is still positive on average, credential attainment still constitutes the large majority of college value. That value comes in the form of students' future earning power – with an average return over 6:1 in raw dollars, and over 19% year on year, discounted over a student's lifetime (EMSI/Lightcast 2022).

It deserves restating, too, that goals beyond Completion and Transfer (the 2nd and 3rd of our 3 goals) are two powerful first-year predictors of completion, which can be most useful in monitoring **in the first year** whether we might expect future results of degree attainment – 30 college credit attainment in a student's first year, completion of college math, and completion of college-level English. To convey this impact, Table 2 shows the trajectory of our overall performance and what it means to ultimate success in three years historically. Our "return on investment" category this year puts an even finer point on this relationship.

Table 2. Student Likelihood of Completion or Transfer in Three Years (Success) by Goal Attainment (Five Years)

Goal	2019-20	2020-21	2021-22	2022-23	2023-24	Projected 3-Year Completion Rate if Goal Met	Projected 3-Year Completion Rate if Goal *NOT* Met	
30 College Credits	37.4%	42.2%	43.5%	45.1%	**47.2%**	**68.6%**	**14.1%**	**4.9x**
Math Completion	21.6%	31.3%	34.7%	32.8%	**32.4%**	**62.4%**	**24.6%**	**2.5x**
English Completion	27.0%	34.4%	34.1%	34.5%	**29.5%**	**57.5%**	**27.5%**	**2.1x**

Why 55% 2029 Targets Were Chosen. The percentage targets for these measures were chosen for a couple reasons. First, the targets embody our State and National expectations. The Washington Student Achievement Council (WSAC) has set a goal to have 70% of adults under 45 years of age achieve a post-secondary credential. Benton and Franklin Counties stand at roughly

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[8] While we do not include dual credit students in much of these numbers, this year's Completion or Transfer rates within 3 Years for Running Start is 61% - exceeding our goal of 55% for students who enroll after high school.
[9] Georgetown University Center on Education and the Workforce (https://cew.georgetown.edu/cew-reports/collegeroi/#data-tool).

35% currently. To make meaningful progress locally, with some increasing local enrollment, we believe we could make a 10% impact locally by 2030 at 55% completion or transfer. The second factor concerned whether these goals were realistic. While it is sometimes necessary to set "aspirational" goals, our survey of the steps we were taking, the effects of those cumulatively given prevailing research, and an examination of community colleges who are more mature in following CCRC guidance, 55% Completion + Transfer was not unrealistic. Top tier community colleges are already attaining these kinds of results (notably in Aspen 150), and our Running Start students are completing or transferring in three years at a 61% rate. Achieving that goal would mean that we would be among the top tier community colleges nationwide.

Figures 2 through 5 detail our overall progress in each of these three goal areas. The charts detail the first-year cohort performance of combined Academic Transfer and Professional/Technical students, updated through the 2023-24 academic year. We acknowledge that there are several different ways to look at students who may have a legacy of being systemically underserved, but as an HSI, one of the most salient ways in which we present this information to campus is to maintain focus on Hispanic/Latinx students. The percentage of our new students entering college who are Hispanic/Latinx has been increasing, we are a *Hispanic Serving Institution* by enrollment and recognition, enroll more Hispanic/Latinx students than any other CTC in our system, and our Hispanic students are often dealing with multiple systemic barriers due to our national and local history – including being in the bottom quintile in our state's SES measures. On levels that include equity concerns of race/ethnicity and SES alone, there is ample reason to highlight and concentrate efforts to be inclusive. However, we are reminded that this effort is more than inclusion. Hispanic students, at our current enrollment rate, will be the majority of our enrolled students within the next few years. Looking at the numbers alone, our collective success is bound to our success in serving Hispanic students more than ever. Student success measures are more durable when they are widely shared.

Goal #1: 3 Year Degree Completion or Transfer to 55%. Figure 2 shows our completion or transfer rates by a student's third year by entering cohort. This year reflects the success of our 2021-22 entering cohort. This measure had remained relatively flat over time and had underperformed its leading indicators last year. This year, however, gains in this measure were both in line with expectations based on strong first year cohort performance in 2021-22 and driven by a sharp jump in Hispanic student performance.

Figure 2. Overall Hispanic 3 Year Completion and Transfer Gaps Sharply Down in 2023-24 Degree or Transfer Completion (3-Year) – HSI Focus

Transfer or Completion Year 3
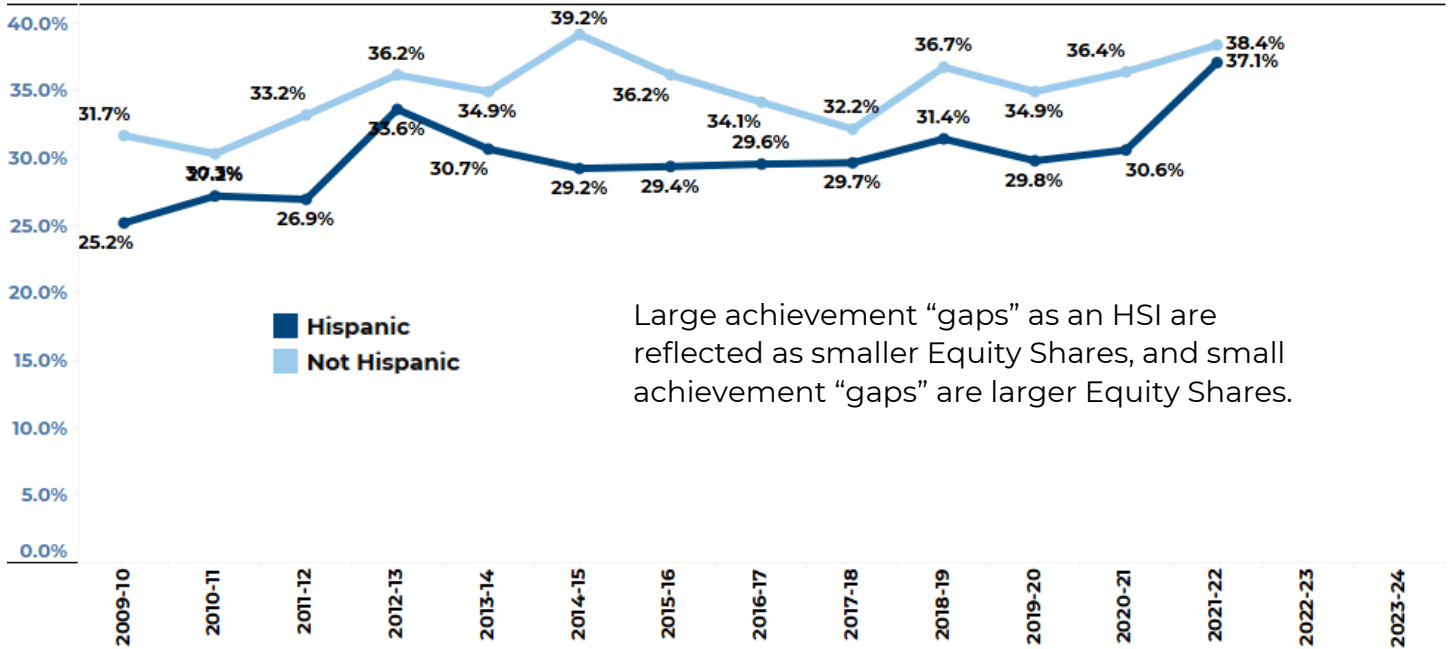
Large achievement "gaps" as an HSI are reflected as smaller Equity Shares, and small achievement "gaps" are larger Equity Shares.

Hispanic: Transfer or Completion Year 3

Performance of All Students

Equity Rating
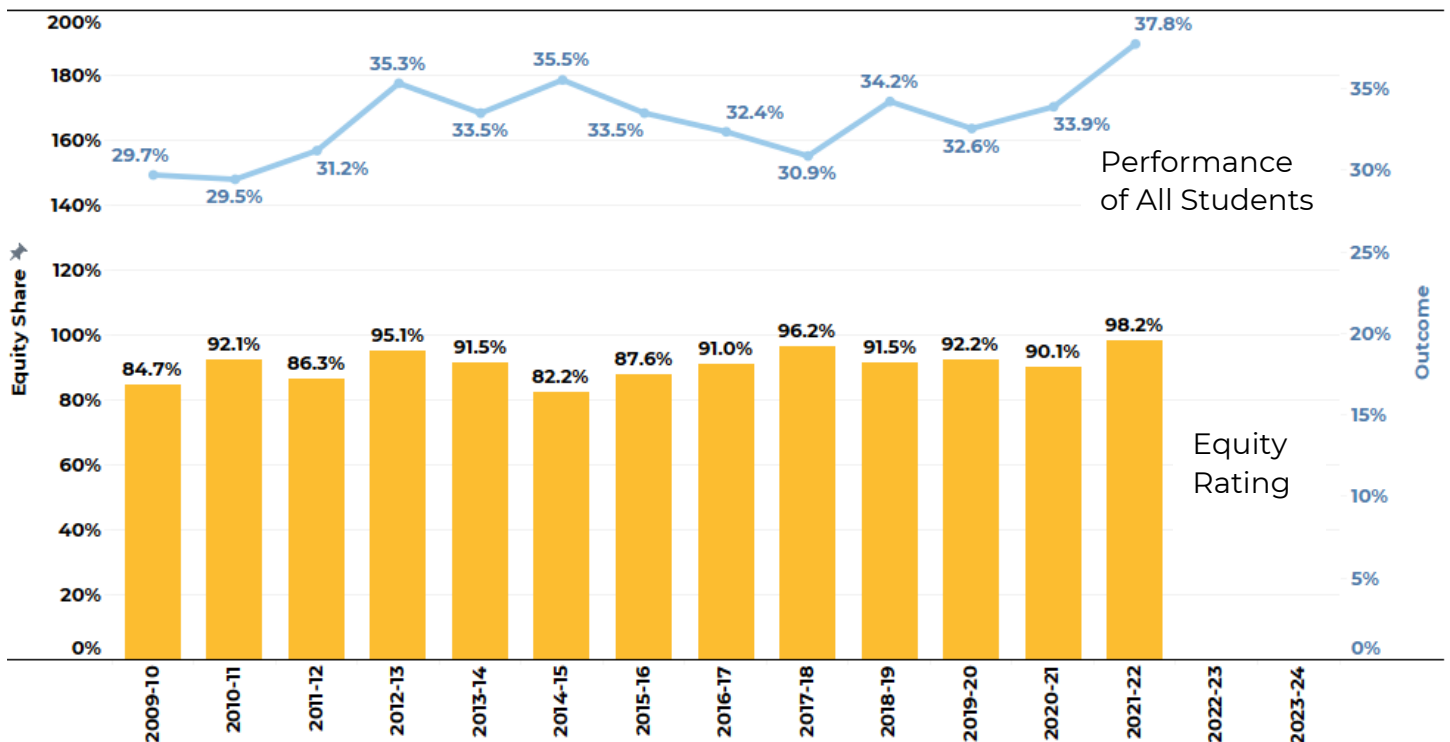
Goal #2: First Year, 30 College-Level Credit Attainment to 55%. Figure 3 shows our 30 college-level credit completion by a student's first year over time. The performance gap here has been relatively high and consistent. Overall, we have improved steadily from 31.1% to 47.2% (+16.1%) since 2016-17. Over that same time, Non-Hispanic students outgained Hispanic students by a slim margin, while the percent of Hispanic students in our incoming cohort went from 37.8% to 53.3%.
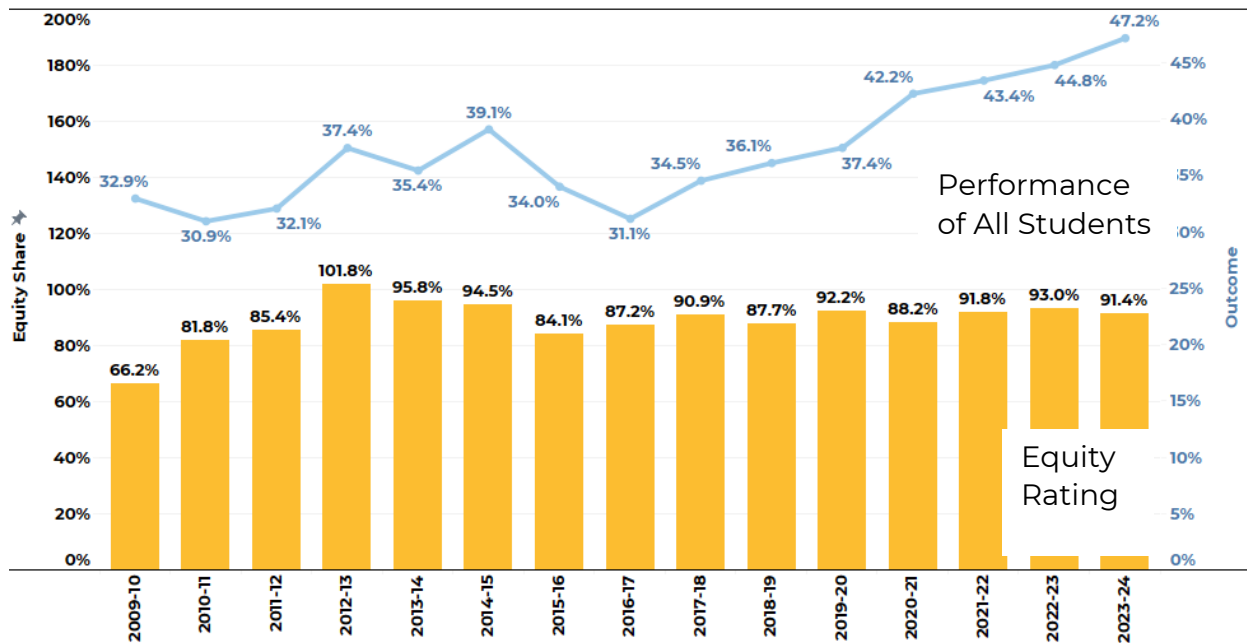
Figure 3. Overall Hispanic 1 Year 30 College Credit Gaps Unchanged in 2023-24
30 College Credit Completion (1-Year) – HSI Focus

