

YEAR ONE REPORT

STANDARD ONE: MISSION AND CORE THEMES

*Submitted to the Northwest Commission
on Colleges and Universities*

September 14, 2018

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Institutional Overview

Columbia Basin College (CBC), founded in 1955, is a public, two-year 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 basic skills programs. The College has increased our efforts around diversity, equity and inclusion in order to celebrate our diversity as well as look for ways to eliminate barriers to success through intentional and equitable efforts to provide quality learning opportunities.

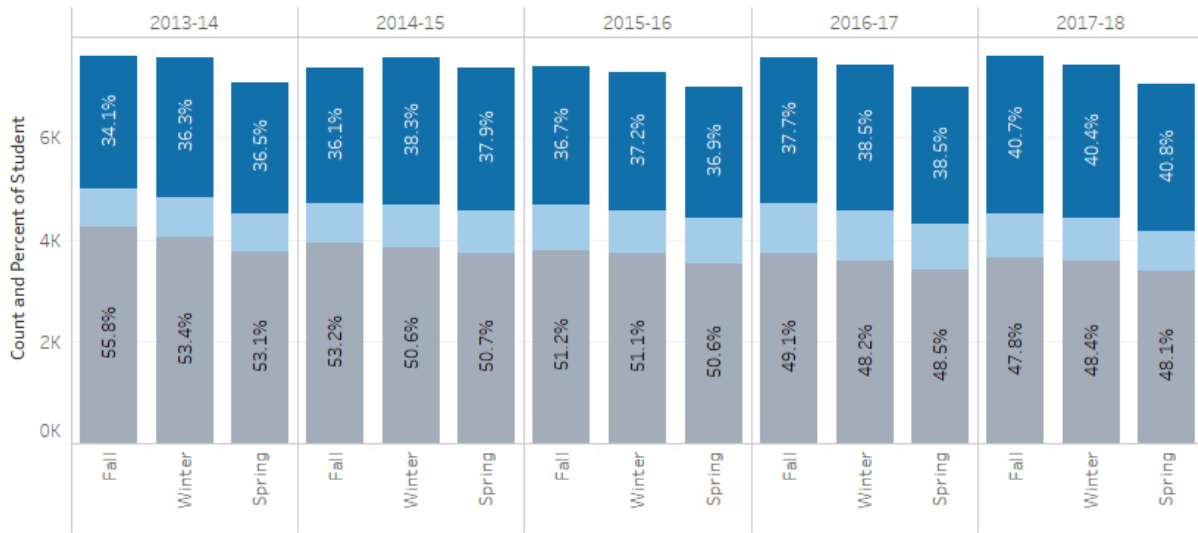
As part of this work, the College is focusing on Guided Pathways as its main goal with implementation scheduled for Fall 2019. The Guided Pathways model has shown to have a positive impact on student success through its detailed program maps, intrusive advising, and focus on learning. Developmental English and math are important factors in this pathways work and faculty in both departments are working on changes that will help our students move on to college-level work sooner in their academic career. 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 our local school districts.

This next year we will be conducting a strategic planning process to update the plan that ends in 2020. This will give CBC administration the opportunity to work with faculty, staff, students and the community to identify areas of growth that we can work on for the future.



