

# MID-CYCLE SELF-EVALUATION REPORT

*Submitted to the Northwest Commission  
on Colleges and Universities  
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# INSTITUTIONAL Overview

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

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

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

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



**PART 1:**  
**Overview of Institutional  
Assessment Plan**

# Process for Assessing Mission Fulfillment

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

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

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

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

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

The primary structure of Mission Fulfillment is evaluated through:

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

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

Figure 1. Mission Fulfillment Objectives / Proposed Target Performance Categories

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

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

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

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

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

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

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



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

**Table 1. Overall Summary of Mission Fulfillment Measures**

<b>Objectives by End State</b>	<b>Transfer</b>	<b>Professional/ Technical</b>	<b>Transitional Studies</b>
<b>Course Completion and Success</b>	3.33	2.33	---
<b>Gateway Course Completion</b>	1.50	2.50	---
<b>Retention</b>	2.67	2.00	---
<b>Credit Attainment</b>	2.50	2.75	---
<b>Completion</b>	2.50	2.50	4.50
<b>Post-CBC / Post-Transitional Outcomes</b>	3.80	5.00	2.33
<b>Transitional Studies Yearly</b>	---	---	3.00
<b>Transitional Studies 3 Year Cohort</b>	---	---	3.75
<b>Core Theme (End State) Ratings</b>	2.72	2.85	3.40
<b>OVERALL RATING: 2.99</b>			

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

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

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

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

## Validity of Core Themes and Objectives

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

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

## Sufficient Evidence to Assess Mission Fulfillment and Sustainability

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

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

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





**PART 2:**  
**Representative Examples  
of Assessment Process**

## Example One: History Program Assessment of Student Learning Outcomes

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

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

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

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

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

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

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



## PART 3: Evaluative Overview

## Assessment Work

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

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

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

## Institutional Goals

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

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

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

## Strategic Planning

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

## New Standards

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

## Conclusion

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

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



Columbia Basin College complies with the spirit and letter of state and federal laws, regulations and executive orders pertaining to civil rights, Title IX, equal opportunity and affirmative action. CBC does not discriminate on the basis of race, color, creed, religion, national or ethnic origin, parental status or families with children, marital status, sex (gender), sexual orientation, gender identity or expression, age, genetic information, honorably discharged veteran or military status, or the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal (allowed by law) by a person with a disability, or any other prohibited basis in its educational programs or employment. Questions or complaints may be referred to the Colleges Title IX/EEO Coordinator: Camilla Glatt, Vice President for Human Resources & Legal Affairs, 2600 N. 20th Avenue, Pasco, WA 99301, telephone (509) 542-5548, email [cglatt@columbiabasin.edu](mailto:cglatt@columbiabasin.edu). Individuals with disabilities are encouraged to participate in all college sponsored events and programs. If you have a disability, and require an accommodation, please contact the CBC Resource Center at (509) 542-4412 or the Washington Relay Service at 711 or 1-800-833-6384. This notice is available in alternative media by request.



# MISSION FULFILLMENT 2018-19

Second Annual Report of Institutional Progress

October 14, 2019

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

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

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

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

# Mission Fulfillment 2018-19

## SECOND ANNUAL REPORT OF INSTITUTIONAL PROGRESS

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

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

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

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

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

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

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

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



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

## YEAR TWO EXECUTIVE SUMMARY (2018-19)

### Overall Results

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

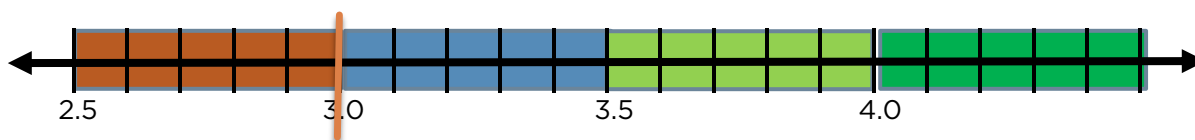
The results for 2018-19 reflect some weakness in our key leading indicators, many continuing from last year, and highlighted by a drop in completion. This completion drop is consistent with the forecasts from our interim Fall and Winter data. The completion dip also coincides with declines in first year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

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

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

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

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



Overall



Figure 1. Overall Mission Fulfillment



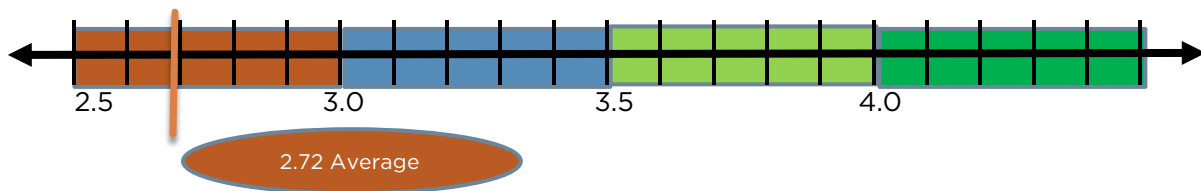
## Results by Core Theme / End State

Our **Academic Transfer** Core Theme / End State ratings have not gained ground overall (**2.72** – up from 2.69 in 2017-18). While below our aspirations, some leading indicators strengthened a bit (Retention and Course Success), reversing lower performance from last year.

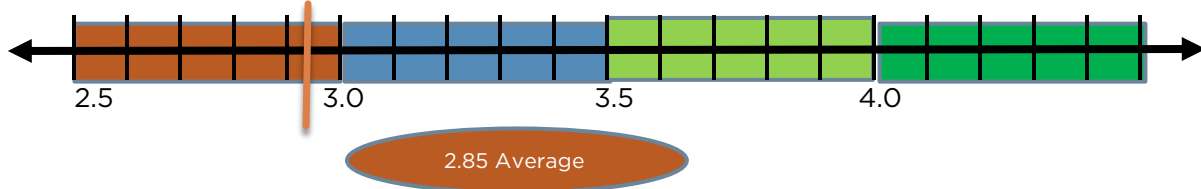
**Professional/Technical** Core Theme/End State ratings are lower overall (**2.85** – down from 3.00 in 2017-18). Because there are fewer students, these measures may go up and down more sharply, but some of the sharp turns can be cause for concern – especially course completion, success, and gateway courses. Our very strong post-CBC outcomes pull up what is a weak 2018-19 in key leading areas.

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

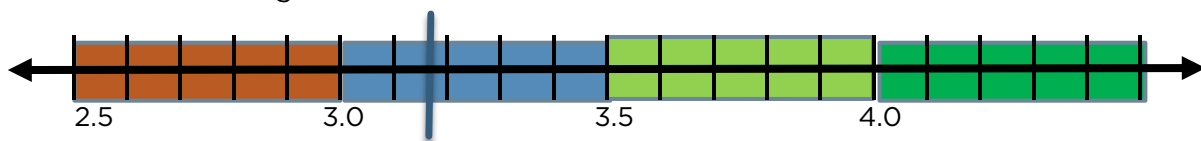
### Transfer Rating



### Professional/Technical Rating



### Transitional Studies Rating



3.40 Average

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

Figure 2. Mission Fulfillment by End State / Core Theme

## All Results by Objective

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

Table 1. Overall Summary of Mission Fulfillment Measures

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

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

	<i>Transfer</i>	<i>Professional/ Technical</i>	<i>Transition al Studies</i>
<i>Core Theme (End State) Ratings</i>	2.72	2.85	3.4

*Overall Rating* 2.99



Table 2. Academic Transfer Ratings Table

Objective	Measure	2014-15	2015-16	2016-17	CBC 3 Year Average	Lower	Maintaining	Met Target	Exceeded Target	2017-18	2018-19	2018-19 Rating
		<b>Course Performance (Student Risk)</b>	Course Completion (Student Year 1)	60.4	61.2	60.8	60.8	54.9	58.9	62.7	66.4	59.9
<b>Course Performance (Student Risk)</b>	Course Completion (Student Year 2)	70.2	67.9	68.8	69.0	63.5	67.2	70.7	74.1	71.2	69.7	3
<b>Course Performance (Student Risk)</b>	Course Completion (Student Year 3+)	77.3	74.3	77.1	76.2	71.4	74.7	77.8	80.6	76.4	77.3	3
<b>Course Performance (Student Risk)</b>	Course Success (>2.0 Student Year 1)	35.4	37.8	35.9	36.4	30.9	34.5	38.3	42.1	33.0	37.2	3
<b>Course Performance (Student Risk)</b>	Course Success (>2.0 Student Year 2)	43.1	39.4	42.1	41.5	35.8	39.6	43.5	47.5	42.4	45.9	4
<b>Course Performance (Student Risk)</b>	Course Success (>2.0 Student Year 3+)	55.8	53.7	58.1	55.9	49.9	53.9	57.8	61.7	59.5	58.0	4
<b>Gateway Courses</b>	Gateway Course (Math Year 1)	25.8	20.9	21.1	22.6	18.4	21.1	24.1	27.4	19.3	20.5	2
<b>Gateway Courses</b>	Gateway Course (English Year 1)	45.1	44.9	37.9	42.6	36.9	40.7	44.6	48.6	35.1	33.7	1
<b>Retention</b>	Retention Year 1 (Fall to Winter)	80.6	77.5	76.2	78.1	73.4	76.6	79.5	82.3	76.4	77.9	3
<b>Retention</b>	Retention Year 1 (Fall to Spring)	71.4	70.2	67.9	69.8	64.4	68.1	71.6	74.8	67.7	68.6	3
<b>Retention</b>	Retention Year 1 (Fall to Fall)	56.0	51.6	53.0	53.5	47.6	51.5	55.5	59.4	51.2	50.5	2
<b>Credit Attainment</b>	College Level (15 Credits, Year 1)	70.2	68.4	66.3	68.3	62.8	66.5	70.1	73.4	68.2	67.6	3
<b>Credit Attainment</b>	College Level (30 Credits, Year 1)	40.9	37.8	34.2	37.6	32.1	35.8	39.5	43.4	35.9	36.4	3
<b>Credit Attainment</b>	College Level (45 Credits, Year 1)	10.5	8.6	7.8	9.0	6.8	8.2	9.8	11.6	8.3	7.4	2
<b>Credit Attainment</b>	College Level (45 Credits, Year 2)	42.3	42.8	38.8	41.3	35.6	39.4	43.3	47.2	38.5	38.2	2
<b>Completion</b>	Degree Completion (3 Years)	24.2	23.7	28.0	25.3	20.8	23.7	26.9	30.3	27.3	24.7	3
<b>Completion</b>	Completion + Non-completion Transfer (3 Years)	34.7	34.2	35.7	34.9	29.5	33.0	36.7	40.6	36.2	32.8	2
<b>Post-CBC Employment / Transfer</b>	*Employment %	42.1	43.3	45.4	42.7	36.9	40.7	44.7	48.6	45.4	50.7	5
<b>Post-CBC Employment / Transfer</b>	*Wages (\$000)	20.8	20.5	22.3	20.7	16.6	19.3	22.1	23.5	22.3	22.3	4
<b>Post-CBC Employment / Transfer</b>	4-2 Transfer	29.6	28.3	29.1	29.0	24.1	27.3	30.7	34.3	28.7	29.7	3
<b>Post-CBC Employment / Transfer</b>	3-1Non-completion transfer	10.1	13.0	14.7	14.0	10.9	12.9	15.1	17.6	11.7	13.0	3
<b>Post-CBC Employment / Transfer</b>	3-1Completion transfer	12.2	12.5	13.7	15.0	11.8	13.9	16.2	18.8	17.0	16.7	4