FTEC Credit Attainment: 30 Credits or more
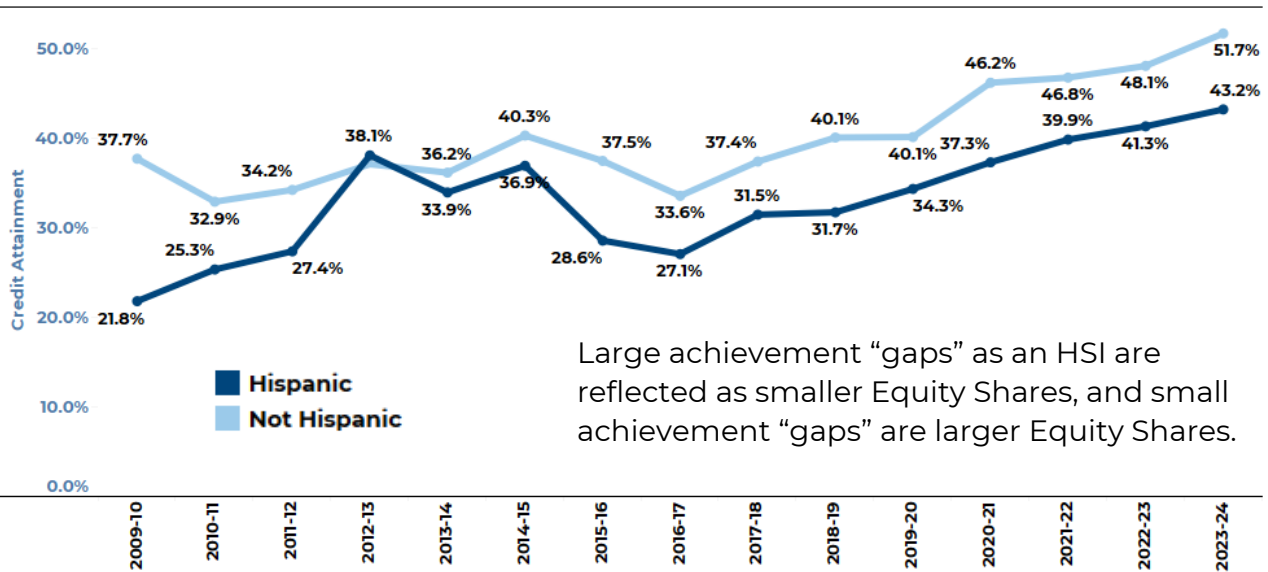
Large achievement "gaps" as an HSI are reflected as smaller Equity Shares, and small achievement "gaps" are larger Equity Shares.

Hispanic: 30 Credits or more

Goal #3a and Goal #3b: First Year College-Level English (to 60%) and Goal #3b: First Year College-Level Math (to 40%). Figures 4 and 5 show our progress in college-level English and math respectively. Rate of students completing college-level English had rebounded some in 2020-21 and 2021-22, coinciding with a sharp increase in college-level placement, though has given back much of that gain in 2023-24.
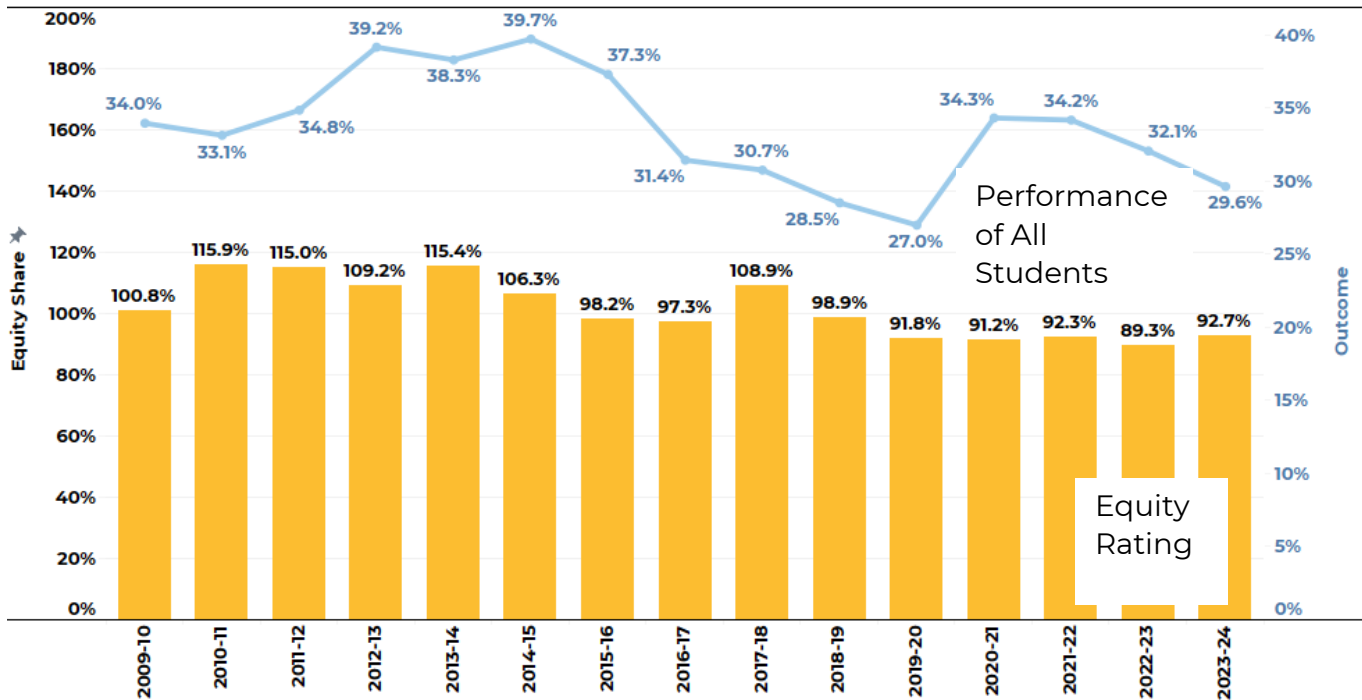
Figure 4. Overall English Credit Gaps Unchanged in 2023-24
First Year College-Level English Completion (1-Year) – HSI Focus

FTEC Gateway Course Completion: English Year 1
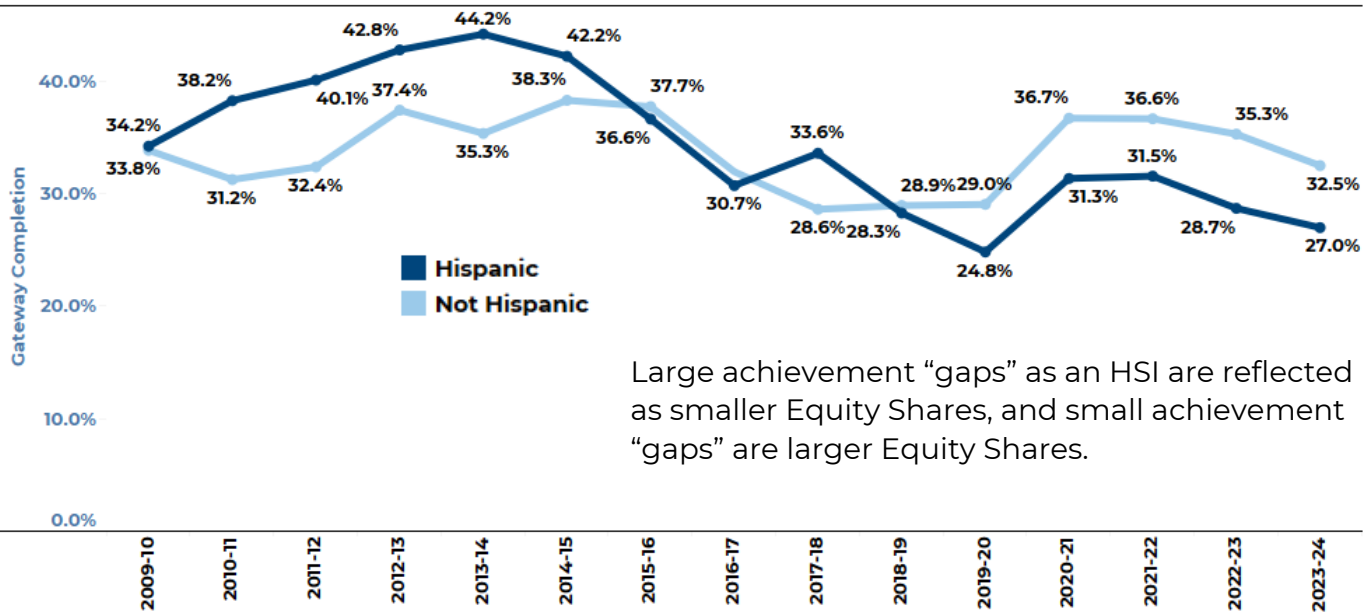
Large achievement "gaps" as an HSI are reflected as smaller Equity Shares, and small achievement "gaps" are larger Equity Shares.