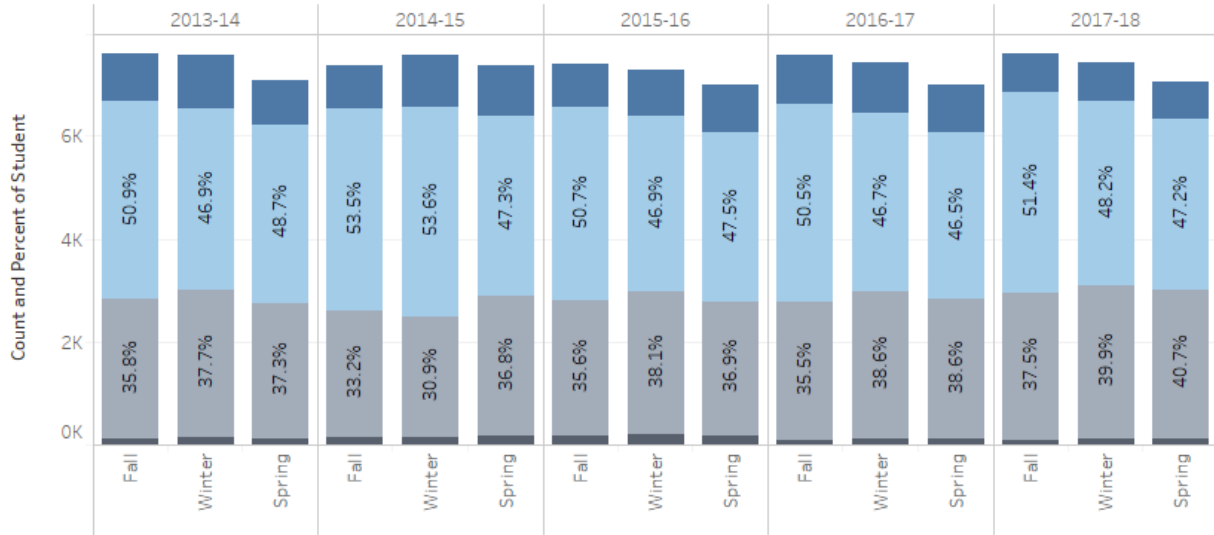
Race/Ethnic Composition

Hispanic Non-White/Non-Hispanic White





Student Intent
 ■ Transitional Studies ■ Academic Transfer ■ Professional/Technical ■ Other/Non-Degree



Preface

Institutional Changes

Leadership Changes

There have been several changes in the College's leadership team since the Year Seven Report was submitted to NWCCU. In February 2017, then CBC president, Dr. Richard Cummins, announced his retirement from the College. The Board of Trustees brought in Dr. Lee Thornton, a past-president of CBC, as interim president until a nationwide search could be conducted. In March of 2017, the Vice President of Instruction submitted her resignation and the interim president appointed two Vice Presidents for Instruction. During that same time, a planned retirement for the Vice President of Student Services (VPSS) occurred and a new VPSS was hired and began in June 2017. In November 2017, Dr. Rebekah Woods was hired as the new Columbia Basin College president.

Mission, Vision and Values

Spring of 2017, the Board of Trustees asked the College to review the mission, vision and values statements to ensure they were meeting the needs of the college. This work began in summer of 2017 and concluded after Dr. Woods joined the college. The mission, vision, and values statements were rewritten to focus on degree completion and the core themes were adjusted and reduced to three: Academic Transfer, Professional/Technical, and Transitional Studies. Annual data collection and review of each core theme has resulted in significant discussion about the indicators and objective areas that comprise Mission Fulfillment.

New Buildings

The Medical Sciences Center in Richland was opened in June 2017. It is a partnership with Kadlec Medical Center which has the first two floors for a family medical clinic for 17 residents. CBC has the paramedic and medical assistant programs on the third floor and the fourth floor will be built out for the college's dental hygiene program.

CBC opened its first residence hall, Sunhawk Hall in September 2017. The three story building located across the street from the main campus, has 124 beds. It is staffed by one director, one program coordinator and three student resident advisors.

New Degrees

CBC began offering a Bachelor of Science in Nursing in Winter 2017 and a Bachelor of Applied Science in Dental Hygiene in Fall 2017.

Response to Previous Requests by the Commission

No requests were required by the Commission in the Year 7 Demonstration Project Report, but a few suggestions were noted as part of the findings in the Peer Evaluator report:

- (1) Continue work on program review and the use of program student learning outcomes results to guide program improvements.
- (2) Attend to "closing the loop" on assessment. We encourage the College to grow the conversation among faculty.
- (3) Develop a comprehensive student learning outcomes assessment plan that includes methods and actions corresponding to the timeline created to assess the SLOs through 2022.

CBC has been working on these suggestions:

- (1) Program Review at CBC will develop and codify program learning outcomes in the new review cycle from January 2018 to January 2019. The review process has been modified to provide early metrics for program goal-setting, to establish program outcomes and institutional goals, and to facilitate the Guided Pathways framework. The Program Review progress will be added to the Board of Trustee End State Monitoring reports annually during the Board retreat in the summer.
- (2) The Teaching and Learning Committee will be considering alternate venues for faculty involvement and feedback, notably an annual Program Survey distributed to program leads with results presented campus-wide.
- (3) The outcomes assessment plan was augmented to include development of rubrics for Student Learning Outcome #4 “Apply Information Tools and Resources” in the Winter term and SLOs will be a focus of annual Board reporting.

As a result of these findings, we have put in place plans to institutionalize program review under an improved model and have been explicit about our SLO goals. This has started with surveys of programs, an annual assessment/evaluation of program goals and courses, which feeds into program review.

Mission, Core Themes, and Expectations

Eligibility Requirements

Eligibility Requirement 2: Authority

Columbia Basin College operates under the approval of the Washington State Higher Education Coordinating Board and the Washington State Board for Community and Technical Colleges (SBCTC). CBC operates as a comprehensive community college, offering transfer, professional/technical (workforce), and transitional (basic skills) education to the residents of Benton and Franklin counties. CBC’s mission is comprised of the mission statement itself, supported by three end-states or core themes. The mission and core themes are reviewed annually by the Board of Trustees in conjunction with annual end-state monitoring data and annual review of mission fulfillment each September.