Table 3. Professional/Technical Ratings Table

Objective	Measure	2014-15	2015-16	2016-17	CBC 3 Year Average	Lower	Maintaining	Met Target	Exceeded Target	2017-18	2018-19	2018-19 Rating
		<b>Course Performance (Student Risk)</b>	Course Completion (Student Year 1)	70.4	66.7	71.9	69.7	64.2	67.9	71.4	74.7	67.0
<b>Course Performance (Student Risk)</b>	Course Completion (Student Year 2)	76.5	73.9	74.5	75.0	70.0	73.4	76.5	79.5	77.4	67.8	1
<b>Course Performance (Student Risk)</b>	Course Completion (Student Year 3+)	76.3	79.8	78.4	78.2	73.5	76.7	79.6	82.3	86.1	80.0	4
<b>Course Performance (Student Risk)</b>	Course Success (>2.0 Student Year 1)	48.8	50.8	49.3	49.6	43.7	47.6	51.6	55.6	47.9	45.0	2
<b>Course Performance (Student Risk)</b>	Course Success (>2.0 Student Year 2)	51.3	55.1	57.2	54.5	48.6	52.5	56.5	60.4	51.6	44.7	1
<b>Course Performance (Student Risk)</b>	Course Success (>2.0 Student Year 3+)	62.6	62.6	64.4	63.2	57.4	61.3	65.1	68.7	67.5	71.8	5
<b>Gateway Courses</b>	Gateway Course (Math Year 1)	20.9	17.8	10.6	16.4	13.0	15.2	17.7	20.4	14.5	17.6	3
<b>Gateway Courses</b>	Gateway Course (English Year 1)	35.9	27.3	21.5	28.2	23.4	26.6	29.9	33.5	28.5	23.6	2
<b>Retention</b>	Retention Year 1 (Fall to Winter)	84.6	70.7	73.0	76.1	71.2	74.5	77.6	80.5	74.5	73.1	2
<b>Retention</b>	Retention Year 1 (Fall to Spring)	72.3	56.9	58.1	62.4	56.6	60.5	64.3	68.0	60.6	58.1	2
<b>Retention</b>	Retention Year 1 (Fall to Fall)	55.0	63.0	46.7	54.9	48.9	52.9	56.9	60.8	46.9	52.2	2
<b>Credit Attainment</b>	College Level (15 Credits, Year 1)	72.2	61.7	59.2	64.4	58.6	62.5	66.2	69.8	63.7	62.6	3
<b>Credit Attainment</b>	College Level (30 Credits, Year 1)	37.9	35.3	32.4	35.2	29.8	33.4	37.1	40.9	34.0	36.8	3
<b>Credit Attainment</b>	College Level (45 Credits, Year 1)	12.7	14.5	12.9	13.4	10.4	12.3	14.5	16.9	8.8	10.8	2
<b>Credit Attainment</b>	College Level (45 Credits, Year 2)	40.1	46.1	36.8	41.0	35.3	39.1	43.0	46.9	34.3	40.2	3
<b>Completion</b>	Degree Completion (3 Years)	31.1	28.7	28.1	29.3	24.4	27.6	31.0	34.7	30.1	28.8	3
<b>Completion</b>	BAS Completion (3 Years)	72.5	74.2	70.3	72.3	67.1	70.6	74.0	77.1	71.4	69.8	2
<b>Post-CBC Employment</b>	*Employment %	42.1	41.9	50.6	42.0	36.2	40.1	44.0	47.9	50.6	53.4	5
<b>Post-CBC Employment</b>	*Wages (\$000)	22.8	20.1	24.0	21.5	17.3	20.0	23.0	24.5	22.3	24.8	5



Table 4. Transitional Studies Ratings Table

Objective	Measure											
		2014-15	2015-16	2016-17	CBC 3 Year Average	Lower	Maintaining	Met Target	Exceeded Target	2017-18	2018-19	2018-19 Rating
Yearly Results	*Federally Reportable (%)	74.7	73.3	78.6	75.5	70.6	73.9	77.1	80.0	83.5	80.8	5
Yearly Results	**Measurable Skills Gains (New Model)	52.7	52.7	52.0	52.5	46.5	50.5	54.5	58.4	54.2	43.2	1
3-Year Cohorts	45 Hours or more BEdA	65.5	63.9	65.8	65.1	59.4	63.2	66.9	70.4	68.0	66.2	4
3-Year Cohorts	45 Hours or more ELA	74.1	74.4	74.5	74.3	69.3	72.7	75.9	78.9	75.8	78.5	4
3-Year Cohorts	Made ELA Gains	52.5	45.1	46.9	48.2	42.2	46.2	50.2	54.1	48.3	52.9	4
3-Year Cohorts	Retention (First to Second Year)	25.5	25.7	27.6	26.3	21.6	24.7	27.9	31.4	32.6	28.4	3
Completion	Completed HS Equivalent / GED	29.1	19.1	3.8	19.1	15.3	17.8	20.5	23.4	20.4	26.7	5
Completion	Completed any College Level Credits	13.0	14.9	9.8	12.6	9.7	11.6	13.6	15.9	13.1	14.3	4
Transition to College	**6 College Level Credits	9.1	10.3	8.3	9.2	7.0	8.4	10.1	12.0	6.6	8.6	3
Transition to College	**15 College Level Credits	5.2	5.7	7.6	6.2	4.5	5.6	6.8	8.2	2.9	4.3	1
Transition to College	**30 College Level Credits	2.2	4.1	4.5	3.6	2.6	3.2	4.0	5.0	1.5	3.8	3

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

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

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



# 10 YEAR GOALS

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

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

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

The reasons for choosing these measures are:

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

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

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



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

seriously at student barriers (to name a few).



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

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

### Aspiration to 2029: 55% in 10 years

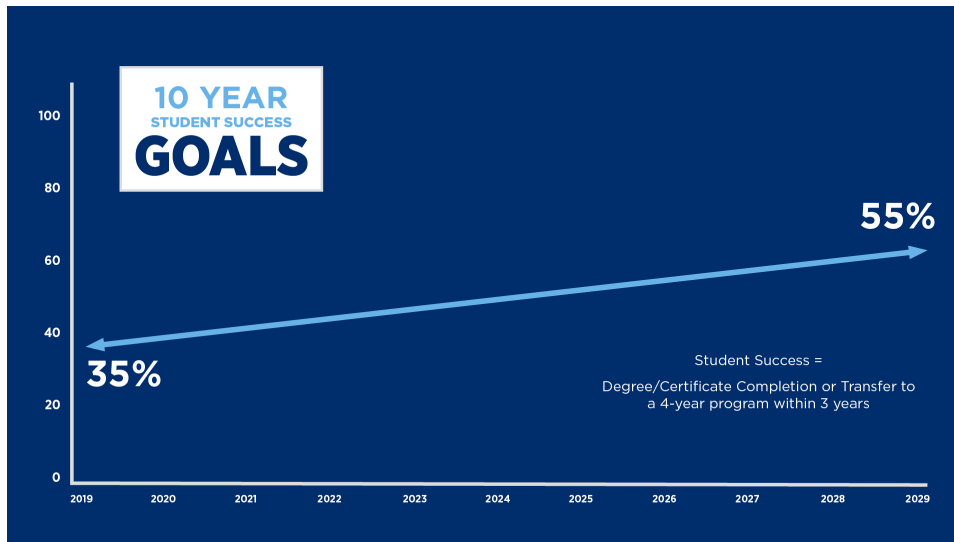


Figure 3. Ten (10) Year Goal for Completion/Transfer in Three (3) Years

## Where we stand now...



Figure 4. History for Completion/Transfer in Three (3) Years

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

**Aspiration to 2029: 55% in 10 years**

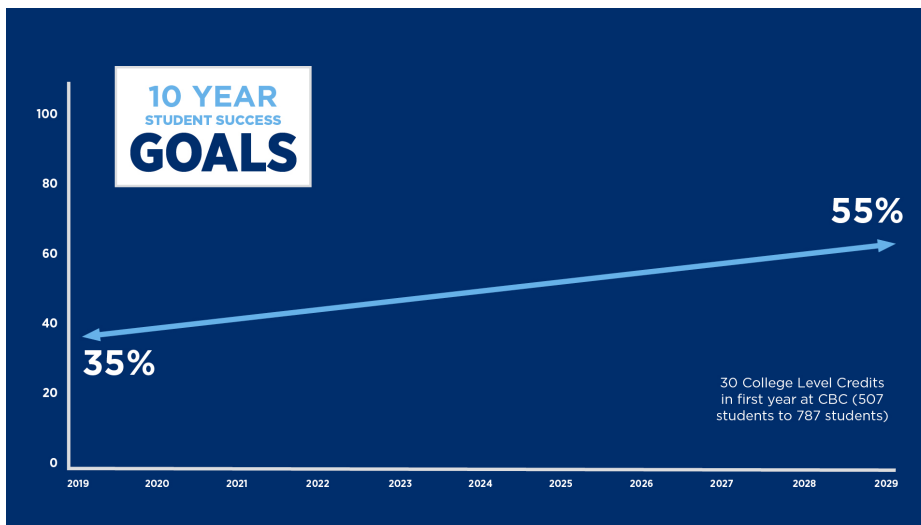


Figure 5. Ten (10) Year Goal for Thirty (30) College Credit Attainment in Year One

Where we stand now...