Hispanic: English Year 1

Performance of All Students

Equity Rating

Rates of students who completed college-level math had seen a very strong three-year rise, breaking new ground and coinciding with restructured (and shortened) developmental sequences and higher college-level math placement rates. While that gain has been maintained, equity gaps have re-emerged this year.
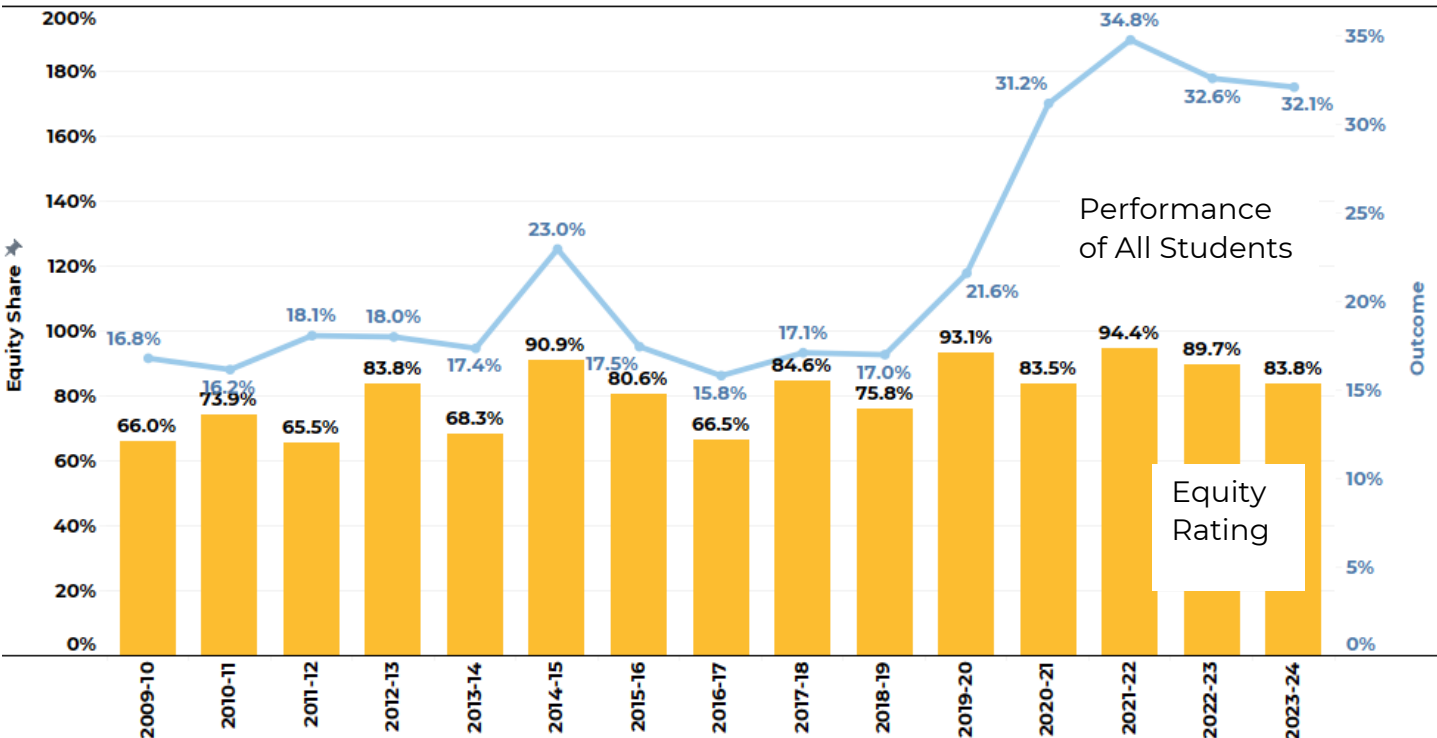
Figure 5. Overall Math Credit Gaps Widened in 2023-24
First Year College-Level Math Completion (1-Year) – HSI Focus

FTEC Gateway Course Completion: Math Year 1
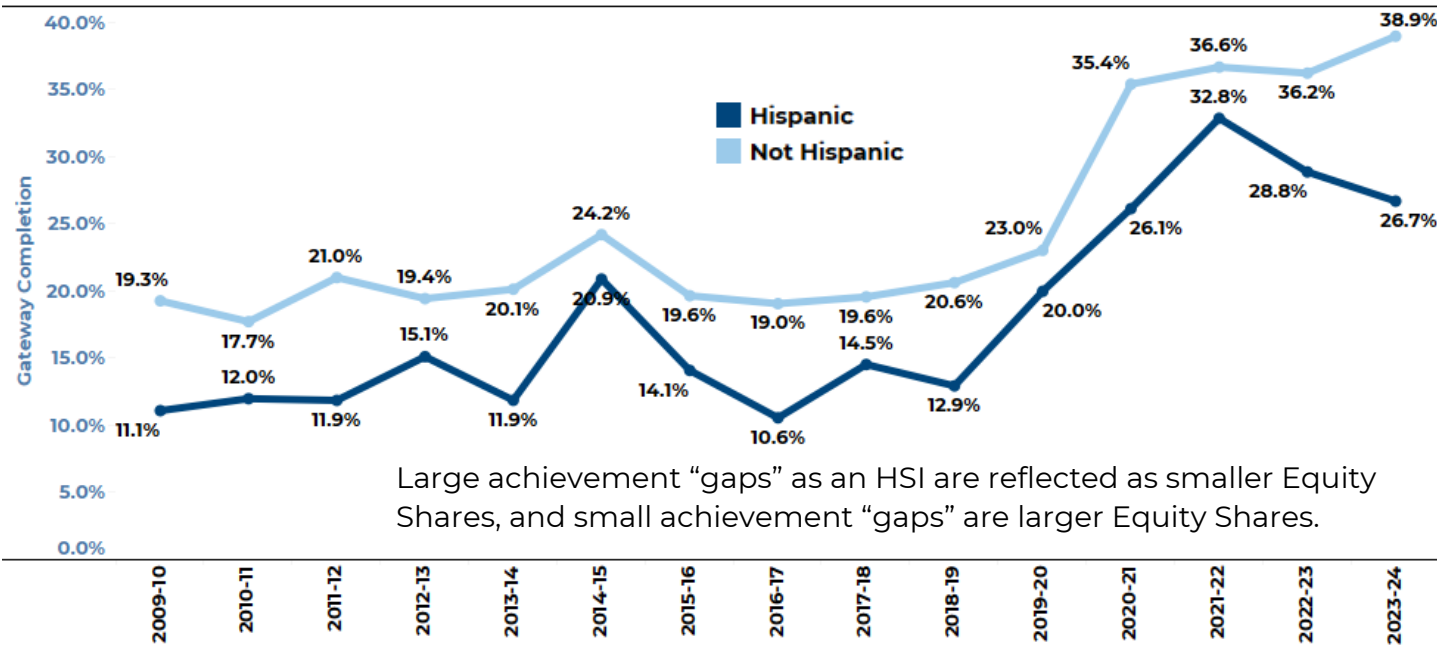
Large achievement "gaps" as an HSI are reflected as smaller Equity Shares, and small achievement "gaps" are larger Equity Shares.

Hispanic: Math Year 1

Comparisons to SBCTC-Wide Metrics

Another way we might ask what to expect of our results in context is to look at how state averages (all SBCTC comparison schools) performed over the same period.

For brevity, we consider our core "2029 Goals" metrics in Figures 6 through 9 to examine whether our indicators might be common to CTCs generally, and proceed to look at our regional and national peers in a few metrics.

Figure 6 to 9. CBC and SBCTC College Comparisons on CBC's "2029 Goals" Metrics
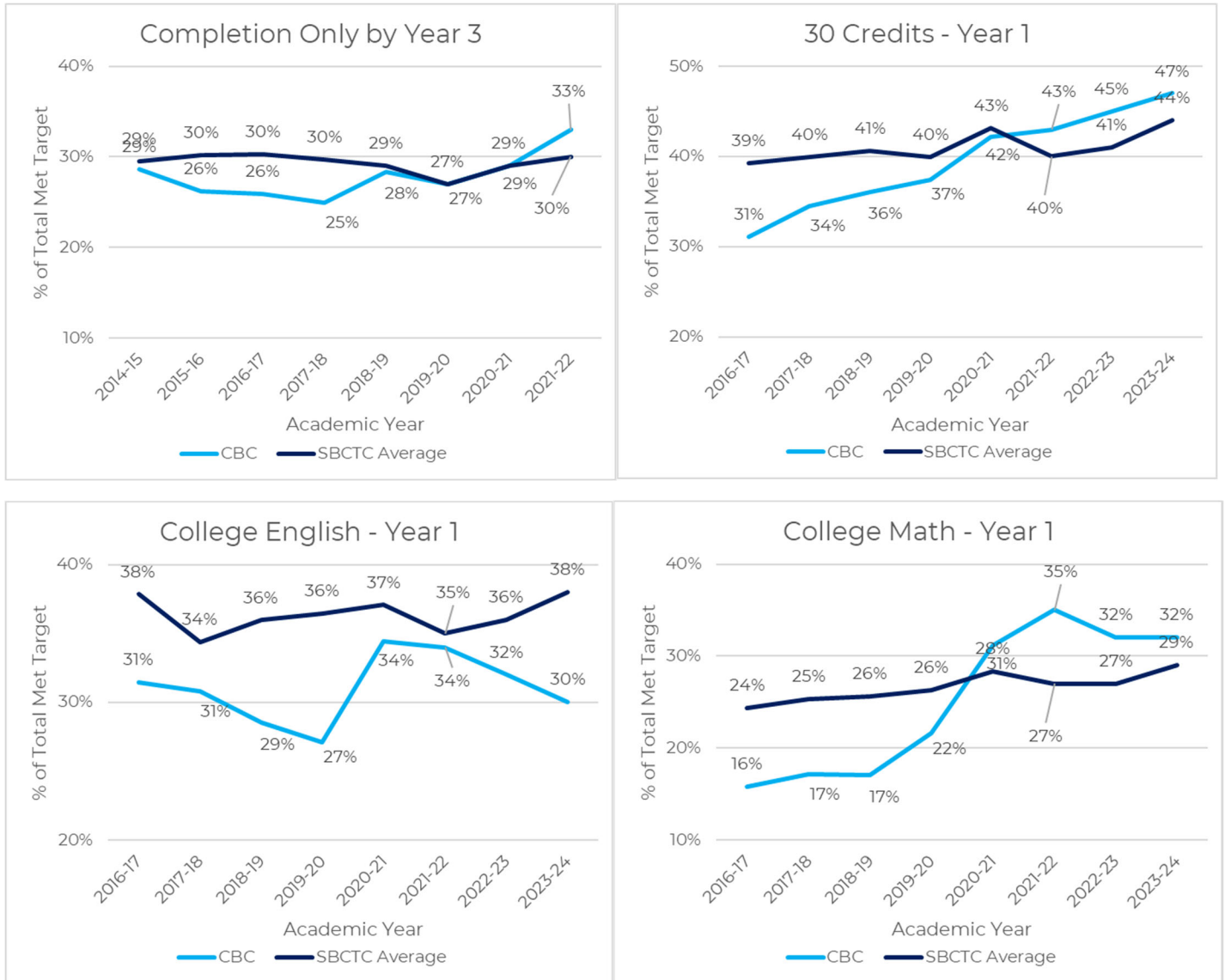
The interpretation of these charts is similar to last year in terms of Math and Credit Attainment – while widening our gap in English college-credit attainment. By contrast, this year our 3-Year Cohort Completion exceeds state averages for the first time in the last ten years.

Adding Regional Institutions and Peer Comparisons

We add more perspective on our measures by looking at peers in our most immediate context (Tables 3 and 4). As far as Washington State comparisons, the first two rows, CBC and All WA CTCs averages. The last row adds our regional peers. This row - the row with the asterisks (**) - represents Yakima Valley, Wenatchee Valley, Walla Walla, and Big Bend - our four nearest peers in population (Demographics and History), enrollment composition (Transfer and Professional / Technical), and geography (Eastern Washington).

Our accrediting body has made peer comparison a point of emphasis and this emphasis has succeeded in helping colleges look outward for good ideas, and this is a more routine and a topic of discussion between colleges. A byproduct of this is we are much more knowledgeable, collectively, about our individual strengths and opportunities in our own contexts.

For comparison purposes, WA State CTCs have a wealth of comparable data, a similar policy environment, and most consistent access to each other - and in that way are usually the best yardsticks for us. As a result, our best regional peer comparisons are in state. A few notes here on regional comparisons:

- **Our regional peers also exceed state averages** on balance, and are, on balance, having more success on our key metrics. We can acknowledge our successes to date, especially having been able to accomplish either a narrowing of our gap with other institutions in the state or exceeding our peers. Yet, if we look into our nearest neighbors – having closest similarities to us – there is substantial room for improvement.
- **Again, we are generally discouraged from naming peers, though in a couple areas, we suspect they might not mind if we complimented their work**. Yakima and Walla Walla have made recent solid gains in college-level math (39% and 37% respectively). Big Bend and Walla Walla are also very good in attaining 30 college credits and completion – impressive, but not atypical of enrollment that is heavily professional/technical. All of our peer colleges have exceeded 45% college credit completion in English.