Eligibility Requirement 3: Mission and Core Themes

The Board requested that the College’s most recent review of the CBC mission and core themes be conducted campus-wide through the Fall and Winter of 2017-18. During this time, administration and faculty crafted a new mission with an emphasis on student degree completion. The new mission, vision and values statements were approved by the Board on May 14, 2018. Also on that date the objectives and core themes were approved for addition to the Board policies. On June 11, 2018 the Board approved the measurement model for Mission Fulfillment. At the Board retreat in August, 2018, institutional improvement targets were presented and will be included in a comprehensive mission fulfillment report in September, 2018, as part of a three-year, longer term improvement plan. This review is conducted according to a newly developed Board policy on mission fulfillment, and performed annually as a result of the annual assessment cycle and review of core themes by the Board of Trustees.

Standard 1.A: Mission

Columbia Basin College's Mission Statement:

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.

Interpretation of Mission Fulfillment:

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 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) 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"

Indicators provide the basic levels 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), rather than for the mission as a whole. An overall rationale for indicator development is provided in the core theme section and follows the basic values 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, and
- Transparency and ease of replication from administrative data

The Nichols tables (Nichols & Nichols, 2005) was used as the basic conceptual framework for organizing and rating the indicators. In the Nichols tables, a set of goals is identified for each area of the mission, and indicators are then identified for each goal.

The logic of the measurement system centers on degree completion, the key determinants of completion, and the desired outcomes after post-secondary work - clearly linked to the End States (Core Themes). The selection of objectives parallels research of primary conditions needed for degree completion (Moore, Offenstien, & Shulock, 2009; Washington State Board for Community and Technical Colleges, 2007) and are confirmed with very strong associations between our objectives and the mission emphasis of degree completion. Conclusions regarding End State accomplishment follow from taking the average of indicator ratings. Indicators are rated (Figure 1) and objectives, core themes, and overall ratings follow directly from the indicator ratings (Figure 2). Each step (indicator, rating, goal/objective, core theme/end state) strives for representative coverage of each goal and domain into summary ratings through multiple measures.

Articulation of Acceptable Threshold, Extent or Degree of Mission Fulfillment

For purposes of assessment, indicators require a “performance rating,” which is based on an assessment of campus-wide initiatives, including Guided Pathways, and an assessment of what the likely effects will produce based on similar “whole school” reform efforts (Borman et al., 2002, Bloom et al., 2008, Lipsey et al., 2012).¹ The purpose is to quantify, evaluate, and improve organizational performance and tie it directly to specific college improvement initiatives. These are primarily, but not limited to: Guided Pathways academic maps, early program identification, meta-major development and student support in meta-major, Math developmental coursework redesign, English gateway co-requisite work, bridge coursework, placement improvement, and early alert work. Most of these interventions are nationally recognized supports with strong theoretical base or have demonstrated efficacy in rigorous research (Institute for Education Sciences, What Works Clearinghouse). Every indicator performance rating requires this theory of action (critical need and/or research grounding), action (intervention, e.g., “Guided Pathways meta-major development”), and a baseline level of performance (prior three years) from which subsequent measures can be compared.

Performance for each indicator is defined on a 1-5 scale (Figure 1): achieving an aspirational band of performance (5), ambitious/attainable improvement (4), performance maintenance (3), and poor performance (2 and 1). Ratings encapsulate judgements about “target performance” that are based on detectable effects institutions might reasonably expect from initiatives, discussed with key stakeholders, and ratified by the Board.



Figure 1. Indicator Ratings

The ratings for each indicator are the basis for meaningful interpretation of Goal / Objective average performance rating, End State / Core Theme average performance rating, and overall performance rating

¹ Targets include an approximate minimum detectable threshold in terms of a standardized effect size (Rating “4” at ES=0.05) for improvement, and improvement that is more typical of substantive, long-term, and sustainable gains (Rating “5” at ES=0.15). The inverse (Rating “2” at <-0.05 and Rating “1” at <-0.15) also applies.

(Figure 2). Each indicator provides a facet of performance that, combined with other indicator ratings, is a better picture of meeting Objectives, describing Core Theme/End State performance, and overall institutional performance. The combination allows for multiple measures that are a more robust bellwether of institutional success, where any one measure may change over time due to a number of factors, many of which may not reflect institutional quality (Hattie 2009).