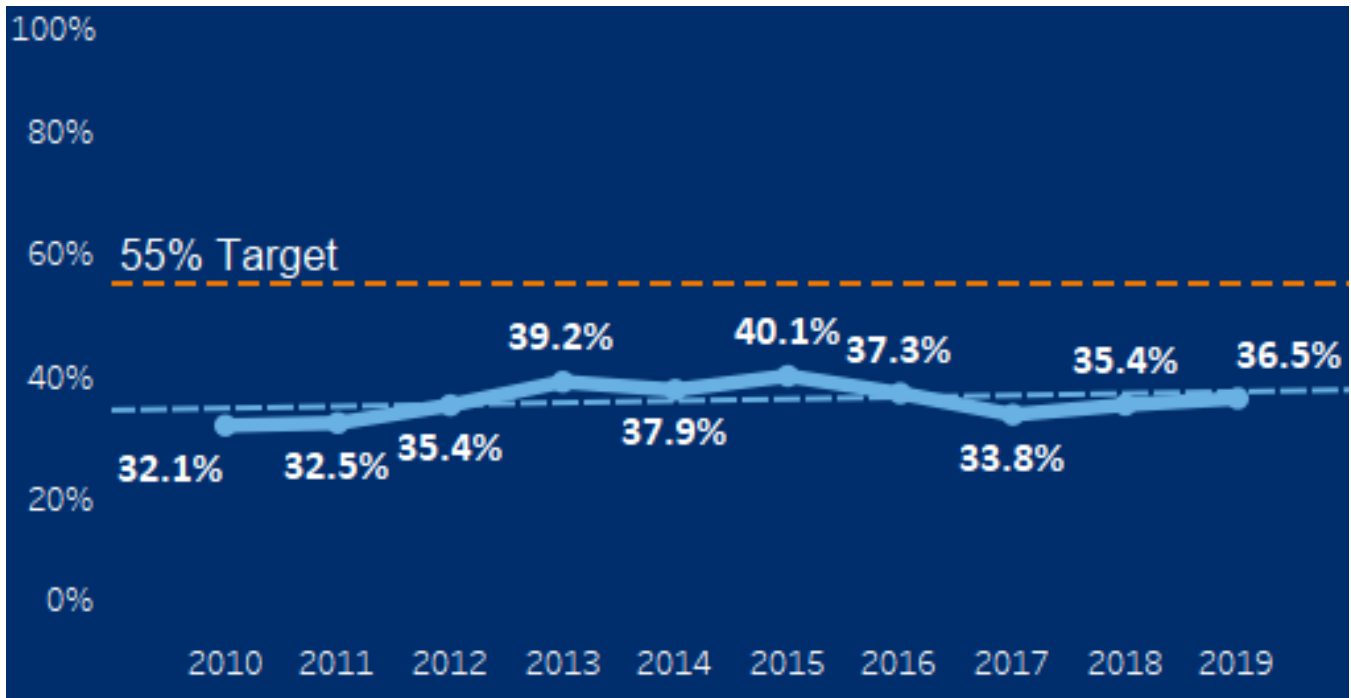


Figure 6. History for Thirty (30) College Credit Attainment in Year One

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

Aspiration to 2029: 60% (English) and 40% (Math) in 10 years

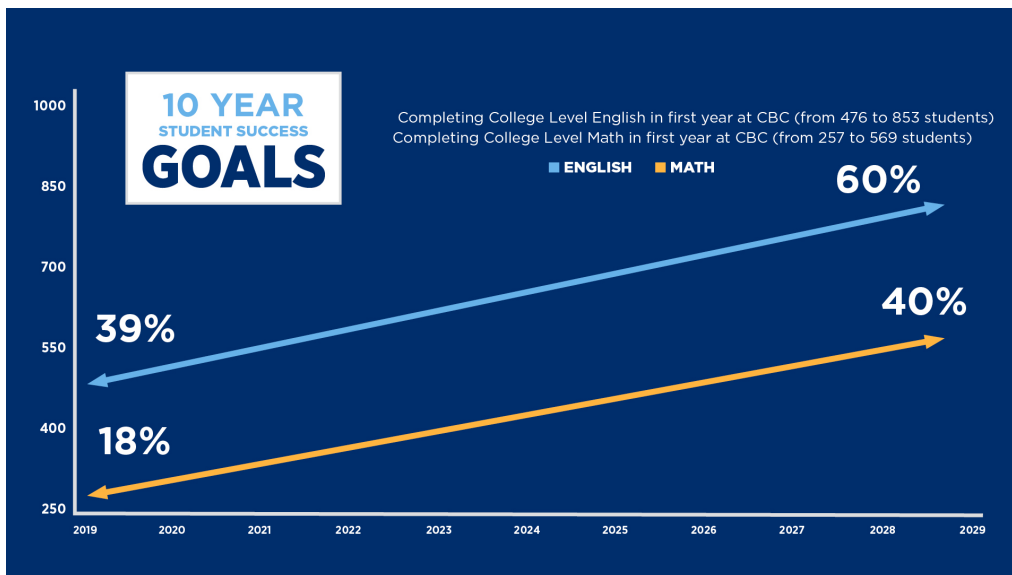


Figure 7. Ten (10) Year Goal for English and Math Gateway College Credit Attainment in Year One

### Where we stand now...

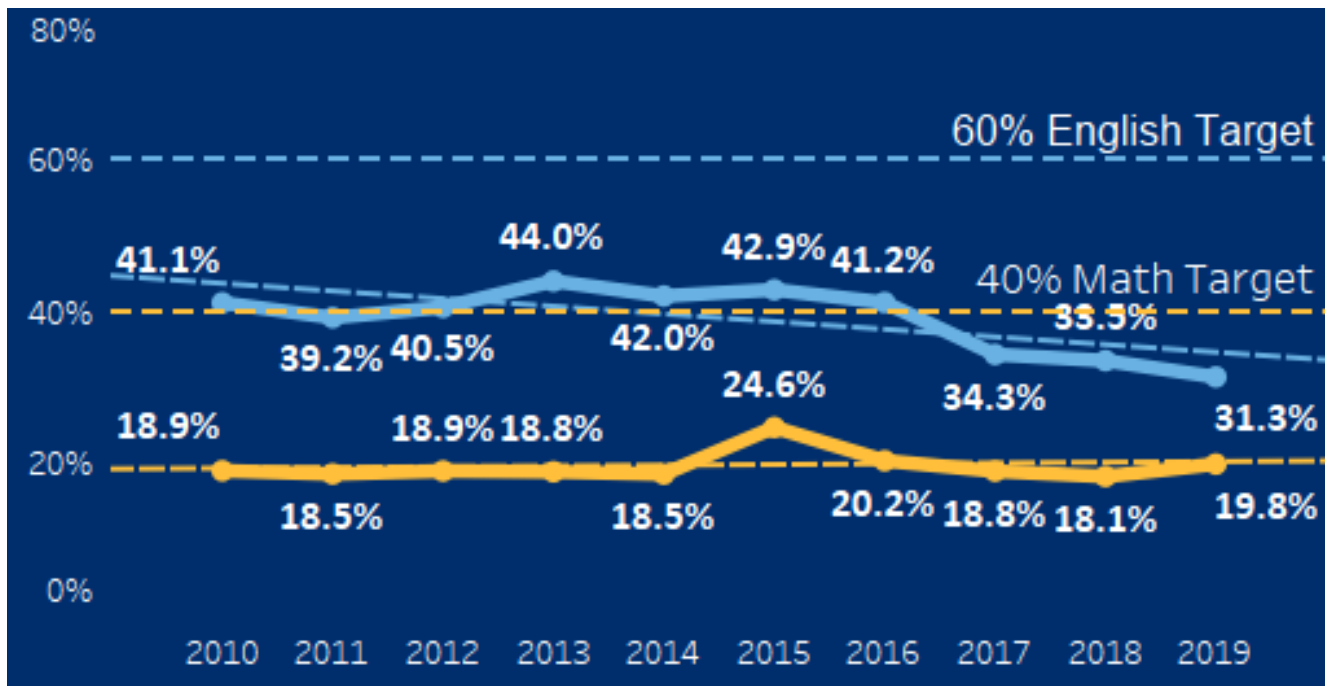


Figure 8. History for English and Math Gateway College Credit Attainment in Year One