Of course, NWCCU has also begun to require schools to benchmark our data nationally (Table 5) – in addition to our regional peers. Whether a requirement or not, CBC has looked at these national peers routinely, often with the purpose of gaining insight and new ideas that work particularly well. Though the data environment is much more limited nationally (IPEDS and NCES submission), there are a number of comparisons that can be helpful with available data. One such comparison is with the top 150 community colleges that are identified every two years to contend for the national Aspen prize – colloquially known as the "Oscars for community colleges" – every other year. While this table is not new this year, we can get a better idea of how CBC compares to the best colleges in the country on comparable metrics.

Table 3. Washington Peer Institutions – Comparable Rates

Our overall levels of achievement in our target metrics compare favorably to all WA CTCs on balance, but lag our immediate peers in key metrics.

	Retention	English	Math	30 Credits	Completion*
CBC 2023-24	52%	30%	32%	47%	33%
2023-24 All WA CTCs	51%	38%	29%	44%	30%
WA Peer Institutions**	59%	46%	35%	49%	36%

*-3 Year Completion Available Only for Comparison
**Comparison schools: Yakima, Big Bend, Wenatchee, Walla Walla (weighted average)

Table 4. Washington Peer Institutions – Comparable Equity Ratings (2023-24)

Our overall levels of achievement in our target metrics compare favorably to all WA CTCs on balance, but are behind our immediate peers in key metrics.

	Completion*	30 Credit Attainment	Math in First Year	English in First Year
CBC 2023-24	104%	92%	86%	92 %
WA Peer Institutions 2023-24**	95%	93%	96%	98%
High	98%	104%	103%	104%
Low	90%	85%	90%	91%

*-3 Year Completion Available Only for Comparison
**Comparison schools: Yakima, Big Bend, Wenatchee, Walla Walla (weighted average)

Table 5. National Aspirational Benchmarks (First-Time Full-Time Students)

This table shows us – as a reminder from last year – compared to national aspirational colleges on key metrics used by the Aspen Institute. In these aspirational goals, room for growth is still very much possible.

	First-Year Retention Rate	Three-Year Graduation Rate	Three-Year Graduation Rate (Students of Color)	Graduation Rate of Pell Recipients
CBC (2023 Aspen)	58.1%	41.1%	38.0%	23.9%
2025 Aspen 150 Median	59.7%	57.1%	49.8%	38.2%
2023 Aspen 150 Median	61.5%	53.0%	45.2%	35.6%

Ending Notes

Over time, these data can change due to policy, data corrections, data governance, or change in accounting for student progress – and this can happen at CBC (as with ctcLink) or at the SBCTC level. Some may be marginal changes (enrollments are fairly routine and change little, if at all), while others more substantive – like how cohorts are counted and how handfuls of records are reclassified every year.

This year, little has changed in how we track data "on the ground", but we might expect some substantial changes in the future. Transitional Studies, for example, has retired the WABERS data collection and is moving to another – "LACES". To reflect this change, we are shifting away from our WABERS metrics entirely next year and are using SBCTC reporting for a few of the metrics this year that we used to track in WABERS.

Because of one-time timing issues of data release (this year due to LACES), Institutional Research has done a best estimate for a few areas, again, with changes in results of just a handful of students possible. Overall, given the breadth of measures in this report, our self-assessment is relatively robust to changing data collection or definition strategies. Overall trends have remained consistent, even if revisions are possible, even likely for individual students.

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 skewed, by design, to students in their first year of study**. The first year of a student's post-secondary work is a pivotal year, where students make a difficult transition from secondary (9-12) work to a different social environment, different expectations, and different life challenges and way of learning. 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 – a concept of student "survival" that are the building blocks of Guided Pathways.

First year measures have an additional advantage. The foundation of the degree completion is largely laid in a student's first year and measuring first-year student outcomes has the fastest turnaround time. Additionally, these first-year measures forecast our completion numbers very well.

Jason Engle – Dean for Organizational Learning, Columbia Basin College

Board Ends #1: Equity[10]

Equity Rating	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Benchmark 5 Yr Average	2023-24	Rating	Improving	Meets 90%
Enrollment Parity (Benchmarked to 65%)	73.9%	83.9%	84.8%	86.1%	83.7%	89.6%	94.6%	**87.8%**	95.6%	5	+	+
Running Start Enrollment Parity (Benchmarked to 60%)	71.2%	81.0%	83.7%	85.2%	86.1%	89.4%	85.8%	**86.0%**	90.1%	4	+	+
Enrollment Parity (High Demand Enrollment)	85.0%	80.9%	81.5%	88.7%	89.4%	91.1%	91.0%	**88.3%**	93.2%	4	+	+
Success Parity (Completion/Transfer)	85.0%	89.8%	90.1%	93.0%	95.7%	95.5%	93.0%	**93.5%**	101.0%	5	+	+
Running Start Success Parity (Completion/Transfer)	95.7%	95.6%	101.2%	100.1%	101.5%	99.1%	95.7%	**99.5%**	94.4%	3	O	+
Success Parity (Average)	83.2%	86.7%	86.6%	89.0%	87.5%	94.3%	91.7%	**89.8%**	89.3%	3	+	O
• Math	69.4%	80.1%	80.1%	94.8%	89.5%	96.4%	90.4%	**90.2%**	84.8%		O	O
• Course Success On Track	83.0%	82.5%	85.8%	85.1%	81.7%	91.5%	91.2%	**87.1%**	90.4%		+	+
• English	93.8%	105.9%	96.9%	93.9%	94.1%	98.6%	91.1%	**94.9%**	93.2%		O	+
• 30 Credits	86.9%	90.2%	92.1%	92.0%	91.0%	95.0%	92.5%	**92.5%**	91.9%		O	+
• Course Preferred "On Track"	82.8%	74.8%	77.9%	79.3%	81.1%	89.9%	93.3%	**84.3%**	86.3%		+	O
Running Start Success Parity (Avg)	86.0%	87.9%	85.7%	88.0%	90.9%	89.5%	89.5%	**88.7%**	92.8%	4	+	+
• Math	74.4%	80.6%	78.7%	64.1%	79.2%	78.0%	91.1%	**78.2%**	91.8%		+	+
• Course Success On Track	89.8%	85.7%	83.0%	92.0%	88.1%	92.9%	88.9%	**89.0%**	90.1%		+	+
• English	100.6%	99.9%	98.0%	98.3%	97.9%	97.3%	94.6%	**97.2%**	93.9%		O	+
• 30 Credits	103.1%	99.4%	97.8%	98.5%	99.4%	96.5%	94.6%	**97.4%**	99.9%		+	+
• Course Preferred "On Track"	62.3%	74.1%	70.9%	87.1%	90.0%	83.0%	78.1%	**81.8%**	88.5%		+	O
Parity in PT Student Success (Retention)	80.5%	88.2%	87.1%	85.3%	83.2%	79.9%	76.7%	**82.4%**	70.2%	1	O	O
Parity "Late Start" Student Success (15 Credits)	70.7%	75.0%	77.9%	69.6%	71.1%	70.6%	67.5%	**71.3%**	68.2%	1	O	O
End State Average										3.33		

+ - equity share improvement (+5%) or 95% threshold
+ - meets simple improvement (+) or 90% threshold
o – equity share decline (-) or 85-90% threshold
o – equity share decline (-5%) or under 85%

++ = 5 – one or more is green, ++ = 4 – no green, +o = 3 – mixed results, oo = 2 – no red, oo = 1 – one or more is red

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[10] Rating based on combination 5% Increase and Hitting 90% and 95% Benchmark Equity Shares

Board Ends #2: Transitional Studies

Transitional Studies	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Benchmark 5 Yr Average	2023-24	Rating
+Federally Reportable (%)	78.6%	83.5%	80.8%	76.5%	61.6%	63.8%	69.4%	**70.4%**	60.8%	1
+I-Best Enrollment (Term FTE)	100	65	48	53	63	54	42	**52.0**	68	5
45 Hours or measurable skills gains ABE	n/a	41.9%	30.6%	28.8%	25.4%	34.2%	37.7%	**34.6%**	48.4%	5
45 Hours or measurable skills gains ELA	n/a	49.1%	38.8%	28.3%	12.9%	26.2%	28.9%	**34.2%**	39.7%	5
HS Credential / Any College Courses ABE 4+	14.6%	33.3%	37.8%	40.6%	32.5%	31.1%	29.9%	**34.4%**	28.9%	1
Any College Coursework ABE 4+	8.5%	6.7%	8.6%	18.1%	8.3%	9.8%	10.3%	**11.0%**	13.4%	4
End State Average										3.67

Board Ends #3: Professional/Technical

Professional / Technical Trades	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Benchmark 5 Yr Average	2023-24	Rating
Course Success Year 1 (>2.0)	54.2%	53.7%	47.0%	46.0%	53.7%	52.4%	54.7%	**50.8%**	58.2%	5
Gateway Course Year 1 (Math)	8.2%	14.5%	15.0%	16.7%	29.2%	29.3%	24.0%	**22.8%**	24.3%	3
Gateway Course Year 1 (English)	20.4%	24.5%	22.2%	20.0%	29.8%	27.4%	20.9%	**24.1%**	21.0%	2
Retention Year 1 (Fall to Fall)	51.0%	57.4%	58.8%	58.4%	48.9%	50.3%	50.0%	**53.3%**	55.4%	4
Credit Completion (30 Credit)	30.2%	34.3%	36.2%	30.3%	42.1%	39.1%	37.2%	**37.0%**	48.9%	5
BAS Cohort Completion (3 Year)	62.8%	71.8%	65.2%	63.8%	65.4%	46.0%	50.1%	**58.1%**	49.8%	1
Completion in 3 Years	33.0%	32.5%	34.1%	31.2%	34.7%	27.2%	28.4%	**31.12%**	30.5%	3
End State Average										3.29

Board Ends #4: Academic Transfer

Transfer Students	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Benchmark 5 Yr Average	2023-24	Rating
Course Success Year 1 (>2.0)	36.5%	34.0%	35.4%	38.7%	41.6%	46.0%	43.5%	**41.0%**	40.5%	3
Running Start Course Success Year 1 (>2.0)	39.1%	44.3%	42.5%	48.8%	47.1%	48.1%	51.0%	**47.5%**	54.0%	5
Gateway Course Year 1 (Math)	18.7%	18.3%	17.9%	24.4%	32.8%	38.9%	35.5%	**29.9%**	35.3%	5
Gateway Course Year 1 (English)	35.7%	33.6%	31.1%	31.2%	37.5%	39.2%	36.0%	**35.0%**	32.6%	2
Retention Year 1 (Fall to Fall)	54.8%	53.4%	52.7%	54.9%	53.9%	49.0%	59.3%	**54.0%**	51.0%	2
Credit Completion (30 Credit)	31.5%	34.8%	36.3%	41.6%	42.5%	46.6%	47.3%	**42.9%**	46.5%	4
Running Start Credit Completion (30 Credit)	65.0%	62.7%	67.6%	69.0%	60.9%	62.0%	65.8%	**65.1%**	67.5%	4
Completion or Transfer in 3 Years	35.1%	32.7%	30.8%	29.7%	33.8%	33.6%	36.2%	**32.8%**	41.1%	5
End State Average										3.75

Board Ends #5: Return on Investment

Return on Investment (ROI)	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Benchmark 5 Yr Average	2023-24	Rating
High Demand Course Performance (All Years)	78.8%	78.5%	78.0%	75.6%	76.0%	81.7%	84.7%	**79.2%**	83.4%	4
Forecasted 4-Yr Average Annual ROI	$4,073	$3,926	$4,180	$4,128	$4,072	$4,145	$4,580	**$4,221**	$4,650	
% above 5 year average (2018-19 to 2022-23)	40.9%	40.4%	43.9%	44.7%	43.6%	44.7%	46.0%	**44.6%**	47.9%	4
Forecasted 4-Yr Median ROI	$3,338	$3,211	$3,544	$3,537	$3,440	$3,557	$3,702	**$3,556**	$3,988	
% above 5 year average (2018-19 to 2022-23)	47.7%	47.0%	49.9%	49.9%	49.2%	50.0%	51.5%	**50.1%**	52.9%	4
Forecasted 4-Yr 33rd %ile ROI	$2,239	$2,085	$2,295	$2,151	$2,206	$2,048	$2,353	**$2,235**	$2,476	
% above 5 year average (2018-19 to 2022-23)	67.1%	65.8%	65.7%	65.4%	66.4%	65.5%	69.8%	**67.0%**	70.0%	4
Percent of Exiters Who Completed Any Credential (ABE)	n/a	n/a	n/a	39%	41%	64%	55%	**50.0%**	42%	1
End State Average										3.40

Appendices

Appendix A: About This Report

The CBC Mission Fulfillment report is an annual summary of key institutional metrics that track yearly progress toward three-year goals to 2023-24. These indicators are assembled with respect to the Mission Statement and Board Policies for Mission Fulfillment. The End State Board Policy was revised in Fall 2024 and covers End States outlined in our strategy for Mission Fulfillment, with performance targets defined and approved in December 2024.