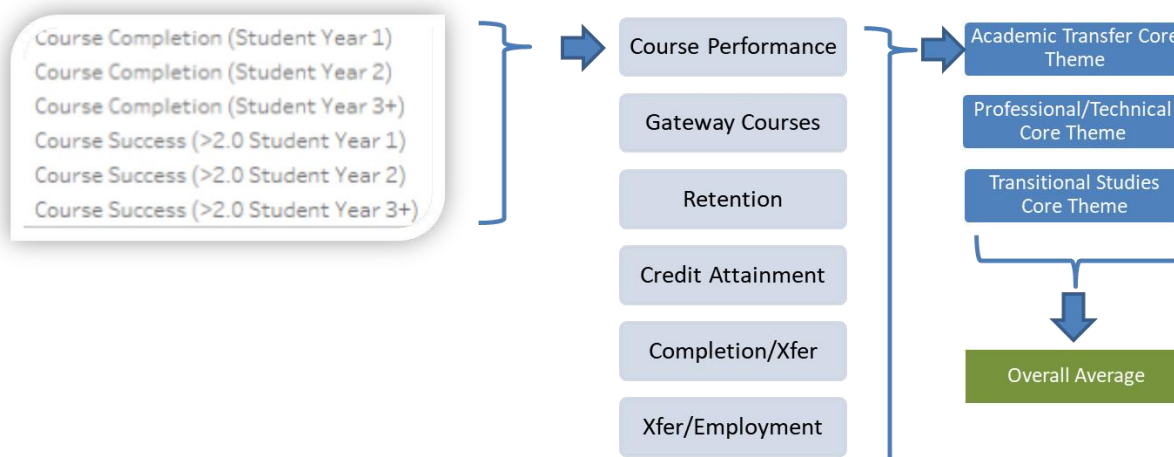


Figure 2. Synthesizing Performance Ratings into Objective, Core Theme, and Overall Ratings

Overall indicator performance communicates our targets for improvement and the natural variation that can occur which may be attributable to underlying quality (estimated at roughly half of overall variance: Hattie 2009). Change in indicators may not coincide with either institutional or instructional quality, may be the result of random fluctuation or “reversion to the mean” (where increases in quality are more difficult to obtain and detect if CBC is already outperforming, which it is on several indicators), or in early stages of change and adjustment in institution-wide reforms. Overall progress to a “3.5” average will best reflect this uncertainty in measurement and change, favoring sustained, measurable performance over three years.

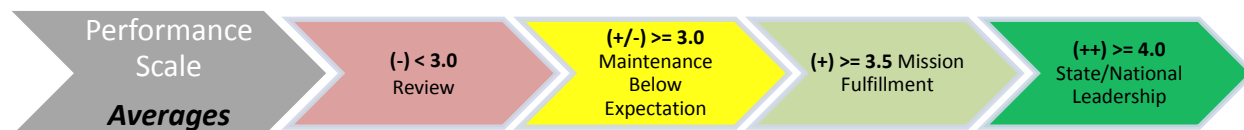


Figure 3. Indicator Summaries Toward Mission Fulfillment

The combination of these ratings, in consultation with the leadership team, translate into what we believe are summary measures we can use to evaluate both facets of our Mission as well as the Mission as a whole.

- (++) State and National Leadership. Performance averaging 4.0 indicating complete goal achievement,
- (+) Mission Fulfillment. Performance averaging 3.5 or above indicating significant progression,
- (+/-) Maintenance Below Expectation. Performance averaging 3.0 or above signifying little movement, and
- (-) Review: Below Maintenance Level. Below 3.0 indicating drop in performance.

CBC’s Board of Trustees will complete its first review for mission fulfillment in Fall 2018 with this framework, using the revised mission statement from May 2018, summary statement as presented publicly in June 2018, and with targets/methodology presented publicly in August 2018. Minor modifications will be made to core theme objectives / goals and indicators each year as necessary to continue refinement of the College’s review process and as technical revisions become necessary to support analytical integrity. Any monitoring data that does not meet expected results will warrant further

scrutiny and improvement actions will be noted for continuous quality improvement, as well as budgetary and management priorities.

Core Themes

Core Theme 1: Academic Transfer

Approximately 60% of students attending CBC enroll in a course of study that leads to an academic transfer degree. Many of these students are planning to complete a four-year degree and choose to begin at CBC. Students can complete prerequisites for their future major as well as general education requirements prior to transfer. Direct transfer agreements, statewide negotiated two-year degrees, and other standard features / conventions of the Washington State Board for Community and Technical Colleges are designed to improve the transfer process, particularly to in-state institutions. Within the Academic Transfer Core Theme, professional / technical students also take classes to complete general education coursework to meet workforce prerequisites or requirements.

Academic Goal A: Students are able to pass and demonstrate minimal success in coursework (>=2.0).

Indicators	Current (3-Year)	Desired 3-Year Minimum Targets [^]	
		(+)	(++)
A1. Completion (pass) rates for Student in Year 1 of study	88.4	89.4	91.1
A2. Completion (pass) rates for Student in Year 2 of study	91.4	92.2	93.5
A3. Completion (pass) rates for Student in Year 3+ of study	91.2	92.0	93.4
A4. Success (>=2.0) rates for Student in Year 1 of study	76.6	78.1	80.9
A5. Success (>=2.0) rates for Student in Year 2 of study	78.9	80.3	83.0
A6. Success (>=2.0) rates for Student in Year 3+ of study	80.0	81.4	84.0

[^]Targets based upon review of typical/likely effects of “whole school” programs (Borman et al., 2002, Bloom et al., 2008, Lipsey et al., 2012) and applied to CBC thresholds uniformly.