### Expect Some Bumps

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

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

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

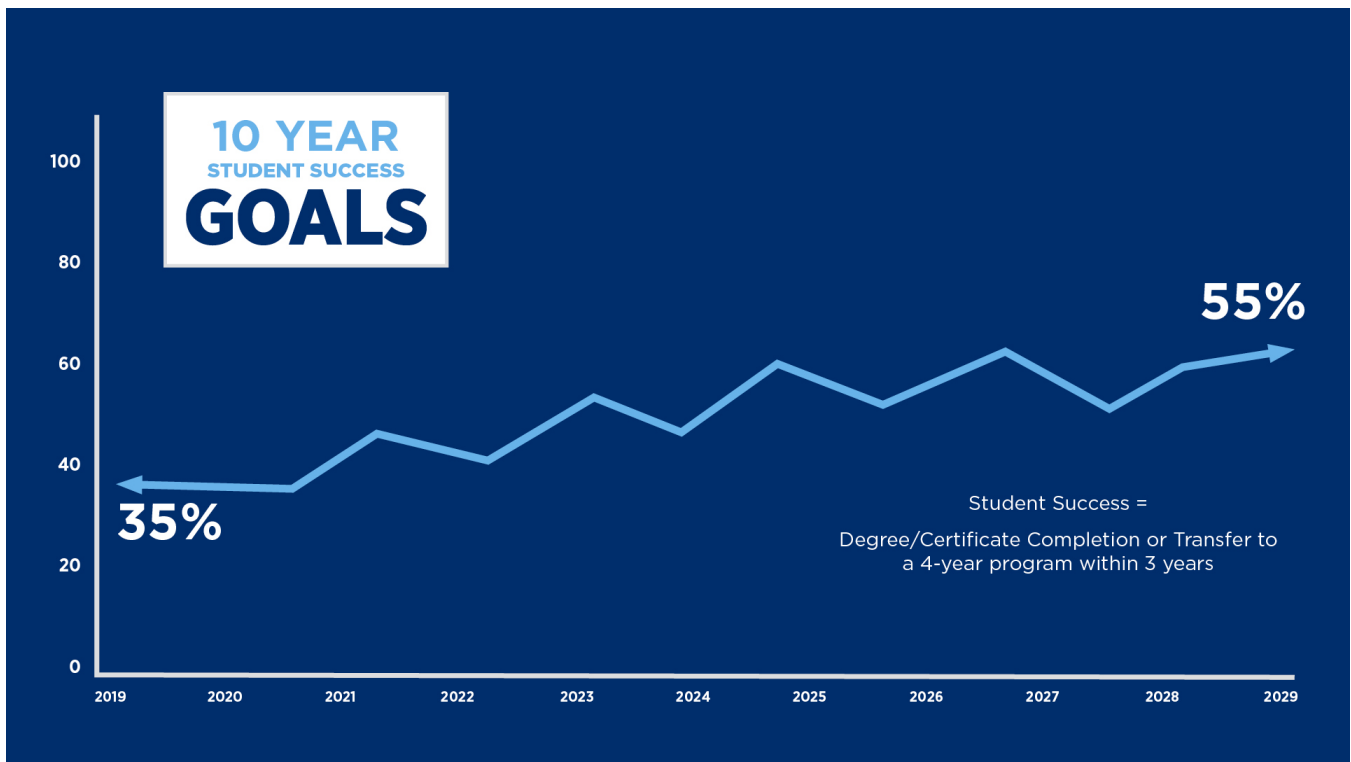


Figure 9. The Bumpy Ride

## ENDING NOTES

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

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

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

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

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

Jason Engle - Dean for Organizational Learning, Columbia Basin College

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

	Name of Intervention	When	Description (Evidence Base / Demonstrated Need) <sup>3</sup>
1	<ul style="list-style-type: none"> <li>Guided Pathways Transfer Academic maps / Meta-majors</li> </ul>	<ul style="list-style-type: none"> <li>Maps Start in Fall 2019 for use in advising</li> <li>Recording of Meta-majors starts in Winter 2020</li> </ul>	High Need / High Evidence Base
1	<ul style="list-style-type: none"> <li>Advising / Case Management</li> </ul>	TBD (Target Fall 2020)	High Need / High Evidence Base
1	<ul style="list-style-type: none"> <li>Math Developmental Coursework Restructure</li> </ul>	Coursework starts Fall 2019	High Need / High Evidence Base
1	<ul style="list-style-type: none"> <li>English Co-requisite</li> </ul>	Winter 2019 Pilot	High Need / High Evidence Base
2	<ul style="list-style-type: none"> <li>Math Center</li> </ul>	<ul style="list-style-type: none"> <li>Started in January, 2017</li> </ul>	High Need / High Evidence Base Moderate / Targeted Service Population
3	<ul style="list-style-type: none"> <li>Summer Bridge</li> </ul>	<ul style="list-style-type: none"> <li>Summer 2017, Expanded Summer 2018</li> </ul>	High Need / High Evidence Base <ul style="list-style-type: none"> <li>Smaller Service Population (~100)</li> </ul>
3	<ul style="list-style-type: none"> <li>Placement Enhancements</li> </ul>	<ul style="list-style-type: none"> <li>In Development</li> </ul>	Mixed Evidence Base / Moderate Need <ul style="list-style-type: none"> <li>Small / Targeted Service Pop</li> <li>Efficiency Potential</li> </ul>
3	<ul style="list-style-type: none"> <li>Title V Early Alert</li> <li>Title V Advising / Risk Information</li> </ul>	<ul style="list-style-type: none"> <li>Expanding September 2018 from Math to other divisions</li> <li>In Development</li> </ul>	High Need / Mixed Evidence Base <ul style="list-style-type: none"> <li>Moderate / Targeted Service Pop</li> <li>Can Assist Case Management</li> </ul>

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

## Appendix B. Mission Fulfillment Methodology / Procedures

Institutional self-assessment requires three elements:

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

### Clear Mission: Board Policy

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

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

The primary structure of Mission Fulfillment is evaluated through:

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

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

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

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

1. Retention



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

## Measures / Indicators

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

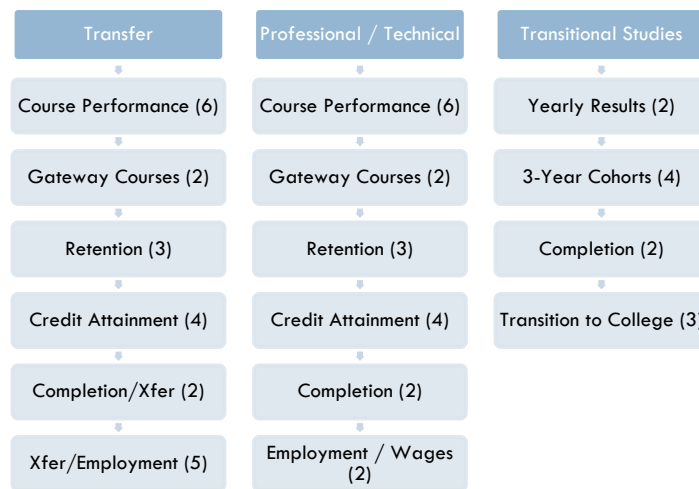
- Fidelity to goals / objectives and coverage of concept (best impacts, Brand et al., 2014),
- Reliable, valid, and widely accepted measurement properties (non-descriptive, evaluated observed behavior, and “cohort” based),
- Comparability, as much as practicable, with externally reported measures (IPEDS,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

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

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

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

- Under 3 Core Themes > 16 Objectives > 52 Indicators



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

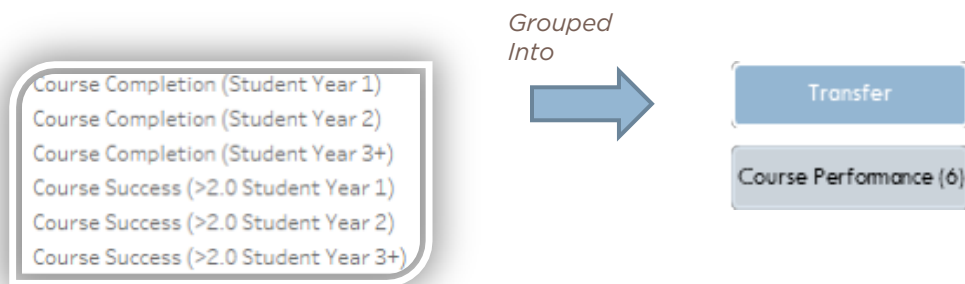
Why Group Indicators into Objectives? Aside from the convention of Goal-Setting that accreditation looks for, grouping indicators this way lends clarity to the purpose of the Mission Fulfillment report, composed of intermediate groups of goals that culminate in the CBC mission. Several studies show this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

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

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

*Indicators for Course Performance*

*Course Performance Objective*



<sup>4</sup> Moore, C., Offenstien, J., & Shulock, N. (2009). See also Washington State Board for Community and Technical Colleges (2007).

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

## Targets

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

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

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

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

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

Each Indicator receives a rating based on targets for improvement:

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



<sup>5</sup> 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.

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

Figure 12. Individual Indicator Performance Scale

## Summarizing Results

For Mission Fulfillment Summary, we:

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



Figure 13. Summary Performance Scale

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

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

## Appendix C: Data Dictionary

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

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

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

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

Data Source: SBCTC Guided Pathways College Data Access  
State Benchmarking Source: SBCTC Guided Pathways College Data  
Access

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

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

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



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

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

## **Teaching and Learning Grant Report**

### **Assessing Critical Thinking in History Using Document-Based Questions, a Common-Rubric, and Canvas Outcomes**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

We are happy to talk to faculty about this process at a future Teaching and Learning Day.

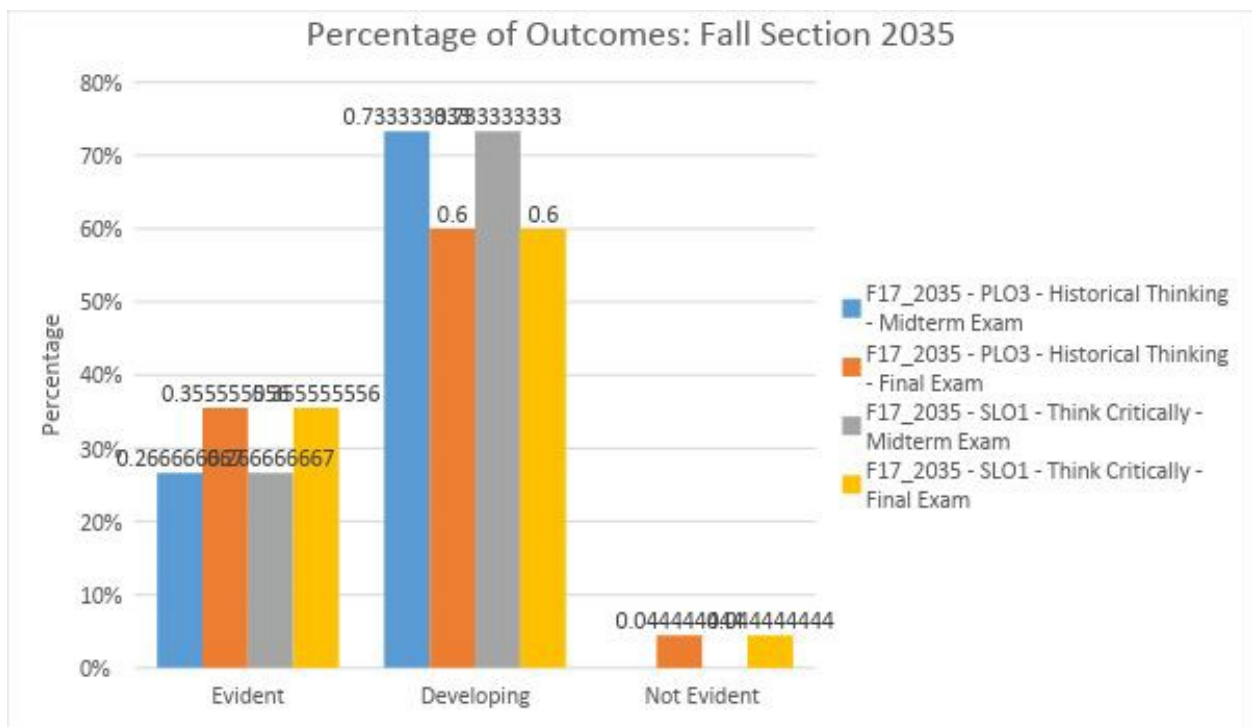
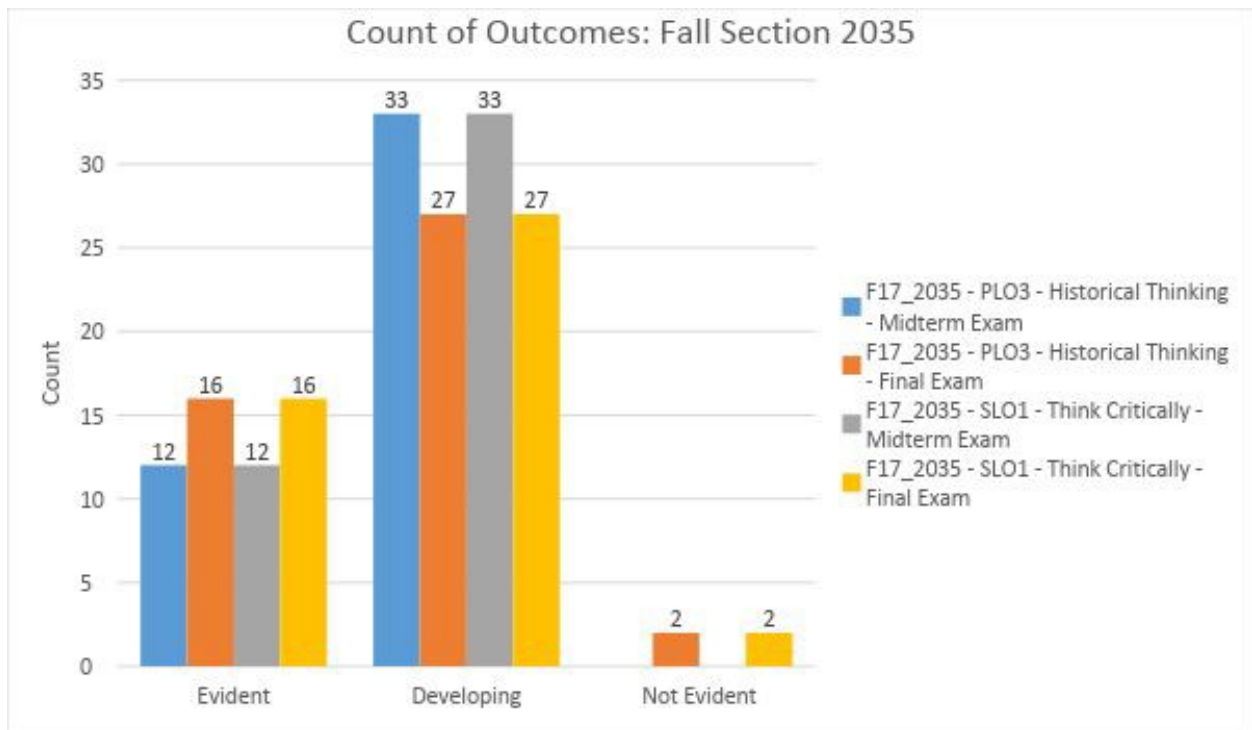
## Appendix A: Revised Grading Rubric