The primary target of the CBC Mission is degree completion or transfer, which embodies the successful college experience in three primary areas of college enrollment and emphasis. Additionally, we acknowledge that completion requires several successive, and predictive, milestone markers across a student's career, which we call **critical basic conditions** to success.[11] Most of these milestones occur in the critical first year of a student's career, and their inclusion and weight in the report reinforce that importance and gives CBC more timely results to make course corrections where needed. Additionally, within these milestones are periods of skill attainment and learning that revolve around specific course and program goals (Program Review and Student Learning Outcomes).
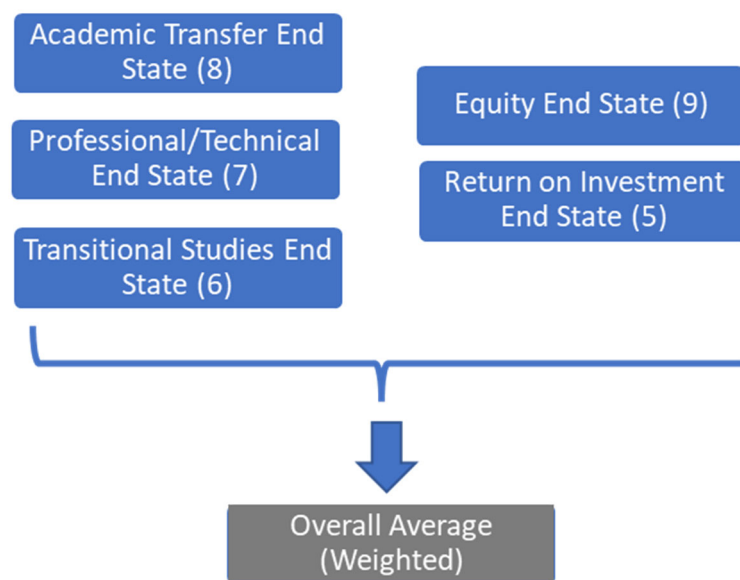

Figure A1. End States (5) and Number of Measures (35) in 2023-24 Mission Fulfillment

Data Sources. The following report uses CBC Data Warehouse data, State Board college access dashboards, and other data sources (National Student Clearinghouse for enrollment outside CBC and WABERS+ and State Collections for Transitional Studies / BEdA students). These data sources are the basis for a set of indicators that provide the most direct and reliable available evidence for student progress to degree completion. The individual measures are constructed to be as

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

comparable to external metrics as possible (SBCTC data in particular), as simple and replicable as possible, interpretable, and representative of our student body, while attempting to respect the lived experiences of all students – particularly those who have been historically underserved.

Why These Three Metrics Were Chosen. These three goals were chosen intentionally based on research in student completion, equity, and return on investment. When indicators of community college success are evaluated by predictive power, 13 variables emerge 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 important predictors of those 13 and therefore play a prominent role in our report.[12]

Measures / Indicators

Measures / Indicators represent coverage of the End States and provide more detail when understanding the context of our progress and challenges. Indicators of Mission Fulfillment are included within each End State. An overall rationale for indicator development is provided and follows our **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 – which are considered separately in cohorts). This kind of reporting creates a greater degree of comparability with external reporting, external standards that include IPEDS, SBCTC SAI cohorts, 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 here have demonstrated in other research, and in CBC's own history, a higher (sometimes staggeringly high) propensity toward degree completion in a 3 year time span.

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[12] 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.*

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

Targets

As a review of how these metrics will be used, Mission Fulfillment metrics should ideally include two levels of targets:

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

These serve a couple functions: one is to ground our analysis in what we can best know is obtainable. From surveying the extent to which other schools in similar situations might expect to obtain levels of success[13], and results of similar "whole school" initiatives that have been evaluated and published.[14] 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 ratings translate the data we have into categories - meeting and exceeding targets in each indicator. Translation into ratings helps facilitate a clearer interpretation and summarization of progress when taken together. The basis for these ratings have a few common elements:

- *Comparisons from benchmarks over a number of years – here a CBC 5 Year Average.* This documents where we have been as an institution, setting a baseline for reference.
- *Ambitious, but Attainable Goals.* A specific target that represents ambitious, but attainable goals that will receive a rating of "4".
- *Aspirational, Toward Leadership.* A specific target that represents aspirational goals, exemplary progress. These will receive a rating of "5".

Each Indicator receives a rating based on targets for improvement:

5. Exceeded Targets (Based on Aspirational Goals - Toward National Leadership)
4. Met Improvement Targets (Based on Ambitious, but Attainable Goals)
3. Maintaining Current Performance
2. Lower Performance

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[13] 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.
[14] 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.

1. Significantly Lower Performance

Individual ratings typically follow 2% and 5% thresholds based on research in effect size for educational research:

5. Exceeding Targets: **5% above the previous 5-year average**
4. Met Improvement Targets: **2% above the previous 5-year average**
3. Maintaining: **Between -2% and 2% of the previous 5-year average**
2. Lower Performance: **2% below the previous 5-year average**
1. Significantly Lower Performance:**5% below the previous 5-year average**

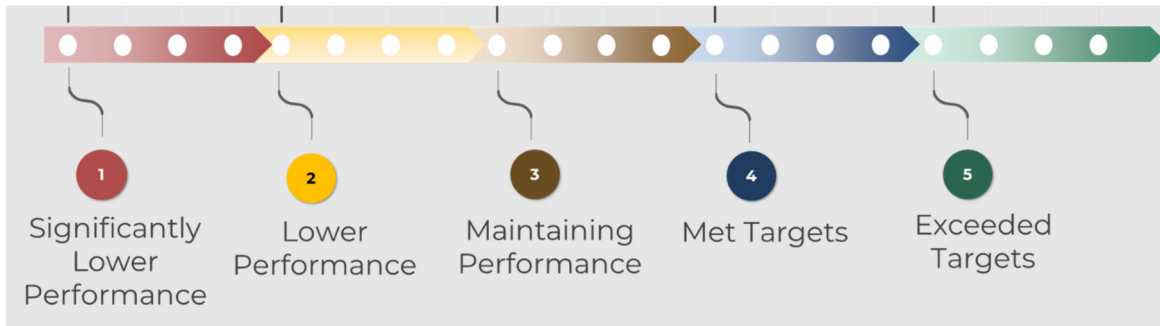**Figure A2. Individual Indicator Performance Scale**

Summarizing Results

Putting these ratings together provides a snapshot of our progress. For Mission Fulfillment in the most broad way, we take indicator ratings from a 1-5 scale for each indicator (Figure A2) and

- summarize them into End State averages and an overall rating (Figure A3),
- and describe and interpret these ratings, discussing important information when interpreting averages:

  o   Trends / Baseline data/context
  o   One year results presented in a multi-year process of improvement
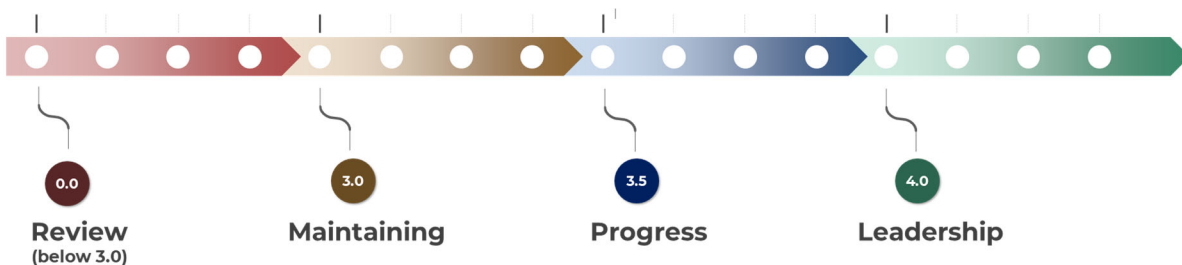 o   Connection to progress on key Guided Pathways projects

Figure A3. Summary Performance Scale

Appendix B: Data Dictionary

Most measures will be defined by "Cohort" (same entry year). 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).

Equity (Index Rating)	
Enrollment Parity (Benchmarked to 65% service)	Of the TriCities "target market" (students who would have the most prospective benefit), this is the share of actual enrollment in our incoming cohort – enrollment of the incoming "freshman" class defined by FTEC.
Running Start Enrollment Parity (Benchmarked to 60% service)	Of the TriCities "target market" (students who would have the most prospective benefit – with special emphasis on K-12 enrollment), this is the share of actual enrollment in our Running Start incoming cohort – enrollment of the incoming "freshman" class defined by FTEC.
Enrollment Parity (High Demand Enrollment)	Of students who enroll at CBC (*total enrollment*), the share of enrollment in STEM, High Demand, and BAS courses.
Success Parity (Completion/Transfer)	Of students who enroll at CBC (incoming cohort), the share of completion/transfer success.
Running Start Success Parity (Completion/Transfer)	Of Running Start students who enroll at CBC (incoming cohort), the share of completion/transfer success.
Success Parity (Target Areas)	Of students who enroll at CBC (incoming cohort), the share of target area success.
Running Start Success Parity (Target Areas)	Of Running Start students who enroll at CBC (incoming cohort), the share of target area success.
Parity in PT Student Success	Of Part Time students who enroll at CBC in their first term (incoming cohort), the share of target area success. Retention (Winter and Spring)
Parity "Late Start" Student Success	Of Late Start (Off Cycle) students who enroll at CBC (incoming cohort), the share of target area success. 15 college credits

Transitional Studies

Federally Reportable (%)	Students who enroll and complete a minimum number of instruction hours (usually 12)
I-Best Enrollment (Term FTE)	I-Best enrollment
45 Hours or more ABE (SBCTC)	Of federally reportable students, those who complete 45 instruction hours in their first year or exhibit significant gains.
45 Hours or more ELA (SBCTC)	Of federally reportable students, those who complete 45 instruction hours in their first year or exhibit significant gains.
HS Credential / Any College Courses ABE 4+	"Completion and Transfer" of Transitional Studies students
Any College Coursework ABE 4+	"Transfer" of Transitional Studies students

Professional / Technical Trades

Course Success Year 1 (>2.0)	Did not obtain a grade below 2.0 in their first year
Gateway Course Year 1 (Math)	Completed college-level math in their first year
Gateway Course Year 1 (English)	Completed college-level English in their first year
Retention Year 1 (Fall to Fall)	After starting in Fall, students who re-enrolled (or graduated) by the next Fall
Credit Completion (30 Credit)	Completed 30 college-level courses in their first year
BAS Cohort Completion	Completed BAS program in three years after first enrollment
Completion in 3 Years (Actual)	Completed AA/AAS or certificate in three years after first enrollment

Transfer Students	
Course Success Year 1 (>2.0)	Did not obtain a grade below 2.0 in their first year
Running Start Course Success Year 1 (>2.0)	Did not obtain a grade below 2.0 in their first year
Gateway Course Year 1 (Math)	Completed college-level math in their first year
Gateway Course Year 1 (English)	Completed college-level English in their first year
Retention Year 1 (Fall to Fall)	After starting in Fall, students who re-enrolled (or graduated) by the next Fall
Credit Completion (30 Credit)	Completed 30 college-level courses in their first year
Running Start Credit Completion (30 Credit)	Completed 30 college-level courses in their first year
Completion or Transfer in 3 Year (Actual)	Completed AA/AAS or certificate OR transferred to a 4-year school (National Student Clearinghouse) in three years after first enrollment

Return on Investment (ROI)	
High Demand Performance (All Years)	High Demand, STEM, or BAS course success rates, by SBCTC designated course code
Student Cohort ROI (All Students)	Average annual wage return estimate for cohort students. First year modeled projections
Forecasted AA/AAS ROI over median	Median annual wage return estimate for cohort students. First year modeled projections
Forecasted AA/AAS ROI over 33rd Percentile	33rd percentile annual wage return estimate for cohort students. First year modeled projections (students we hope to target most in the bottom third of)
Percent of Exiters Who Completed Any Credential (ABE)	State Dashboard Rates: students who exited TS program with a credential.