Rationale

Coursework success (the maintenance of academic standing), particularly the development of self-efficacy, is critical to the credit progress that predicts completion in a timely way. Students who are “at risk” may exhibit patterns of early non-success that may hinder further skill development, contribute to low self-efficacy, and decrease subsequent engagement in an academic setting. At CBC, our experience over the previous five years has shown that students who fail one course in their first year are 3.5-4.0 times less likely to complete in three years. Students who have two or more courses with less than a 2.0 are 2.5-3.0 times less likely to complete.

Academic Goal B: Students are able to complete required “gateway” coursework in a timely manner.

Indicators	Current (3-Year)	Desired 3-Year Minimum Targets [^]	
		(+)	(++)
B1. Completion (pass) gateway Math by end of first year	22.6	24.1	27.4
B2. Completion (pass) gateway English by end of first year	42.6	44.6	48.6

[^]Targets based upon review of typical/likely effects of “whole school” programs (Borman et al., 2002, Bloom et al., 2008, Lipsey et al., 2012) and applied to CBC thresholds uniformly.

Rationale

Gateway courses in general education are a primary bottleneck for struggling learners and predict on-time completion and skill attainment. A significant number of traditional CBC students (greater than 80%) require developmental coursework before attempting college level courses in Math or English.

Additionally, the regular practice of writing and /or quantitative reasoning skills and early completion of these courses dramatically increases student success. Our analysis shows that CBC students who complete Math within the first year at CBC are roughly three times more likely to complete in three years. In English, one year completers are 3-4 times more likely to complete.

Academic Goal C: Students re-enroll consistently from term to term (retention).

Indicators	Current (3-Year)	Desired 3-Year Minimum Targets [^]	
		(+)	(++)
C1. Fall to Winter Cohort Retention	78.1	79.5	82.3
C2. Fall to Spring Cohort Retention	69.8	71.6	74.8
C3. Fall to Fall Cohort Retention	53.5	55.5	59.4

[^]Targets based upon review of typical/likely effects of “whole school” programs (Borman et al., 2002, Bloom et al., 2008, Lipsey et al., 2012) and applied to CBC thresholds uniformly.

Rationale

Retention has been cited as an important contributor to completion where interruption in study, especially early in a student’s career, represents a significant risk factor for non-completion. Again, consistent with external research, CBC has seen students who are retained fare four times better than those who are not.

Academic Goal D: Students demonstrate credit attainment progress (credit attainment).

Indicators	Current (3-Year)	Desired 3-Year Minimum Targets [^]	
		(+)	(++)
D1. Attained 15 + Credits (one full term) in First Year	68.3	70.1	73.4
D2. Attained 30 + Credits (two full terms) in First Year	37.6	39.5	43.4
D3. Attained 45 + Credits (three full terms) in First Year	9.0	9.8	11.6
D4. Attained 45 + Credits (three full terms) in First or Second Year	41.3	43.3	47.2

[^]Targets based upon review of typical/likely effects of “whole school” programs (Borman et al., 2002, Bloom et al., 2008, Lipsey et al., 2012) and applied to CBC thresholds uniformly.

Rationale

College-level credit progress at these levels of credit attainment has been used in statewide models and in retention/completion research to identify specific areas of risk. Not reaching these levels in these time periods is also a significant predictor of non-completion. It may be no surprise that students who perform better on credit attainment at CBC are 3-5 times more likely to complete in three years.

Academic Goal E: Students complete degrees and/or transfer (completion)

Indicators	Current (3-Year)	Desired 3-Year Minimum Targets [^]	
		(+)	(++)
E1. Completion of degree in Three Years	25.3	26.9	30.3
E2. Completion or Transfer in Three Years	34.5	36.4	40.2

^Targets based upon review of typical/likely effects of “whole school” programs (Borman et al., 2002, Bloom et al., 2008, Lipsey et al., 2012) and applied to CBC thresholds uniformly.

Rationale

As the primary target of CBC’s mission, completion represents the bulk of the value of post-secondary education for students (internally) and community (externally). While external studies show smaller earnings gains from skill attainment without completion, completing a degree adds substantial value to wages, and has the additional benefit of qualifying students for further value in a subsequent program. By not crossing this degree threshold, the implication is that by not receiving a degree a student drastically reduces the internal rate of return of their post-secondary work.