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

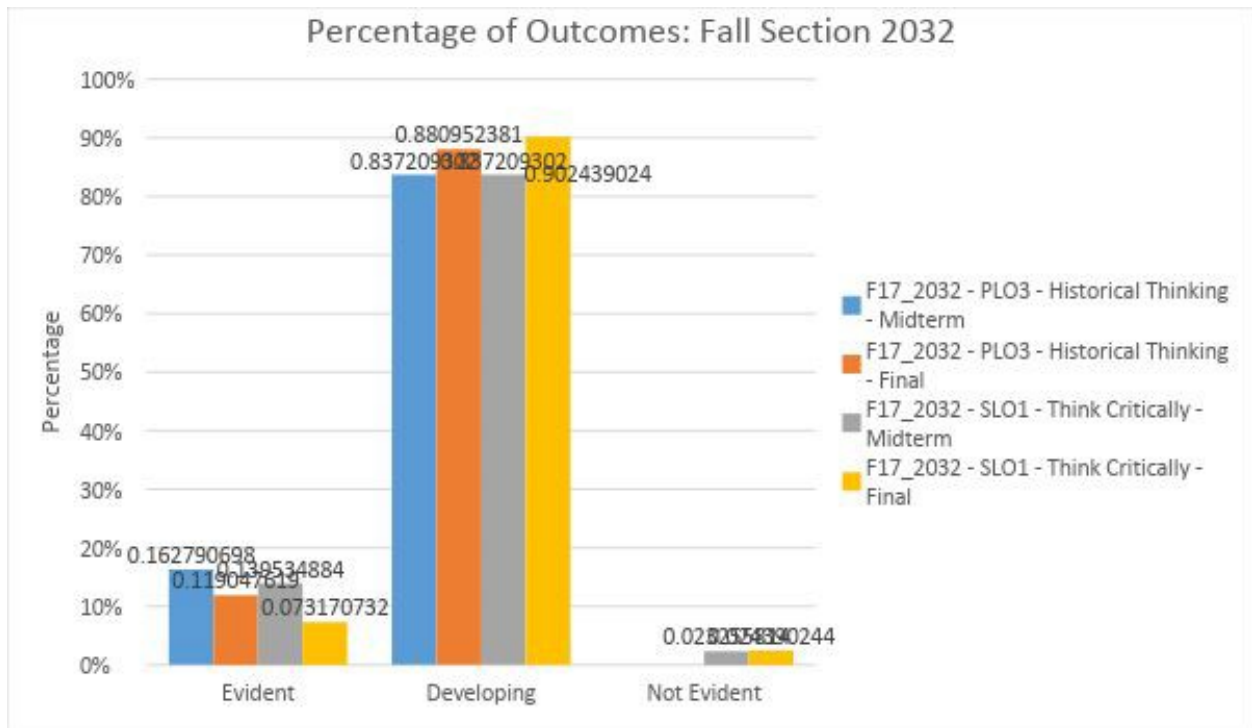
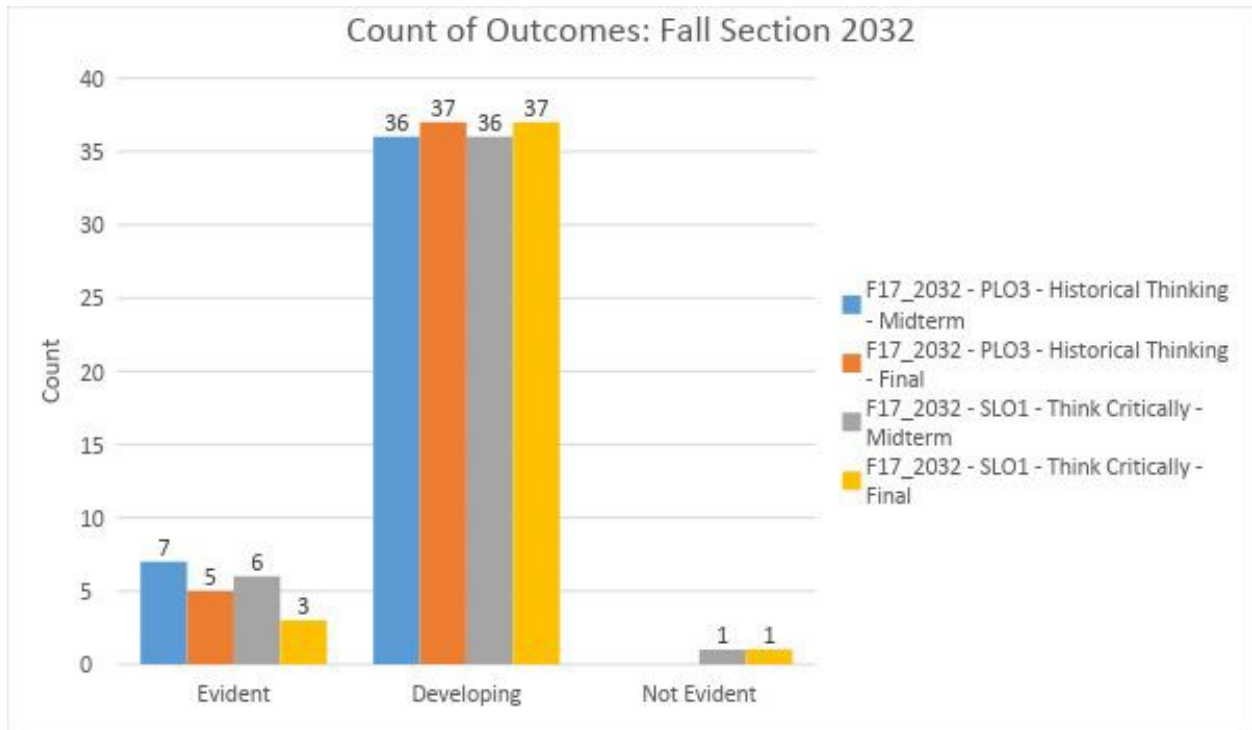
<b>Historical Context: Places documents into their proper historical context and connects them to larger concepts, themes, and historical events.</b>	Has EXTENSIVE “outside” information (beyond the documents), including concepts, themes, and specific events.	Has ADEQUATE “outside” information (beyond the documents), including concepts, themes, and specific events.	Has SOME useful historical context beyond the documents, but not many specifics.	Provides VERY LITTLE useful outside information beyond the documents. May not show good understanding of historical context.	Does not link the documents to larger historical context. No outside information.
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## Appendix B: Fall Sections Data

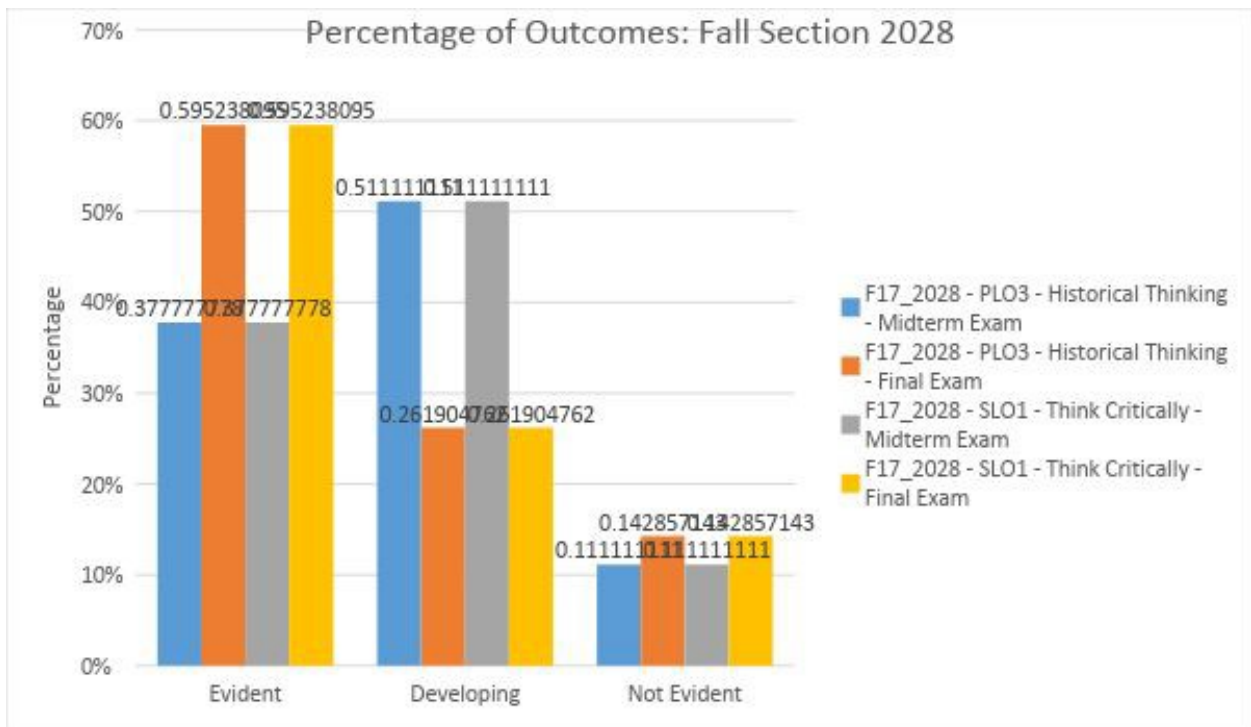
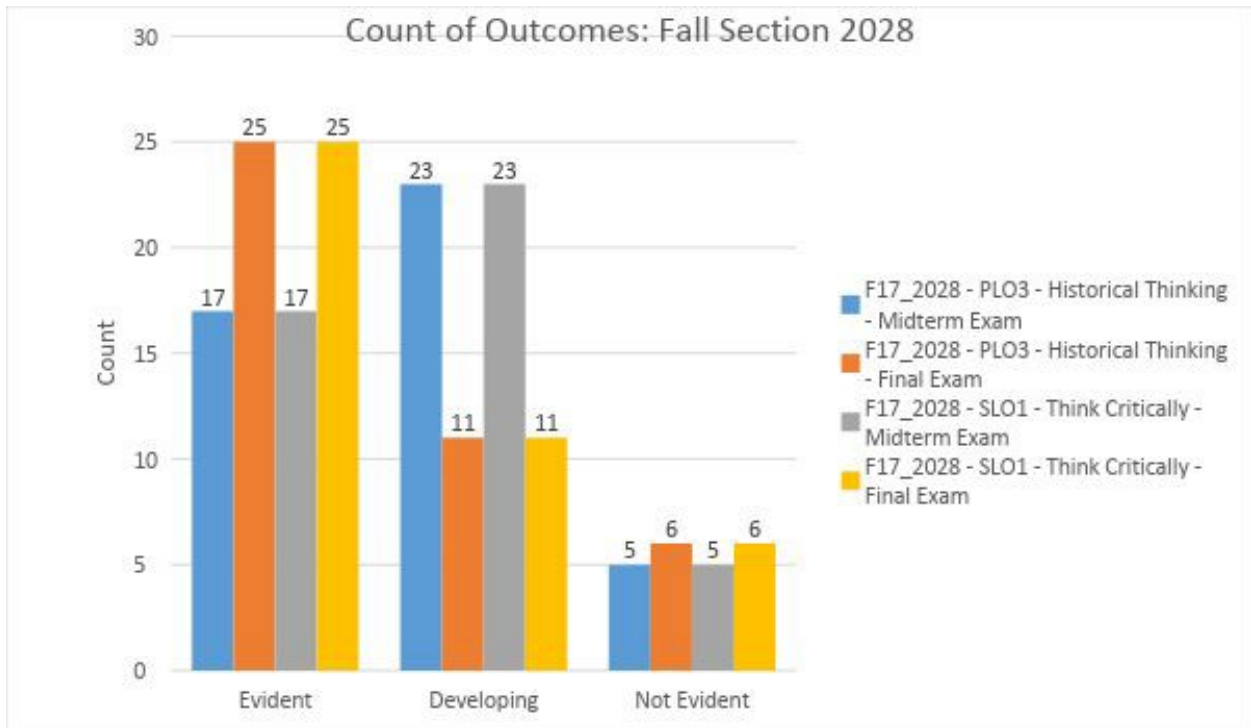
### Fall Section 2035