Appendix C: Measuring Equity and Return on Investment

This section reviews the rationale for the "new" measures in the sections of both Equity and Return on Investment. The Equity section in particular was reviewed and considered more extensively in order to be most current and reflective of how equity is measured that can be most informative for us at CBC.

Why Add New Equity Metrics? This is one of our most substantive additions, both in terms of content and in term of a change in how we propose to measure it. First, as a dedicated Board priority, a fresh look was needed. We show equity "gaps" when looking at data in reports, yet using gaps to show equity has not been viewed as always the best equity measure for a couple reasons. First, the measurement of gaps, while informative, can hide a lot of pertinent information about impact which might be lost to both casual and experienced data consumers. Group differences are important, but the frequency with which success happens (for example, whether 20% of the time or 80% of the time) can blur our understanding of how outcomes differ between different groups of students. Second, "gaps" often frame results with respect to a higher performing reference group which has negative connotations ("some of our students are better") and can encourage deficit narratives.

Equity Rating. Over the last three years since over last revision, a few ideas have become more mainstream and repeated – namely that of "representation" of key groups in our overall student enrollment, in early success, and using the emerging standard of index ratings to look at this representation. There is no shortage of measurement approaches to use in equity. In the last few years, newer equity measurement ideas have proliferated. They range from simpler to complex, and sometimes very complex. For this report, we choose a simpler, yet well-documented approach to measuring equity based on an index rating that has become more popular and accepted recently[15] - especially in the California system, in the Center for Urban Education, Spokane Community Colleges, and used by our ESCALA partners and our own Teaching and Learning Center for Excellence (TLCE).

This rating shows us a way to look at our enrollment and success for students who might experience disadvantage by considering expectations of **balance and representation**.

Example:

The following walks through the simplified example:

$$Representation\ (Equity\ Rating) = \frac{Actual\ \%\ in\ Group}{Expected\ \%\ in\ Group}$$

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[15] Bensimon, Estela Mara, Lan Hao, and Leticia Tomas Bustillos. "Measuring the state of equity in public higher education." Expanding opportunity in higher education: Leveraging promise (2006): 143-165.

For enrollment, we have started with our local prospective student pool. If we have a Historically Underserved (HUS) Population of 60% in our expected local market, we would *expect* our **Enrollment** (all else equal) to reflect the student pool from which it was recruited (Benton/Franklin counties primarily):

- 60% =60%/60% = 1 = 100% Equity Rating (Full representation)
- Underrepresented in enrollment < 100%

For student success, we started with our actual enrollment. If we have a Historically Underserved (HUS) Enrollment of 50%, we would expect our **Success** to be:

- 50% =50%/50% = 1 = 100% Equity Rating (Full representation)
- Underrepresented in success < 100%

Equity for Whom? It is well known that categories we identify routinely as race and ethnicity do not capture fully what we know is lived experience of structural inequality, the descriptors lack sensitivity, and the categories we often have available are incomplete reflections of what happens in practice. The challenge is evident in our largest population of underserved students as an HSI. "Hispanic" is a historical artifact of categorization that represents a widely divergent experience – certainly colored by multiple histories, generational experience in the United States, and local history. In the Tri-Cities, specifically, students who identify themselves as Hispanic have significantly lower socioeconomic status and wealth.

Given our history at CBC and in the community, we move forward with a race/ethnicity categorization that is admittedly incomplete, but as complete as we might know over time for comparison. We consider students that include *(a) Non-white Hispanic students, (b) African-American students, (c) Native American students, and (d) Asian/Pacific Islanders* as confronting the greatest socioeconomic challenges on balance. These students are the basis for 7 of our 9 Equity Ratings as (Historically Underserved) HUS. In our context, the vast majority of those students are Hispanic.[16]

To supplement this race/ethnicity measure, we also look at Full/Part Time student inequity and "off-cycle" enrollment inequity (students who start "late" in Winter or Spring) in outcomes as a proxy for students who might not completely fit the stereotypical college student[17], where trying to convert students with challenges to "our rules" can backfire in important ways – prompting a larger courseload than students might handle. We understand that starting with a Summer and Fall cohort and starting Full Time are good for student progress and on-time completion of a degree, yet the reality of many students is that life circumstances do not always allow students to do this successfully. We want to inform and guide student choice, but ultimately, honor that choice, and use our data to include them in equity measures.

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[16] New students in the last five years have been 30.1% "Hispanic Only" and roughly 80% of our 21.5% "Multiracial Students". By contrast, Native American, Black, and Pacific Islanders represent 2.3% of our incoming students in total.
[17] Weiss, M. J., & Bloom, H. S. (2022). " What Works" for Community College Students? A Brief Synthesis of 20 Years of MDRC's Randomized Controlled Trials. MDRC.

What is "Good" in this Equity Rating? This is a central question and we get our context from three sources:

- our own history (comparing our current CBC to CBC of the past),
- our local peer institutions, and
- general guidance from research and other practitioners.

Comparing our outcomes to benchmarks seen elsewhere. In equity, **disproportionate impact** has been a key concept – occurring when the level of unequal outcomes that might be of particular concern and addressing it could be a significant opportunity for us. In the California system, for example, below 80-85% is seen as evidence of disproportionate impact, which reflects thresholds elsewhere.[18]

Comparing our outcomes to our own track record. The following (Table 1) shows 5-year averages of our equity ratings on our college goal metrics which give us a guide to where we are compared to recent history. With reference to research benchmarks, maintaining our standing in these measures at or above levels that would have disproportionate impact would be a key goal, and improving those levels are not out of the realm of possibility.

Table C1. CBC Equity Ratings Compared to 5-Year CBC Averages

Our equity ratings in our target metrics have improved in completion and transfer, but has been a challenge this year in math.

	Completion or Transfer	30 Credit Attainment	Math in First Year	English in First Year
CBC 2023-24	101.0%	91.7%	85.7%	92.4%
CBC 5 Year Baseline Averages	93.6%	92.5%	90.5%	95.0%

Comparing our outcomes to our regional peers in the SBCTC system. When we look at our equity ratings performance compared to our nearest peers, *our ability to attain higher levels seems high* (Table 2). In three of these four measures, our goals are slightly below regional peer averages, and in the case of completion, this may largely be due to the unavailable 3-Year transfer data from our peers which puts us into greater parity (CBC is at 101% without transfer).

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[18] Hao, L. (2002, November). The Equity Index: A method to measure equity in educational outcomes for minority students. Wetstein, M., van Ommeren, A., Nguyen, A., Sencil, S., Leigh, T. (2014). Unpacking the student success scorecard: Measuring disproportionate impact and identifying factors that impact Hispanic students' completion rates. California Community College Chancellor's Office. Equity ratings of 80% to 85% are commonplace in white papers, though 80% is based on historical compliance standards.

Table C2. CBC Equity Ratings Compared to Washington Peer Institutions (2023-24)

Our overall levels of achievement in our target metrics compare favorably to all WA CTCs on balance, but are behind our immediate peers in key metrics.

	Completion*	30 Credit Attainment	Math in First Year	English in First Year
CBC 2023-24	104%	92%	86%	92 %
*WA Peer Institutions 2023-24***	95%	93%	96%	98%
High	98%	104%	103%	104%
Low	90%	85%	90%	91%

*-3 Year Completion Available Only (Comparisons unavailable for 3-year transfers)
**Comparison schools: Yakima, Big Bend, Wenatchee, Walla Walla (weighted average)

Return on Investment

The **return on investment (ROI) question** has been persistent, but difficult in higher education. Students spend time and money on coursework and expect that the time and effort invested in coursework is reflected in their future capability and earnings. We understand that this capability is not limited to the work world alone and extends to being able to make informed choices that cannot be measured directly. Nonetheless, for students who come from backgrounds and households where there is a persistent struggle to fill basic needs, being able to monetize education is often a top concern.[19]

There are a number of ways to measure ROI, yet value from a college education can often not measure what we would like ideally – that is, what "would have happened" if a student did not go to CBC. Post-graduation metrics can often be selective (hours worked, location of sample, age and experience disconnected) and outdated (when we get an outcome, is it a result of what we did or reflect simple changes in the labor market) or worse (biased information based on our highest performing students primarily).

To measure this impact in a way that helps us connect current outcomes to future earnings requires a few simple assumptions that can help us be more direct about what we can measure currently, "our" impact, and "our recent impact" which is a more direct result of decisions and improvements we wish to make.

- First, we can view value in the "kind of course" a student is taking and measure success. One such assessment is in "High Demand or STEM" Coursework which also has the benefit of a companion equity measure and state educator funding. Success in these courses has a clear tie to our mission, higher wages, and marketability beyond CBC.
- Another useful assumption is to acknowledge the "average value" of degree, and the average value of credit progression ("some college") and use those values as annual income proxies (in 2022 $).[20]

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[19] Johnstone, Rob. (2017) NCII Guided Pathways Resource Series #3: NCII & JFF's Guided Pathways Return-on-Investment (ROI) Model.
[20] We adjust our credit progression estimates to best match the estimated credit value in our 2022 EMSI report.

- When we look at our results, we then inspect this dollar value in two more ways – by assessing what proportion of students in each year meet a minimum threshold (the bottom quartile) and what proportion of students in each year meet a median threshold.[21]
- Finally, to include the high value and high need area of transitional studies[22], we get a one-year credential completion for exiting students.

We consult our own EMSI economic impact study as a reasonable (conservative) stand-in for average degree impact is $3,000 after graduation, $5,000 more for successful transfer, and for a year's study (without graduation), 45 credits would be roughly $1,000 ($33 per CHE x 30 CHE). These are quite rough stand-ins for what is otherwise a more comprehensive analysis by EMSI Lightcast, but an informative baseline. This give three annual "after college" contributions of CBC: (a) if graduation and transfer +$8000, (b) if transfer only +$5000, (c) if graduation only +$3000, and (d) if only credits attained Credits x $33. The result in one-year forecasts is a projected CBC Annual Student Value Added.

Annual Student Value Added (ROI)

This calculation estimates a reasonable estimate from our Economic Analysis of what an annual wage increment is likely to be for each student *after looking at just a student's first year of study.*

This "value added" may only approximate value, but fits well within the bounds of the EMSI 2022 report which estimates student ROI. The primary value in this measure, however, is not the exact dollar value, but how value changes over time. Comparing these estimates to the ROI in our 2022 report, the annual estimates are within range of sensitivity given the wide variety of unexpected events that may change ROI.

The Model

Obtain forecast:	4-year transfer AND completion likelihood (P)	P*$8,000
Obtain forecast:	4-year transfer likelihood (P)	P*$5,000
Obtain forecast:	4-year completion likelihood (P)	P*$3,000
Obtain actual:	1 year college credit attainment at CBC	Credits*$33

Data used in running this simple predictive model include[23]:

- "Educational intent" (transfer or professional/technical)
- "Last term enrolled in the year" (An indicator of enrollment continuity / retention)
- College-level credit attainment
- College-level credit success and completion

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[21] These benchmarks are chosen to be reflective of an "average value" which is descriptive, but skews higher – plus two other values that target students that our Guided Pathways work is geared toward most closely. These are a median value which inspects the "typical" CBC incoming student value, and an additional 33rd percentile which coincides with aspiring students who have not typically graduated with regularity, but for whom interventions like advising and increased attention might influence most.

[22] High School degree completion (mid-career) estimated around $5,000-6,000 in annual wage increment.