Academic Goal F: Students transfer or are employed (post-CBC outcomes)

Indicators	Current (3-Year)	Desired 3-Year Minimum Targets^	
		(+)	(++)
F1. Employment rate in first year post-CBC	43.6	45.6	49.6
F2. Wages in first year post-CBC	21.2	22.7	23.7
F3. Transfer to 4-Year Institution in 4 Years	25.4	27.0	30.4
F4. Non-Completion Transfer in 4 Years	12.6	13.7	16.0
F5. Completion and Transfer in 4 Years	12.8	13.9	16.2

^Targets based upon review of typical/likely effects of “whole school” programs (Borman et al., 2002, Bloom et al., 2008, Lipsey et al., 2012) and applied to CBC thresholds uniformly. Wages (scaled data) excepted.

Rationale

The primary outcome of a degree is greater value to a student through successful transfer, greater wages, and productivity after employment. Transfer, in its component parts weigh into this core theme more heavily, and overall success will include some combination of degree attainment with transfer (ideal) and the (less ideal, but beneficial) choice to transfer without degree attainment. Additionally, there is no shortage of evidence that links years of study, and more importantly, degree completion with average wages as well as a variety of beneficial social outcomes. Human capital development through post-secondary education is the lynchpin of an overwhelming cost/benefit case for community colleges. While it can be difficult to reliably measure (and less difficult as a contemporaneous measure of institutional effectiveness), overall, its reporting is important to monitoring CBC’s long term effectiveness.

Core Theme 2: Professional / Technical

Since the inception of the College in 1955, workforce programs have provided a qualified workforce to the local community. The professional / technical programs include numerous career areas, such as trades, healthcare, business, science, technology, and social sciences and account for approximately 20% of CBC's annual enrollment (by headcount).

The College provides high quality and prepared workers for the diverse industries throughout the community. Associate degrees and certificate programs are developed in response to employment needs to prepare students to succeed in “middle-skill jobs” (Holzer & Lerman, 2007). Students are also well prepared for continuing their education in articulated applied baccalaureate programs.

Workforce programs comprise a broad spectrum of offerings, including short-term certificates (certificates less than 20 quarter credits), one-year certificates, associate degrees, and applied baccalaureate options. Workforce programs are increasingly developed with stair-stepped options for students, allowing them to complete progressive benchmarks that allow greater flexibility for stop-out and entry points to meet student learning pathway needs.

Professional / Technical Goal A: Students are able to pass and demonstrate minimal success in coursework (≥ 2.0).

Indicators	Current (3-Year)	Desired 3-Year Minimum Targets [^]	
		(+)	(++)
A1. Completion (pass) rates for Student in Year 1 of study	89.9	90.8	92.3
A2. Completion (pass) rates for Student in Year 2 of study	93.3	94.0	95.1
A3. Completion (pass) rates for Student in Year 3+ of study	92.4	93.1	94.3
A4. Success (≥ 2.0) rates for Student in Year 1 of study	80.3	81.7	84.2
A5. Success (≥ 2.0) rates for Student in Year 2 of study	82.7	84.0	86.3
A6. Success (≥ 2.0) rates for Student in Year 3+ of study	83.6	84.8	87.0

[^]Targets based upon review of typical/likely effects of “whole school” programs (Borman et al., 2002, Bloom et al., 2008, Lipsey et al., 2012) and applied to CBC thresholds uniformly.

Rationale

As in the Academic Core theme, coursework success (or inversely, the maintenance of good standing), particularly the development of self-efficacy, is critical to the credit progress that predicts completion in a timely way. Students who are “at risk” may exhibit patterns of early non-success that may hinder further skill development, contribute to low self-efficacy, and decrease subsequent engagement in an academic setting. At CBC, students who fail one course in their first year *mirror their academic counterparts* and are four times less likely to complete in three years. Students who have two or more courses with less than a 2.0 are 3.5-4.0 times less likely to complete.

Professional / Technical Goal B: Students are able to complete required “gateway” coursework early.

Indicators	Current (3-Year)	Desired 3-Year Minimum Targets [^]	
		(+)	(++)
B1. Completion (pass) gateway Math by end of first year	16.4	17.7	20.4
B2. Completion (pass) gateway English by end of first year	28.2	29.9	33.5

[^]Targets based upon review of typical/likely effects of “whole school” programs (Borman et al., 2002, Bloom et al., 2008, Lipsey et al., 2012) and applied to CBC thresholds uniformly.

Rationale

Gateway courses in general education are a primary bottleneck for struggling learners and predict on-time completion and skill attainment. A significant number of traditional CBC students (greater than 80%) require developmental coursework before attempting college level courses in Math or English.

Additionally, the regular practice of writing and /or quantitative reasoning skills and early completion of these courses dramatically increases student success. Professional/technical students who complete Math within the first year at CBC are roughly two times more likely to complete in three years. In English, results are comparable, but contribute more toward higher levels of attainment.

Professional / Technical Goal C: Students re-enroll consistently from term to term (retention).