Fall Section 2032

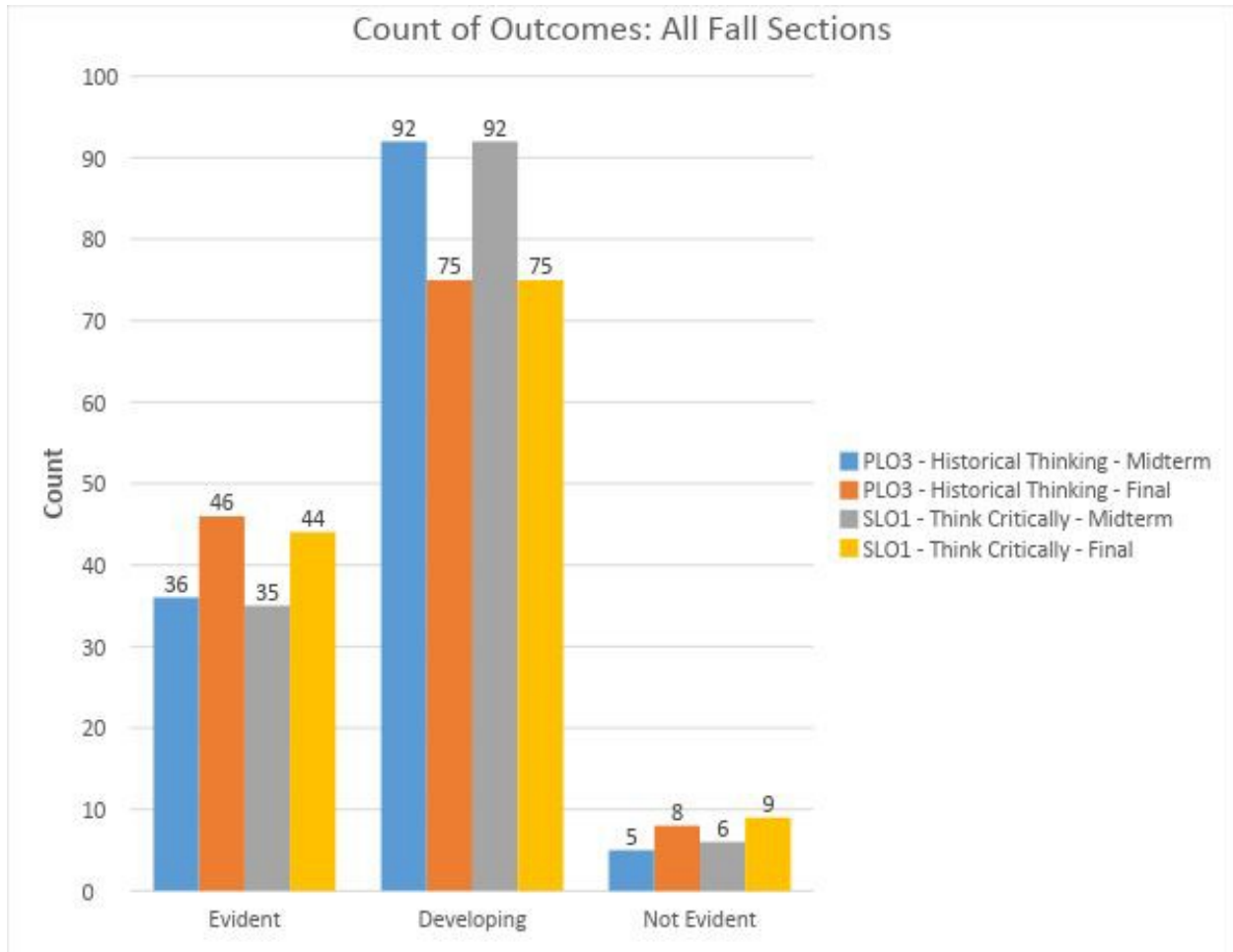


Fall Section 2028

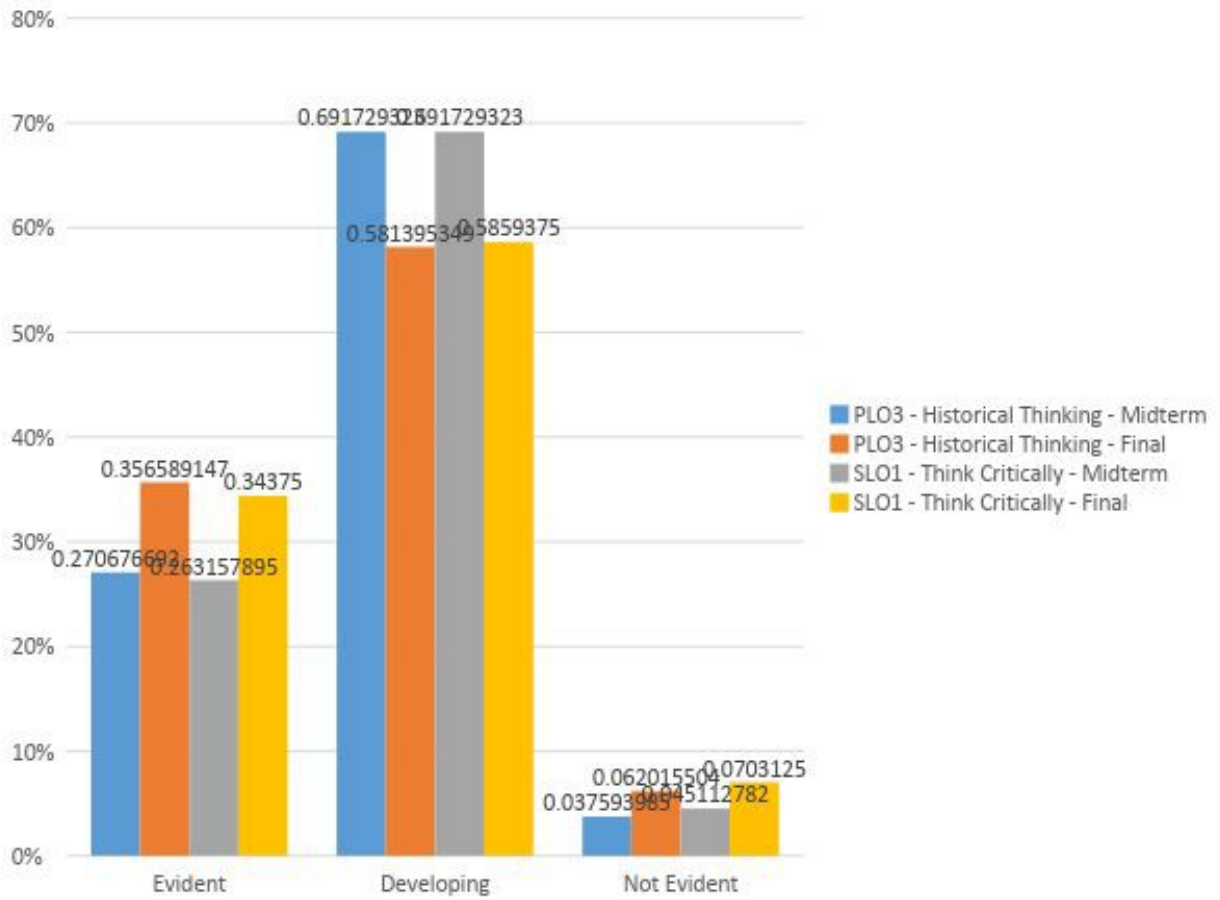




## Fall Section Totals

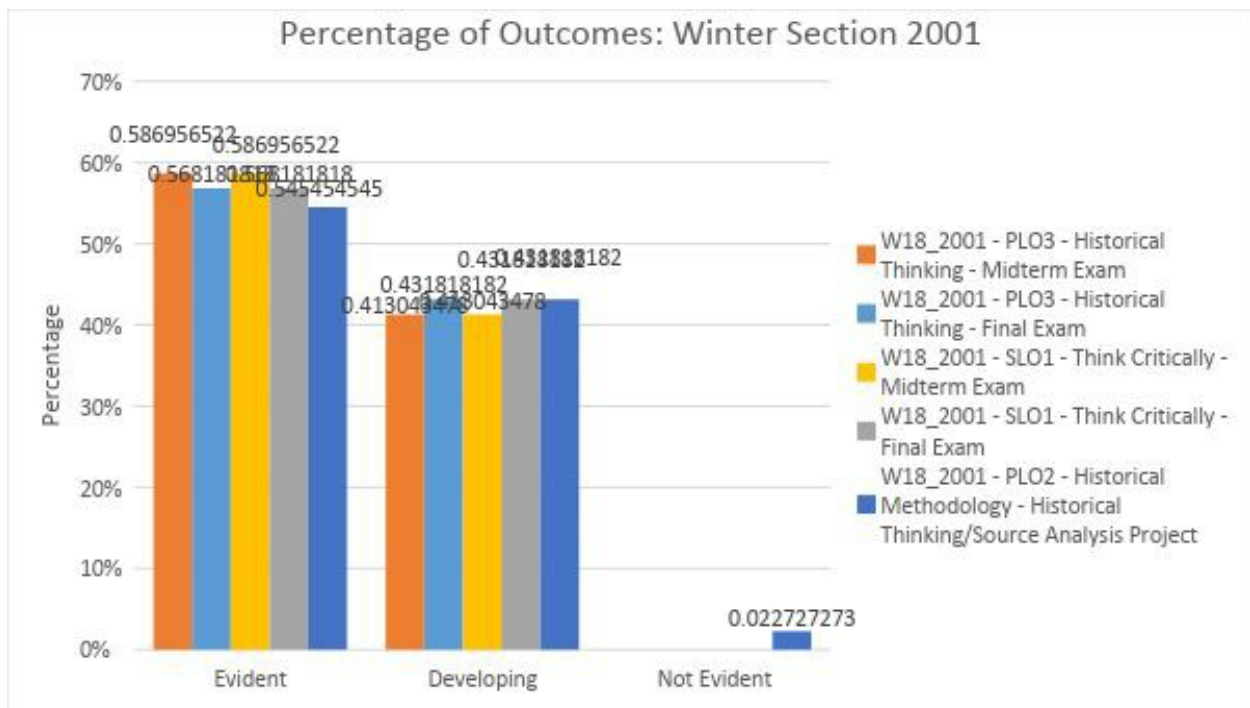