[23] Our own classification consistency in these models is 82.7% which is surprisingly robust given the variability of educational results and given that these are measures of outcomes that are not realized for 3 years after the first year.

Exhibit D

MONITORING REPORT FOR EL-4 Compensation

Board Policy is indicated in bold typeface throughout.

I present this monitoring report to the Columbia Basin College Board of Trustees that addresses the Board's Executive Limitations Policy: "EL-4 Compensation." I certify that the information contained herein is true and represents compliance, within a reasonable interpretation of the established policy, unless specifically stated otherwise below.

_____   February 7, 2025_____
Rebekah S. Woods, J.D., Ph.D.   Date
President, Columbia Basin College

POLICY STATEMENT: With respect to employment, compensation to employees, consultants, contract workers and volunteers, the President shall not fail to promote adherence to nor fail to ensure fiscal integrity and good public image.

> INTERPRETATION: I interpret this to mean that the College offers compensation and benefits that are contained within state regulations for public employees in general and specifically for faculty and classified staff under various compensation structures, including the state civil service system and negotiated collective bargaining agreements. General salary wage increases and Cost of Living Adjustments (COLA) funded by the Appropriations Act for public employees, and I-732 monies for faculty, when provided, are negotiated for distribution in existing or successive collective bargaining agreements. Non-represented classified staff and administrative/exempt staff also receive general salary wage increases and COLAs as outlined in the Appropriations Act.
>
> Compliance will be demonstrated when the WA State Auditor General's Office regular audits reports no inappropriateness of pay against applicable systems, laws, collective bargaining agreements nor any misappropriation, fraud or other loss.
>
> EVIDENCE: On May 2024, the Office of the Washington State Auditor's Office completed a four-year accountability audit. The report indicated that "…College operations complied, in all material respects, with applicable state laws, regulations, and its own policies, and provided adequate controls over the safeguarding of public resources."
>
> The following areas were examined during the audit period:

- Financial condition and fiscal sustainability
- Accounts payable – general disbursements, credit cards and electronic funds transfers
- Payroll – gross wages and leave cash outs
- Contract – cash receipting and deposit timeliness with the Columbia Basin College Foundation agreement terms

The Board of Trustees reserves the sole authority to change the compensation and benefits for the President.

INTERPRETATION: I interpret this to mean that only the Board of Trustees has the authority to make changes to the compensation and benefits for the President.

Compliance will be demonstrated when the Vice President for Human Resources and Legal Affairs confirms that the president's compensation amount matches the approved amount established by the Board, and also appears in the contract.

EVIDENCE: On February 6, 2025, the Vice President for Human Resources and Legal Affairs confirmed that the president's compensation amount matches the approved amount established by the Board, and also appears in the employment contract.

The President shall not promise or imply permanent or guaranteed employment to anyone in the College.

INTERPRETATION: I interpret this to mean that while the College budget has permanent positions for faculty and staff positions for the purposes of maintaining the overall and department budgets, no employee is guaranteed permanent employment. All employees are accountable for performance and behavioral expectations articulated in job descriptions, performance evaluations, personnel contracts, appointment notices, applicable collective bargaining agreements, operations policies and procedures, and under state regulations, including the civil service system and tenure review system. Appropriate performance of work for all employees is expected to further a culture focused on mission, vision and values, and adherence to CBC policies and procedures around standards of conduct, ethics, and other workplace behavior expectations. Employee types range from at-will, to those with civil service status for classified staff, and faculty who earn an award of tenure at the completion of probation which allows for just cause discipline and dismissal.
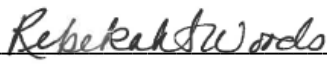
Compliance will be demonstrated when the Board's expectations are met related to establishing and maintaining a work environment in which faculty and staff are working in support of student success and completion, and the Board includes their feedback during the President's annual evaluation, specifically "Mission Fulfillment" and "Classified/Admin/Faculty Relationships."

EVIDENCE: The 2024 annual evaluation reflects expectations were met for "mission fulfillment" and "classified/admin/faculty relations." Copies of the President's performance evaluation are on file in Human Resources.

MONITORING REPORT FOR EL-5 Treatment of Asset Protection

Board Policy is indicated in bold typeface throughout.

I present this monitoring report to the Columbia Basin College Board of Trustees that addresses the Board's Executive Limitations Policy: "EL-5 Treatment of Asset Protection." I certify that the information contained herein is true and represents compliance, within a reasonable interpretation of the established policy, unless specifically stated otherwise below.

_____Rebekah Woods_____   February 7, 2025_____
Rebekah S. Woods, J.D., Ph.D.   Date
President, Columbia Basin College

POLICY STATEMENT: Through operational compliance and leadership, the President shall not allow assets to be unprotected, inadequately maintained nor put at risk. Accordingly, the President shall not:

1. **Unnecessarily expose the organization, its Board or staff to claims of liability.**

   INTERPRETATION: I interpret this to mean that the College will adhere to state and federal laws and other compliance requirements related to higher education (including disability, privacy protection, Title IX), employment (including non-discrimination and harassment based on protected class status, leave laws, wage and safety laws), finance, accounting and allocation of resources, ensuring common methods of risk are evaluated to avoid negative impact of liability.

   Compliance will be demonstrated when the College:
   a) Employees receive training under the Ethics in Public Service Act and the College's Code of Ethics Policy (Approved by the Executive Ethics Board) and are aware of their individual responsibility related to their use of the College's resources.
   b) Employees receive information related to the Washington State Whistleblower Act and the College's Whistleblower Policy in which employees have protections to file claims of gross mismanagement, gross waste of funds, and other improper governmental action under RCW 42.40.020.
   c) The College regularly evaluates decisions made in every facet of the College and routinely consults with the attorney general's office to avoid unnecessary liability.
   d) The College maintains an Environmental, Safety and Health Program in compliance with State Labor & Industries Division of Occupational Safety & Health (DOSH), Department of Ecology and other state and federal oversight related to a safe and healthy work environment.

e) The College follows a framework for contracting with third party contracts including contract negotiation, contract review, execution of contracts and compliance including proper indemnification to avoid loss to the state and college.

EVIDENCE:
a) Employee training schedules, information related to the Washington State Whistleblower Act, and the Environmental, Safety and Health Program are all available within Human Resources and Legal Affairs.
b) Third party contracts are available for review within the office of the Vice President of Administrative Services.

2. **Fail to protect intellectual property, information and files from vulnerability, loss or significant damage.**

INTERPRETATION: I interpret this to mean that intellectual property of the college is copyrighted when appropriate and protected against infringement. Information assets and files are appropriately protected from damage or loss. Fixed assets are adequately secured and insured.

Compliance will be demonstrated when intellectual property of the college is copyrighted, when appropriate, and thereby protected against infringement. Information assets and files are protected through appropriate cybersecurity measures and employee training. Fixed assets are adequately secured and insured.

EVIDENCE:
a) In October 2023, the College filed a trademark application for "CBC" and "Columbia Basin College." Additional applications we also filed for the four items listed below. This is a lengthy process and is still ongoing. We have, however, already received a decision that we are unable to trademark "CBC" by itself because Central Baptist College in Arkansas has already done so at the federal level and is unwilling to execute a coexistence agreement with us. We will instead file a Washington state trademark registration application, and possibly neighboring states as well, for "CBC."
    1) Primary logo and Secondary logo (CBC, descending hawk, COLUMBIA BASIN COLLEGE) (stacked version)
    2) Tagline (WE ALL SOAR TOGETHER) (word mark)
    3) Athletic logo (hawk head in profile on CBC)
    4) Secondary athletic logo (hawk head facing forward on CBC)
b) Our information assets and files are protected through our firewall, network segmentation and Active Directory Federated Services. Access to protected campus systems and data is secured behind our firewall and accessible off-campus only through a VPN connection. Campus computers are additionally protected with virus protection and active anti-malware software. All official college records – financial, student, employee, etc. – are stored in the Washington State Board for Technical and Community Colleges (state board) system of record, ctcLink. To help all data users understand their data access and responsibilities, local data is stored according to our Data Governance Policy and supporting Data Security Acceptable Use Matrix. Additionally, all full-time employees have a data security presentation during orientation and mandatory periodic, interactive security training. File servers

and critical infrastructure are backed up on a daily incremental and complete weekly basis. SQL Servers are fully backed up each day and change logs are backed up hourly. Full weekly backups are written to tape and air-gapped in vault storage. For disaster recovery purposes, once a month a full backup is taken to a vault on our secondary campus.

c) The College purchases commercial property insurance through the master property program administered by the Department of Enterprise Services for buildings that were acquired with COP proceeds. The College also participates in a State of Washington risk management self-insurance program, which covers its exposure to tort, general damage and vehicle claims.

3. **Receive, process or disburse funds under controls that are insufficient to meet the Auditor's standards.**

INTERPRETATION: I interpret this to mean that the College's operations are consistent with Washington State audit standards for accountability of public resources, legal and financial management requirements.

Compliance will be demonstrated when the Washington State Auditor's Office annual audit includes no findings.

EVIDENCE: The College follows the Generally Accepted Accounting Principles (GAAP), the Governmental Accounting Standards Board (GASB), and Office of Financial Management State Accounting and Administrative Manual's (SAAM) accounting and internal control practices and policies. The Washington State Auditor's Office previously conducted a yearly financial audit of the College's financial reports with "…consideration of the College's internal control over financial reporting and on [their] tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters." A review of the most recent audit published on August 15, 2022 indicates that the "…financial statements referred to above present fairly, in all material respects, the financial position of the Columbia Basin College, as of June 30, 2021, and the changes in financial position and cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America." The financial statements for FY22 and FY23 are currently under development with the assistance of Clifton Larson Allen, LLP, a CPA firm in Kennewick, Washington. The FY22 statement is anticipated to be complete by June 30, 2025. The others will follow shortly thereafter. Because the WA State Auditor's Office no longer has the capacity to complete our audits, we have contracted with Davis Farr, LLP, a CPA firm in Tacoma, who has started preliminary work and will audit the financial statements once they are complete.

4. **Jeopardize nor damage the organization's public image or credibility, particularly in ways that would hinder its accomplishment of mission.**

INTERPRETATION: I interpret this to mean that the College demonstrates to the public:
   a) high quality educational programs;
   b) commitment to meeting the educational needs of the Tri-Cities;
   c) effective working relationships with other educational entities, local, state and federal leaders;
   d) sound resource management; and

e) overall commitment to and fulfillment of the College's mission, vision and values.

Compliance will be demonstrated when the Board's expectations are met related to establishing an overall positive and credible public image of the institution so as to not hinder the fulfillment of our mission of supporting student success and completion, and the Board includes their feedback during the President's annual evaluation, specifically "Mission Fulfillment", "Community Relations," "College Relations," "Fiscal Management," and "Leadership Skills."

EVIDENCE: The 2024 annual evaluation of the president reflect expectations were met for "Mission Fulfillment", "Community Relations," "College Relations," "Fiscal Management," and "Leadership Skills." Annual evaluations of the President's performance are on file in Human Resources.

MONITORING REPORT FOR EL-6 Financial Planning

Board Policy is indicated in bold typeface throughout.

I present this monitoring report to the Columbia Basin College Board of Trustees that addresses the Board's Executive Limitations Policy: "EL-6 Financial Planning." I certify that the information contained herein is true and represents compliance, within a reasonable interpretation of the established policy, unless specifically stated otherwise below.

_____*Rebekah Woods*_____   February 7, 2025_____
Rebekah S. Woods, J.D., Ph.D.   Date
President, Columbia Basin College

POLICY STATEMENT: Fiscal planning shall not deviate materially from the Board's Ends policies nor risk fiscal jeopardy. Accordingly, the President shall not cause or allow financial planning which:

1. **Plans the expenditure in any fiscal year for more funds than are conservatively projected to be received in that period, plus accumulated reserve.**

   INTERPRETATION: I interpret this to mean that the budget submitted to the Board for approval must balance projected expenditures with projected revenues plus any accumulated reserves recommended for inclusion in the proposed budget.

   Compliance will be demonstrated when the budget submitted to the Board for approval balances projected expenditures with projected revenues plus any accumulated reserves recommended for inclusion within the proposed budget.