Indicators	Current (3-Year)	Desired 3-Year Minimum Targets [^]	
		(+)	(++)
C1. Fall to Winter Cohort Retention	76.1	77.6	80.5
C2. Fall to Spring Cohort Retention	62.4	64.3	68.0
C3. Fall to Fall Cohort Retention	54.9	56.9	60.8

[^]Targets based upon review of typical/likely effects of “whole school” programs (Borman et al., 2002, Bloom et al., 2008, Lipsey et al., 2012) and applied to CBC thresholds uniformly.

Rationale

Retention has been cited as an important contributor to completion where interruption in study, especially early in a student’s career, represents a significant risk factor for non-completion. Professional/technical students who are retained in a second Fall of study are twice as likely to complete in three years.

Professional / Technical Goal D: Students demonstrate credit attainment progress (credit attainment).

Indicators	Current (3-Year)	Desired 3-Year Minimum Targets [^]	
		(+)	(++)
D1. Attained 15 + Credits (one full term) in First Year	64.4	66.2	69.8
D2. Attained 30 + Credits (two full terms) in First Year	35.2	37.1	40.9
D3. Attained 45 + Credits (three full terms) in First Year	13.4	14.5	16.9
D4. Attained 45 + Credits (three full terms) in First or Second Year	41.0	43.0	46.9

[^]Targets based upon review of typical/likely effects of “whole school” programs (Borman et al., 2002, Bloom et al., 2008, Lipsey et al., 2012) and applied to CBC thresholds uniformly.

Rationale

College-level credit progress at these levels of credit attainment has been used in statewide models and in retention/completion research to identify specific areas of risk. Not reaching these levels in these time periods is also a significant predictor of non-completion. At CBC, professional/technical students are 2-3 times more likely to complete in three years with 30 credits or more attained in year one.

Professional / Technical Goal E: Students complete degrees (completion)

Indicators	Current (3-Year)	Desired 3-Year Minimum Targets [^]	
		(+)	(++)
E1. Completion of degree in 3 Years	29.3	31.0	34.7
E2. Completion of Applied Bachelors in 3 Years (post-AAS)	72.3	74.0	77.1

[^]Targets based upon review of typical/likely effects of “whole school” programs (Borman et al., 2002, Bloom et al., 2008, Lipsey et al., 2012) and applied to CBC thresholds uniformly.

Rationale

As the primary target of CBC’s mission, completion represents the bulk of the value of post-secondary education for students (internally) and community (externally). While external studies show smaller earnings gains from skill attainment without completion, completing a degree adds substantial value to wages, and has the additional benefit of qualifying students for further value in a subsequent program. By not crossing this degree threshold, the implication is that by not receiving a degree a student drastically reduces the internal rate of return of their post-secondary work. The extension of professional/technical degrees to applied baccalaureate programs is a key opportunity for these students to extend their study, therefore recognized here.

Professional / Technical Goal F: Students employed (post-CBC outcomes)

Indicators	Current (3-Year)	Desired 3-Year Minimum Targets [^]	
		(+)	(++)
F1. Employment rate in first year post-CBC	44.9	46.9	50.8
F2. Wages in first year post-CBC	22.3	23.8	24.8

[^]Targets based upon review of typical/likely effects of “whole school” programs (Borman et al., 2002, Bloom et al., 2008, Lipsey et al., 2012) and applied to CBC thresholds uniformly. Wages (scaled data) excepted.

Rationale

The primary outcome of a degree is a greater value to a student through successful transfer, greater wages, and productivity after employment. In professional/technical study, the primary benefit is increased wages, though CBC is actively expanding four-year programs for these areas to maximize opportunity. There is no shortage of evidence that links years of study, and more importantly, degree completion with average wages as well as a variety of beneficial social outcomes. Human capital development through post-secondary education is the lynchpin of an overwhelming cost/benefit case for community colleges. While it can be difficult to reliably measure (and less difficult as a contemporaneous measure of institutional effectiveness), overall, its reporting is important to monitoring CBC’s long term effectiveness.

Core Theme 3: Transitional Studies

Transitional Studies (“Basic Skills”) Education is an integral part of the CBC access mission and provides adult students varied educational opportunities to address their diverse literacy and workforce goals. Constituting approximately 20-25% of annual enrollment (by headcount, though historically, these students enroll less consistently, bringing full time equivalent share to 15%) it consists of four main instructional areas: Basic Education for Adults (BEa) serves students who need to improve basic reading, writing, and math skills; GED (General Education Development), High School Academy, and High School 21+ serve students seeking a High School diploma or equivalent; ELA (English Language Acquisition) provides non-native speakers the opportunity to learn English. I-BEST (Integrated Basic Education and Skills Training) combines ABE/GED/ESL instruction with workforce instruction leading to a professional-technical short term certificate. Transitional Studies students range from those with low literacy skills to those who may already have a degree in their own country but lack English oral and written skills. It is not uncommon for students to end study after high school credential attainment, but increasingly CBC’s focus is on assisting students who wish to further their education with college-level coursework meet these goals.