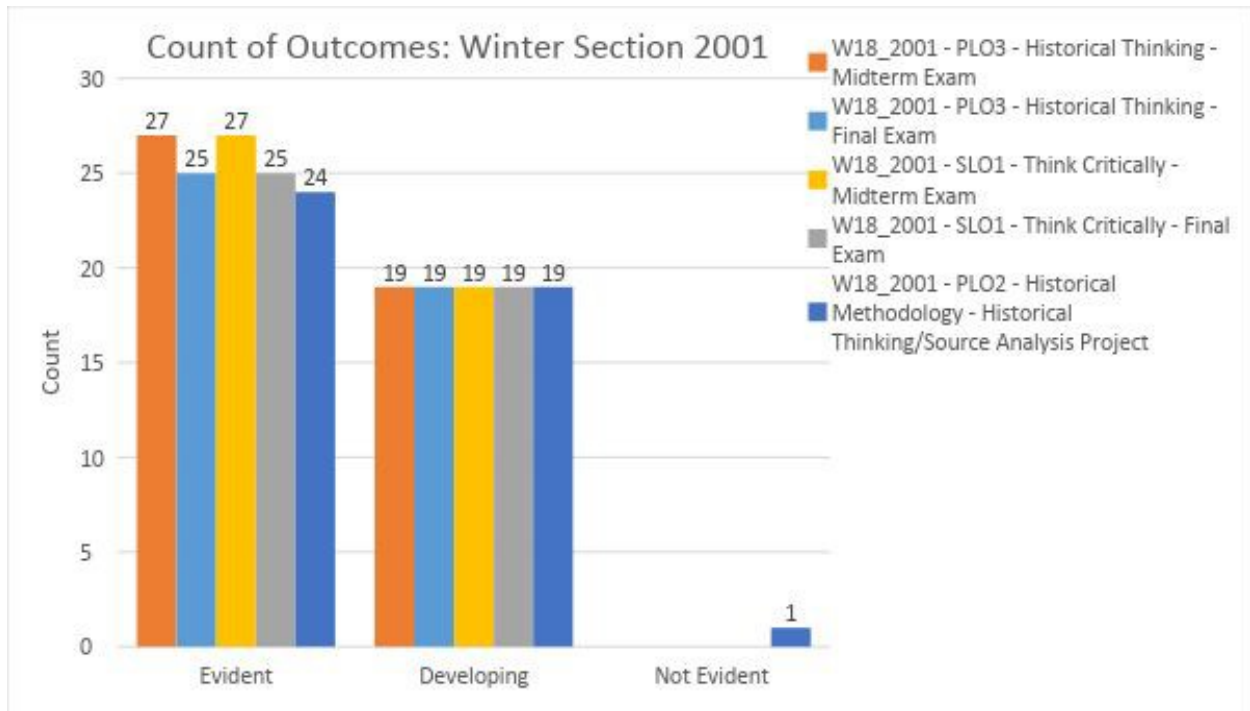


Percentage of Outcomes: All Fall Sections

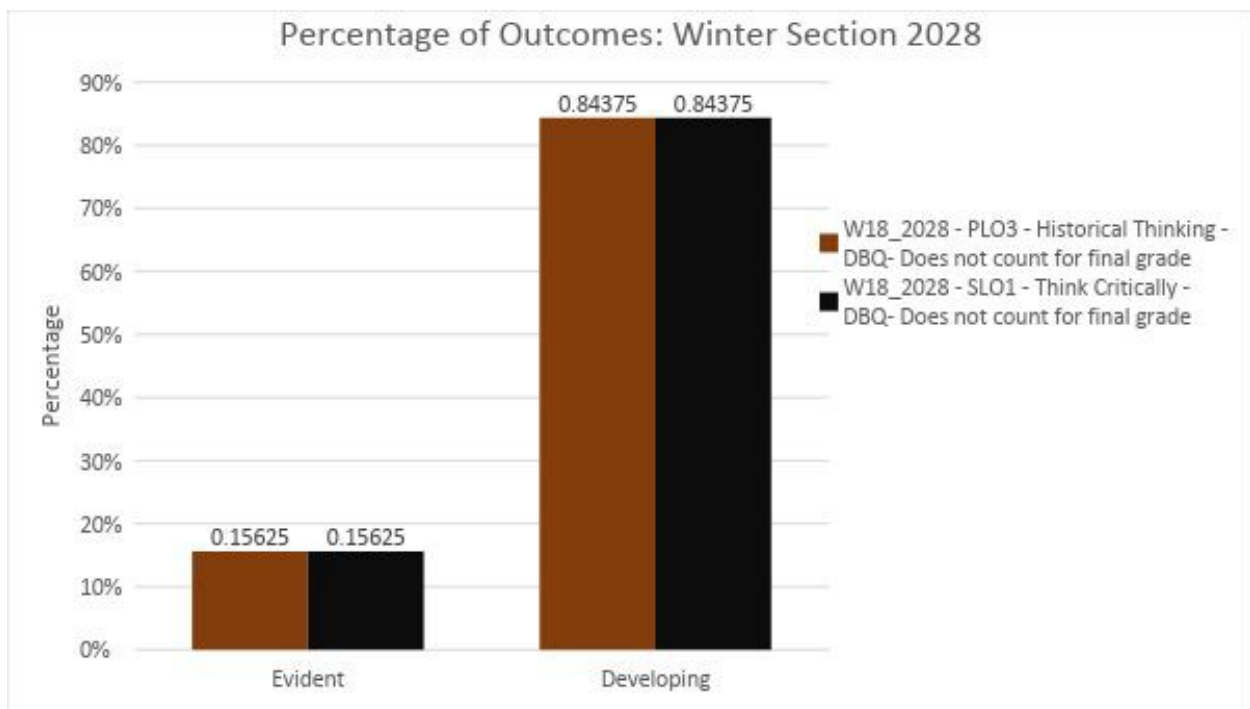
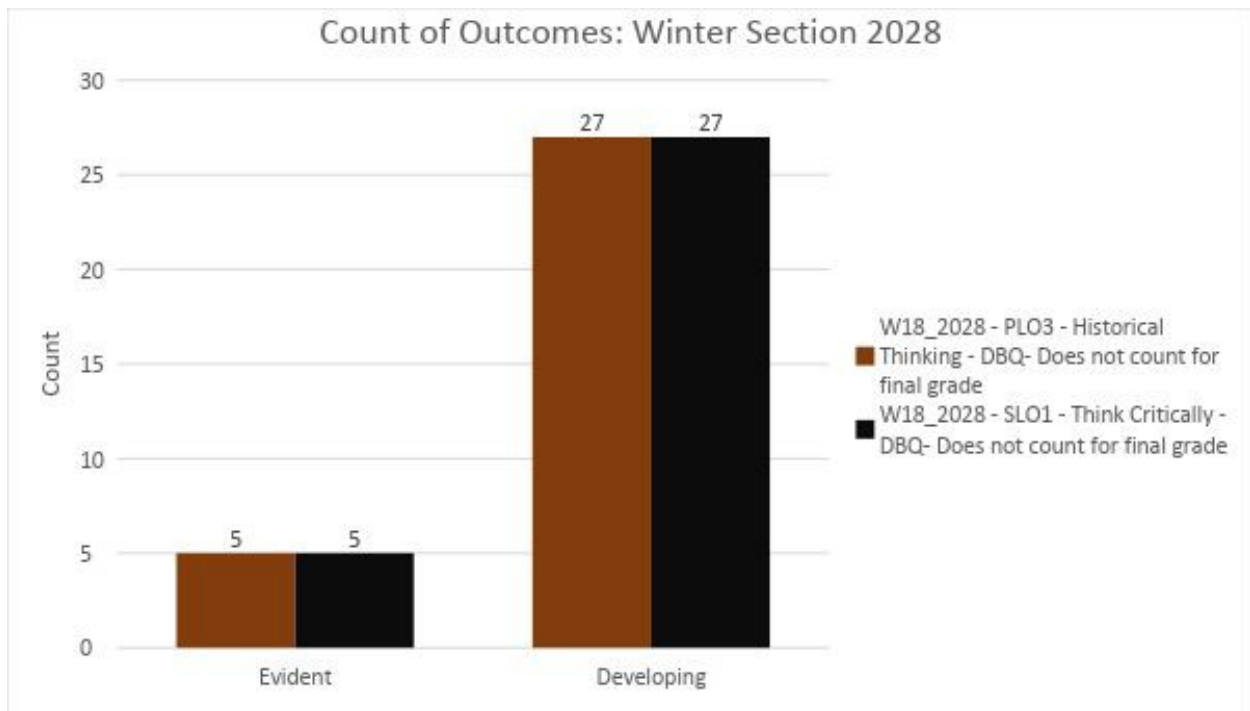