   EVIDENCE: The 2024-2025 Operating Budget proposal submitted to the Board for approval during the June 10, 2024, meeting included $69,138,607 of projected expenditures and $69,230,192 of projected revenues, including $900,000 of projected ASCBC fee revenue to be used for the Student Recreation Center certificate of participation debt payments.

2. **Contains insufficient and unnecessary information that limits or restricts credible projection of revenues and expenses, separation of capital and operational items, cash flow and disclosure of planning assumptions.**

   INTERPRETATION: I interpret this to mean that each recommended annual budget will include realistic estimates of future revenues and expenses, for operational and capital items, based on reliable planning assumptions that are made transparent to the Board and general public.

   Compliance will be demonstrated when the recommended annual budget includes realistic estimates of future revenues and expenses, for operational and capital items, based on reliable planning assumptions that are made transparent to the Board and general public.

   EVIDENCE: The 2024-2025 Operating Budget Proposal included a list of internal and external planning assumptions that supported the realistic projections of revenues and expenses for the year.

3. **Limits or restricts sufficient funds for Board prerogatives during the year as set forth in the Board's annual activity and travel plans.**

   INTERPRETATION: I interpret this to mean that the annual operating budget will include funds for the Board to do its work and the amount of the funding is determined based on prior and projected expenses such as education, training, travel, and consultants.

   Compliance will be demonstrated when the annual operating budget includes funds for the Board to do its work and the amount of the funding is determined based on prior and projected expenses such as education, training, travel, and consultants.

   EVIDENCE: The 2024-2025 Operating Budget proposal included a budget of $36,304, including an increase of $1,609 from the FY24 budget.

Exhibit E

Columbia Basin College

Cash Reserve Report Month End December 2024

Assets		FY2025 - December	
Cash			
In Bank	1000070	$	29,730,806
Petty Cash	1000020	$	5,504
Total Cash		$	**29,736,310**
Investments			
Short Term (0-365 days)	1000040-1000050		
	1020000-1020030	$	5,070,643
Long Term (>365 days)	1110003-1110060	$	16,351,413
Total Investments		$	**21,422,056**
Accounts Receivable			
Current	1010100 + 1010030	$	2,862,778
Unbilled	1010050	$	520,652
AR - Other	1010240 + 1010060	$	462,914
Allowance for AR	1010110 + 1010130	$	(18,497)
Total AR		$	**3,827,848**
Inter/Intra Gov Receivables			
Due from Fed	1010150	$	3,812,058
Due from Other Gov	1010160	$	3,148,663
Due from Other Agency	1010180	$	39,254
Total Inter/Intra Gov Receivables		$	**6,999,975**
Total Assets		$	**61,986,189**
Liabilities			
Current Liabilities			
Accounts Payable	2000010	$	360,950
Accrued Salaries Payable	2011010	$	-
Due to Other Agency	2012050	$	161,793
Sales/Use Tax	2010070	$	32,511
Accrued Liabilities	2001070	$	-
COP Current Year P&I Due	2050010	$	1,039,625
Total Current Liabilities		$	**1,594,879**
Total Liabilities		$	**1,594,879**

Cash Balance			
(ASSETS less LIABILITIES)		$	60,391,310
Dedicated Balances*	Account		
Student Supported Capital	1000070	$	3,990,673
3.5% - Institutional Financial Aid	1010190	$	1,867,362
Students S&A	1000070	$	5,435,083
Bookstore Operating Reserves	1000070	$	2,833,201
Technology Fee	1010190	$	1,390,434
Parking Fees	1010190	$	1,069,350
Basic Food Employment and Training	1000070	$	312,530
Total		$	**16,898,632**
Reserves Policy - BOT Policies on Reserves			
Unplanned Capital Repair and Replacement		$	2,000,000
Capital Facilities Projects		$	20,446,491
Operating Reserve		$	10,920,000
Emergencies		$	2,000,000
Total		$	**35,366,491**

Operating Reserves Balance		
Existing Reserve balance less Dedicated Reserves and Emergency Reserves	$	**8,126,187**

*Note: Due to ongoing reconciliation efforts dating back to conversion, some amounts may differ from actuals. As account reconciliations progress, these discrepancies

Exhibit F

Fiscal Year 2425 Operating Funds Variance

As of Fiscal Month End: December 2024

					EXP/BDGT	EXP/REV	REV/BDGT
State Alloc	001, 24J, 08A	EXP BDGT	$	41,971,549	43.50%	44.81%	97.08%
		EXP	$	18,256,975			
		REV (Alloc)	$	40,745,585			
Local Fees	148	EXP BDGT	$	3,257,139	38.39%	43.89%	87.46%
		EXP	$	1,250,285			
		REV	$	2,848,839			
Local Tuition	149	EXP BDGT	$	23,165,174	40.35%	75.22%	53.64%
		EXP	$	9,346,417			
		REV	$	12,425,590			
Contracts	146	EXP BDGT	$	2,091,358	43.74%	19.64%	222.71%
		EXP	$	914,824			
		REV	$	4,657,718			
YTD Total	*Includes Interfund Transfers	EXP BDGT	$	69,852,534	42.62%	49.06%	86.87%
		EXP	$	29,768,501			
		REV	$	60,677,733			
Approved Budget Total		BDGT	$	69,138,607			

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

YTD Target Rate   50.00%

Notes:
State Allocation Schedule #6

	Account	BDGT	EXP	EXP/BDGT
Salaries and Wages	5000003	$ 41,898,749	$ 18,710,821	44.66%
Benefits	5010003	$ 13,755,576	$ 6,437,069	46.80%
Contracted Services	5050003	$ 3,173,069	$ 1,227,283	38.68%
Goods & Routine Services	5030003	$ 2,931,463	$ 655,035	22.34%
Other Expenses	5081004	$ 2,817,296	$ 1,465,654	52.02%
Utilities	5060003	$ 1,737,000	$ 518,666	29.86%
Travel	5080004	$ 801,493	$ 281,625	35.14%
Capital Expenses	5040003	$ 380,816	$ 3,594	0.94%
Grants, Scl. ships,Fellowships	5020003	$ 1,293,234	$ 468,752	36.25%
Debt Expenditures	5110003	$ 1,696,525	$ -	0.00%
Interfund Transfers		$ (632,686)	$ -	0.00%
YTD Total		$ 69,852,534	$ 29,768,501	

Print Date: 1/29/2025

Exhibit G

POLICY TYPE: GOVERNANCE PROCESS GP-1
   POLICY TITLE: GOVERNANCE COMMITMENT

The purpose of governance is that the Board, on behalf of the citizens of Benton and Franklin counties, ensures the accountability of Columbia Basin College by ensuring that it (a) achieves appropriate results for the appropriate recipients at an appropriate cost, and (b) avoids unacceptable activities, conditions and decisions.

POLICY TYPE: GOVERNANCE PROCESS GP-2

   POLICY TITLE: GOVERNING STYLE

The Board will govern with an emphasis on outward vision rather than an internal preoccupation, encouragement of diversity in viewpoints, strategic leadership more than administrative detail, clear distinction of Board and President roles, collective rather than individual decisions, future rather than past or present, and proactivity rather than reactivity. The Board will:

1. Deliberate in many voices, but govern in one.

2. Be responsible for excellence in governing and initiating policy.

3. Direct, control and inspire Columbia Basin College through the careful establishment of broad written policies reflecting the Board's values and perspectives. The Board's major policy focus will be on the intended long term impacts outside the operating organization, not on the administrative or programmatic means of attaining those effects.

4. Enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, policy making principles, respect of roles, and ensuring the continuity of governance capability.

5. Monitor and discuss the Board's process and performance periodically. Self-monitoring will include comparison of Board activity and discipline to policies in the Governance Process and Board-Staff Linkage categories.

6. Provide continuous Board development to include, but not be limited to, orientation of new members in the Board's governance process and periodic Board discussion of process improvement.

POLICY TYPE: GOVERNANCE PROCESS GP-3

POLICY TITLE: BOARD JOB DESCRIPTION

The job of the Board is to represent the citizens of Benton and Franklin counties in determining and demanding appropriate organizational performance. To distinguish the Board's own unique job from the jobs of its staff, the Board will concentrate its efforts on the following job "products" or outputs:

1. The link between Columbia Basin College and the citizens of Benton and Franklin counties.

2. Provide written governing policies which, at the broadest levels, address:

   a. *Ends*: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which needs, at what cost).

   b. *Executive Limitations*: Constraints on executive authority which establish the prudence and ethics boundaries within which all executive activity and decisions must take place.

   c. *Governance Process*: Specification of how the Board conceives, carries out and monitors its own tasks.

   d. *Board-Staff Linkage*: How power is delegated and its proper use monitored, through the authority and accountability of the President's role.

3. Ensuring the President's performance (against policies in 2a and 2b).

4. A link between the Board and the College Foundation Board for maintaining communication and providing coordination between the two Boards.

5. Authority to grant tenure, extend the tenure and review process for probationary faculty, and dismiss tenured faculty at Columbia Basin College. Additionally, the Board reserves the authority to renew or not renew contracts for probationary faculty, and to dismiss probationary faculty.

Adopted: 7/01/1997
Revised: 02/14/22 and 02/9/2024
Last Reviewed: 02/09/2024

6. Set policies for and review the Financials and associated status for the College at a frequency determined by the Board.

7. Sole authority to change the compensation and benefits for the President.

8. Discretion to name College facilities, including buildings, rooms, wings, parks, landscaped areas or other significant locations, for person or corporations.

9. Discretion to designate a former President, administrator, or former faculty member to the status of Emeritus for the College.

10. Authority for the following Employment Responsibilities:

    a. 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.

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

POLICY TYPE: GOVERNANCE PROCESS GP-4

POLICY TITLE: CHAIRPERSON'S ROLE

The Chair assures the integrity of the Board's process and, secondarily, occasionally represents the Board to outside parties. The Chair is the only Board member authorized to speak for the Board (beyond simply reporting Board decisions), other than in rare and specifically authorized instances.

1. The job result of the Chair is that the Board behaves consistent with its own rules and those legitimately imposed upon it from outside the organization.

    a. Meeting content will focus on those issues which, according to Board policy, clearly belong to the Board, and not to the President, to decide or examine.

    b. Deliberation will be fair, open, and thorough, but also efficient, timely, orderly, and kept to the point.

2. The authority of the Chair consists of making decisions that fall within the topics covered by Board policies on Governance Process and Board-Staff Linkage, except where the Board specifically delegates portions of this authority to others. The Chair is authorized to use any reasonable interpretation of the provisions in these policies.

    a. The Chair is empowered to chair Board meetings with all the commonly accepted power of that position (e.g., ruling, recognizing, and agenda-setting).

    b. The Chair has no authority to make decisions about policies created by the Board within Ends and Executive Limitations policy areas. Therefore, the Chair has no authority to supervise or direct the President.

    c. The Chair may represent the Board to outside parties in announcing Board-stated positions and in stating Chair decisions and interpretations within the area delegated to him or her.

    d. The Chair may delegate this authority, but remains accountable for its use.

3. In the absence of the Chair, the Vice Chair will assume the responsibilities of the Chair.

Adopted: 07/01/1997
Revised: 02/14/2022
Last Reviewed: 02/09/2024

POLICY TYPE: GOVERNANCE PROCESS GP-5

POLICY TITLE: CODE OF ETHICS FOR BOARD MEMBERS

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 citizens of Benton and Franklin counties. 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 College's services.

2. Board Members must avoid any 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 College except as procedurally controlled to ensure 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 College 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 College except as explicitly set forth in Board policies.
   a. Board Members' interactions with the President or with staff must recognize the lack of authority vested in individuals except when explicitly Board-authorized.
   b. Other than the Chairperson's role as articulated in GP-4, Board Members' interactions 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.

Adopted: 07/01/1997
Revised: 03/21/2022
Last Reviewed: 04/12/24

POLICY TYPE: GOVERNANCE PROCESS GP-6

POLICY TITLE: COST OF GOVERNANCE

The Board 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's 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 Trustees' 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 in order to understand their viewpoints and values related to the College.

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