Goal A: Students persist in study and show gains on WIOA testing (BEa and ELA)

Indicators	Current (3-Year)	Desired 3-Year Minimum Targets^	
		(+)	(++)
A1. Federally Reportable students	75.5	77.1	80.0
A2. Pre and Post-Test completion	64.0	65.9	69.5
A3. Gain in Testing Level	36.8	38.7	42.5
A4. Significant Gain	49.5	51.5	55.5
A5. Year to Year Retention	26.3	27.9	31.4

^Targets based upon review of typical/likely effects of “whole school” programs (Borman et al., 2002, Bloom et al., 2008, Lipsey et al., 2012) and applied to CBC thresholds uniformly.

Rationale

The Transitional Studies metrics reflect the challenges of this population of students, and their circumstances that change, sometimes rapidly, from year to year. The metrics and their tie to improvement are heavily documented in the federal Workforce Innovation and Opportunity Act (WIOA), National Reporting System for Adult Education. These standards follow thresholds for retention (A1, A2, and A5) that indicate persistence in study – a demonstrated barrier to success. These are tied to testing gains by a federal system that drive learning outcomes (A4 and A5). CBC’s reporting system follows the state reporting in the WABERS+ database.

Goal B: Students exhibit gains over the longer term (3 Year Cohorts: BEa and ELA)

Indicators	Current (3-Year)	Desired 3-Year Minimum Targets^	
		(+)	(++)
B1. 45 Hours BEa	65.1	66.9	70.4
B2. 45 Hours ELA	74.3	75.9	78.9
B3. Made ELA Gains	48.2	50.2	54.1

^Targets based upon review of typical/likely effects of “whole school” programs (Borman et al., 2002, Bloom et al., 2008, Lipsey et al., 2012) and applied to CBC thresholds uniformly.

Rationale

This type of study is often characterized by high turnover, enrollment lapse, and re-enrollment, which makes it more important to track consistent hours for students who start (and persist) over time. To dovetail with the college’s academic and professional/technical programs, students in this objective are organized into cohorts that indicate first federally recognized year of study. By tracking cohorts, a different and more refined picture of these cohorts is developed. Metrics follow conventions and research that back WIOA standards.

Goal C: Students complete high school credential or start college coursework (completion)

Indicators	Current (3-Year)	Desired 3-Year Minimum Targets^	
		(+)	(++)
C1. Completed HS Equivalent / GED*	19.1	20.5	23.4
C2. Completed any College Level Credits	12.6	13.6	15.9

^Targets based upon review of typical/likely effects of “whole school” programs (Borman et al., 2002, Bloom et al., 2008, Lipsey et al., 2012) and applied to CBC thresholds uniformly.

*The change in GED standards indicate a greater ceiling for these measures which may be as great as 2% more under 2014-15 GED policies. Targets adjusted upwards.

Rationale

In line with CBC’s other core themes, finishing a degree at the secondary stage is also vital to success post-CBC, no matter what level the students begin at. CBC has developed a number of programs that enable students to develop beyond GED tested work to account for greater college readiness (High School 21+ and college credit emphasis). We maintain that the labor market after 2009 may not provide the opportunity for high school graduates to be consistently self-sufficient and independent, and that the path to skill development is a necessary path.

Goal D: Students continue skill progression, accumulate college credit

Indicators	Current (3-Year)	Desired 3-Year Minimum Targets^	
		(+)	(++)
D1. 6 College Level Credits	9.2	10.1	12.0
D2. 15 College Level Credits	6.2	6.8	8.2
D3. 30 College Level Credits	3.6	4.0	5.0

^Targets based upon review of typical/likely effects of “whole school” programs (Borman et al., 2002, Bloom et al., 2008, Lipsey et al., 2012) and applied to CBC thresholds uniformly.

Rationale

We maintain that the labor market after the 2008 recession may not provide the opportunity for high school graduates to be consistently self-sufficient and independent, and that the path to skill development is a necessary path. Economic trends and labor markets do not favor low skilled jobs (persistent oversupply), and high school degree attainment is less able to meet the needs of middle-skill professions. Additionally, completing credits with the awareness and self-efficacy of college coursework will benefit transitional degree seekers in the future.

Conclusion

Our core themes of academic transfer, professional/technical, and transitional studies are motivated by the continuing demonstrated value of a degree to students who attain these credentials and to the larger community. Recent changes in our mission support a focus on degree attainment as our single, most valuable public contribution. To this end, we adhere to the principles and interventions of Guided

Pathways (and other interventions that are supported by rigorous research) to meet the needs of students that seek degrees. In the context of Mission Fulfillment this is our focus, which is supported in turn by our broader vision (statement of aspiration) and values (the desired character and behavior that we value in this effort).

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