## Appendix C: Winter Sections Data

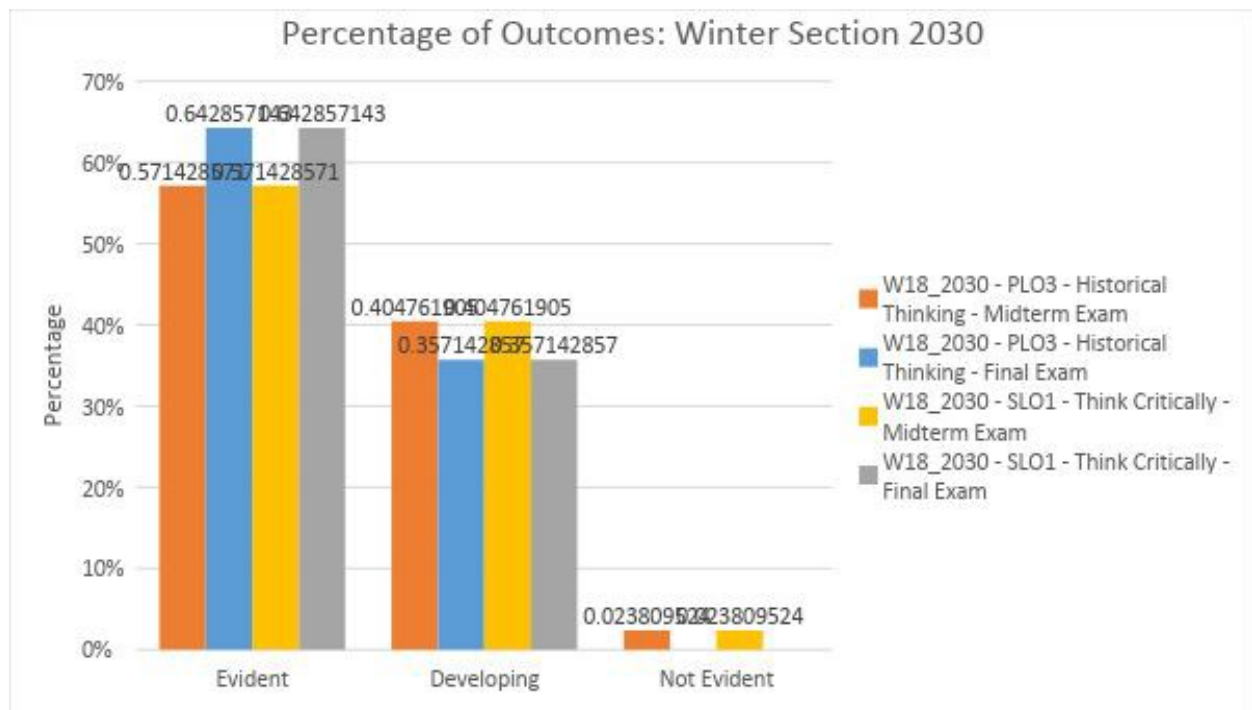
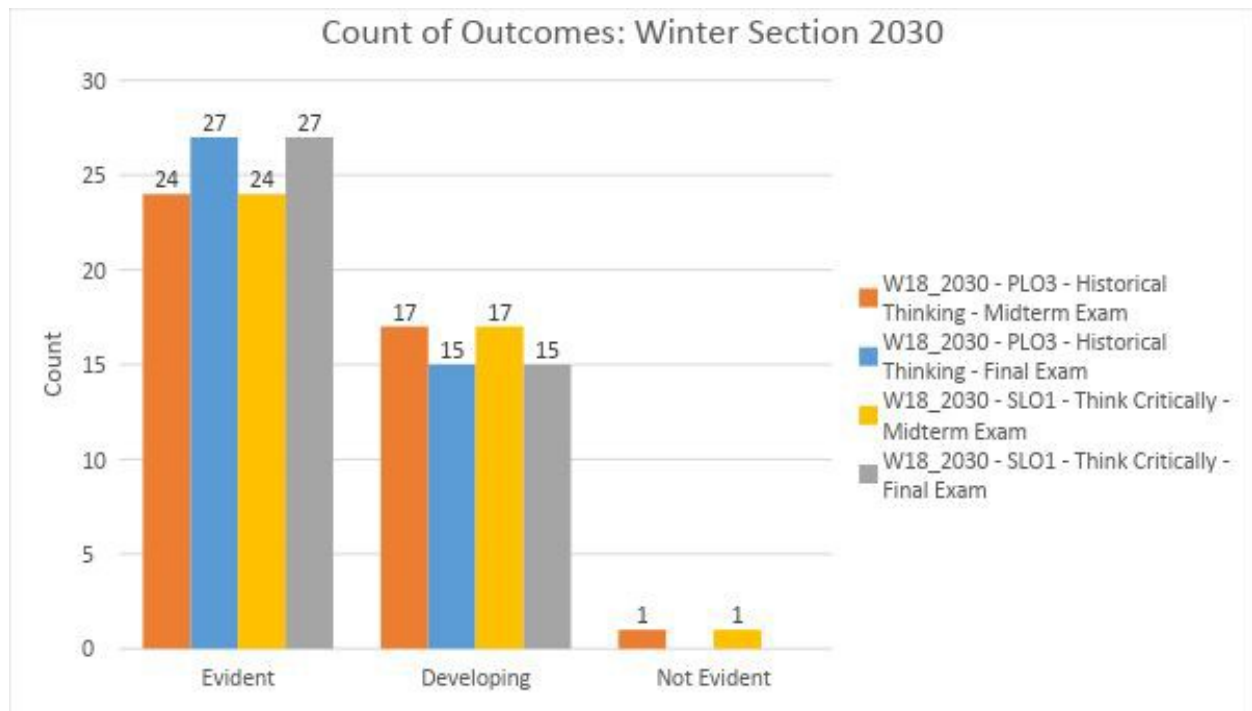
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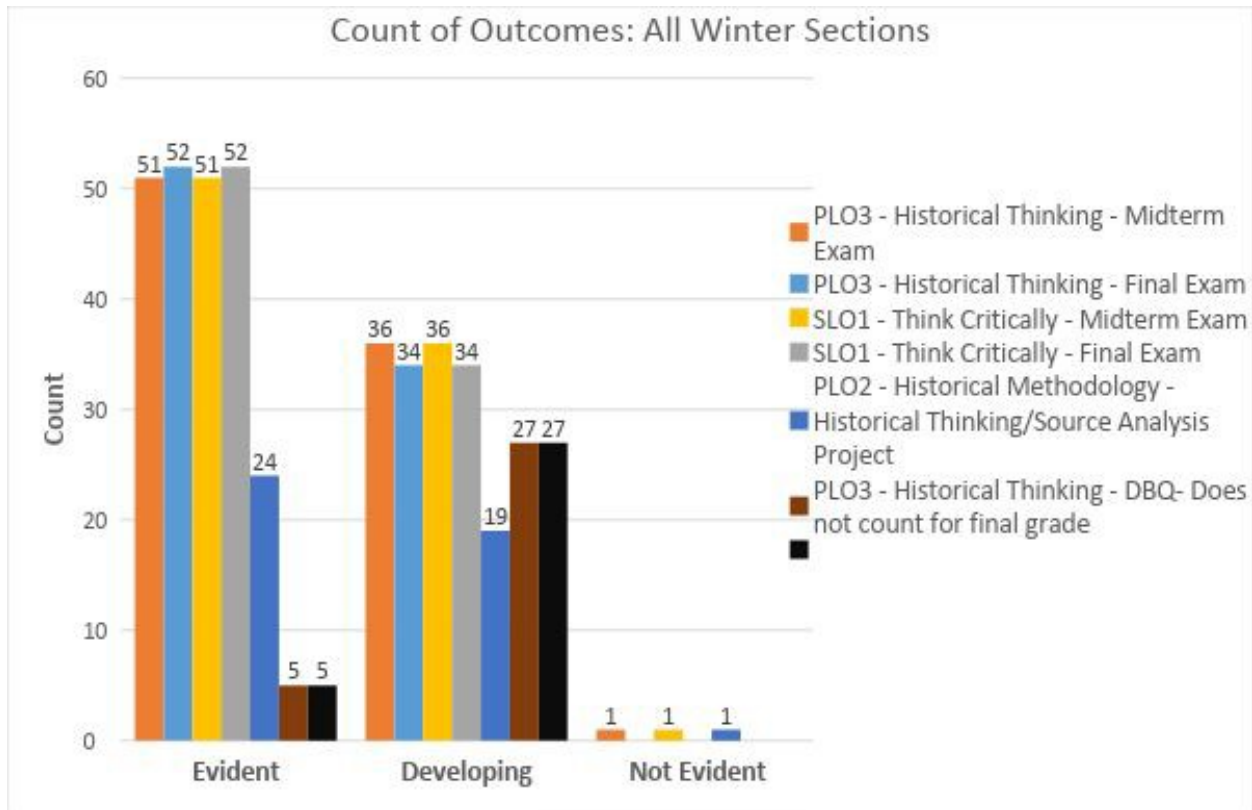
## Winter Section 2028



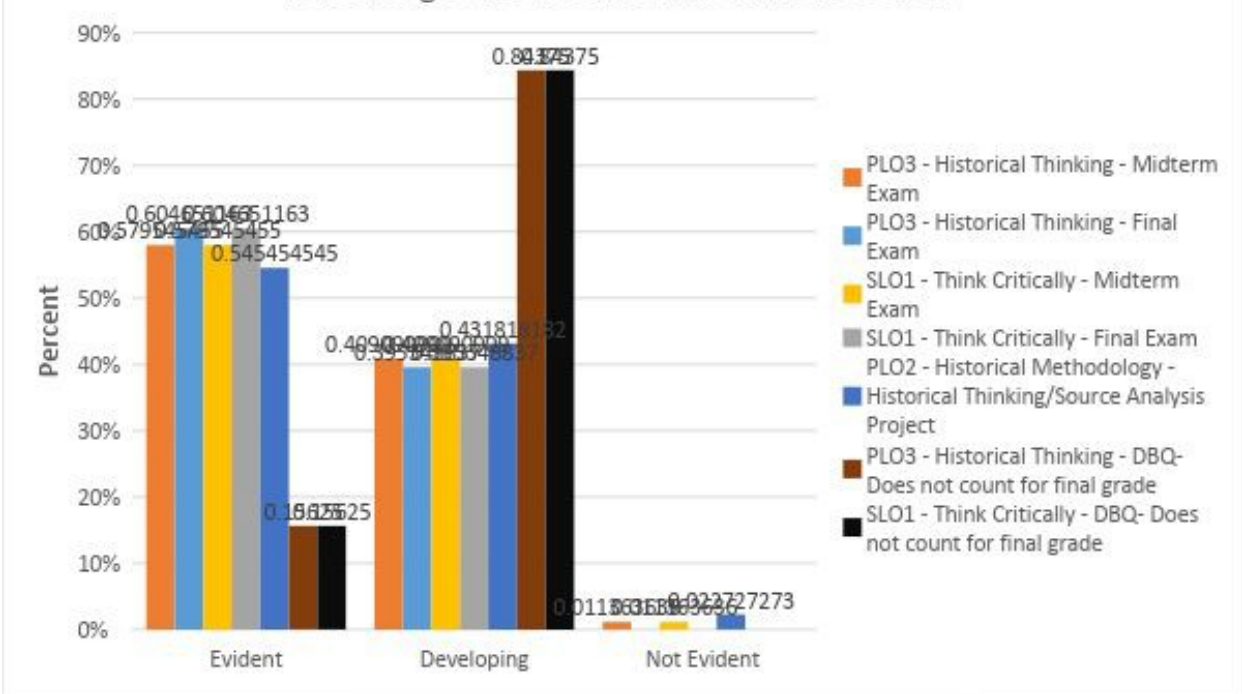
## Winter Section 2030



Winter Section Totals



Percentage of Outcomes: All Winter Sections



## **Closing-the-loop Study of Heritage Spanish Language Learning**

### **Introduction**

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

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

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

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

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

### **Focus Group Results**

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

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



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

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

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

### **Results of the Hispanic Survey**

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

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

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

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

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

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

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

### **Recommendations for Improvement Activities**

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

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

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

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