



Columbia Basin College

Year Seven Evaluation of Institutional Effectiveness Report



Submitted to Northwest Commission on Colleges and Universities
February 26, 2024

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APPENDIX J: INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Columbia Basin College

(Name of Institution)

Dr. Rebekah Woods, President

(Name of Chief Executive Officer)

(Signature of Chief Executive Officer)

January 22, 2024

(Date)

Contributors

President: Rebekah Woods

Executive Team: Elizabeth Burtner, Pär Jason Engle, Luz Garza, Cheryl Holden, Michael Lee, Corey Osborn, Eduardo Rodriguez

Project Manager and Accreditation Liaison Officer: Melissa McBurney

Cover Page Design, Photography, and Document Layout: Elizabeth Burtner and Tyler West

Section/Standard	Contributors
Preface	Stephanie Hartwig, Director for Marketing & Communications
1.A	Melissa McBurney, Dean for Accreditation and Assessment
1.B	Josh Ellis, Director for Institutional Research Pär Jason Engle, Dean for Organizational Learning Melissa McBurney, Dean for Accreditation and Assessment
1.C	Jessica James, Assistant Registrar Michael Lee, Vice President for Instruction Melissa McBurney, Dean for Accreditation and Assessment Kelsey Myers, Assistant Vice President for Enrollment Services & Registrar
1.D	Vicki Domina, Director for Advising, Retention & Completion Josh Ellis, Director for Institutional Research Jason Engle, Dean for Organizational Learning Melissa McBurney, Dean for Accreditation and Assessment Lane Schumacher, Dean for Student Retention & Completion
Appendix A (PRFR Responses)	Corey Osborn, Vice President for Human Resources & Legal Affairs
Appendix B (Distance Education)	Melissa McBurney, Dean for Accreditation and Assessment

The following groups, representing more than 50 staff and faculty, provided reviews and feedback: Accreditation Committee; Assessment, Teaching and Learning Committee; Cabinet; Instructional Council; and Student Services Leadership.

INSTITUTIONAL OVERVIEW



Institutional Overview

Columbia Basin College (CBC) is a comprehensive community college serving the residents of Benton and Franklin counties and is one of 34 community and technical colleges in Washington state. With its main campus in Pasco and an additional campus in Richland focused on health sciences, CBC is the oldest institution of higher education in its service district.

Since 1955, students have been attending CBC to meet many different goals such as taking classes to learn English and prepare for college-level work, gaining workforce skills, obtaining an associate degree for transfer to a four-year university, or enrolling in one of nine bachelor's degree programs. The College enrolls approximately 10,000 students each year and has an annual average FTE of 5,500.

Since 2014, CBC has been federally-recognized as a Hispanic Serving institution (HSI), and currently 49.9% of students identify as Hispanic and 63.6% of students identify as Hispanic, multiracial, or as other students of color. While this recognition is reached through enrollment, CBC is focused on the serving aspect and is actively working on the needs of Hispanic students.

CBC is committed to educational equity and ensuring that all students receive what they need to develop their full academic and social potential. Part of the College's commitment to serving a diverse community is *Inclusivo*, its equity-centered strategic plan. One of the goals of the plan is to "Live and practice our identity as a Hispanic-Serving Institution" and initiatives include building an equity center which will promote equity and celebrate diversity and inclusion, as well as becoming a bilingual college to eliminate barriers experienced by those whose primary language is Spanish.

Using this lens, CBC intentionally works to eliminate barriers to student success by providing student-centered services; engaging with the Hispanic, Black, and Asian Pacific Islander communities and community organizations; as well as adhering to equitable and fair processes. Through these efforts, CBC helps to create a racially and ethnically diverse workforce for the community.

The College is a significant entity within the communities it serves. The College is a major employer in the Tri-Cities, employing over 550 faculty and staff. The results of a recent economic analysis showed that in FY 2020-21, CBC added \$399.7 million in income to the Benton and Franklin County economy, a value approximately equal to 2.4% of the region's total gross regional product. Expressed in terms of jobs, CBC's impact supported 5,088 jobs. For perspective, the activities of CBC and its students support one out of every 31 jobs in Benton and Franklin County. The study also showed that CBC is a good investment for students with an average return of \$6.70 in higher future earnings for every dollar they invest in their education.

The College is proud of the impact it has on the Tri-Cities and takes its role as a significant community partner seriously. CBC systematically engages community organizations such as Pacific Northwest National Laboratory, CPCCo, Washington River Protection Services, other Hanford contractors, Pasco School District, Washington State University, Eastern Washington University and others to participate in on-campus events, establish pathways to broader

educational opportunities, and provide channels to real-world experiences and employment for students.

Since 2019, CBC has implemented a Guided Pathways model for students to follow for their academic focus areas. The academic programs are organized across eight pathways: Arts, Humanities & Communication; Business; Career & Technical Education; Computer Science; Education; Health Sciences; Math, Science & Engineering; and Social & Behavioral Sciences. The pathways have been effective in establishing a roadmap for students to ensure student learning and academic program success. They also introduce students to transfer and career paths that they might not have been aware of.

The pathways approach also considers what students' goals are after CBC. Faculty ensure that academic programs support students transferring to four-year institutions. Programs also focus on addressing local community needs, for example adding bachelor's degrees for students who are place bound. Faculty support student success through innovative teaching strategies such as co-requisite models, I-BEST, Open Educational Resources, inclusive pedagogy, learning communities, and undergraduate research experiences.

Student success is the priority of CBC, and the College provides many services to help students stay enrolled to meet their educational goals. These services include Hawk Central, which is a one-stop service area for students to get help with tuition, financial aid, and much more. In addition, the College has food pantries on the Richland and Pasco campuses to address food insecurity for students, workforce development and career services to assist with job opportunities, counseling and mental health services, and physical and technological services for students with disabilities.

CBC also has several programs to serve Hispanic/Latinx students and other historically underserved populations. These include the College Assistance Migrant Program (CAMP), Math, Engineering and Science Achievement (MESA), and TRIO: Student Support Services. The Veterans Education and Transition Services (V.E.T.S.) Center provides support to military connected families. The English Language Acquisition (ELA) program gives students an inexpensive way to improve their English skills to become bilingual or multilingual. For student life, the Associated Students of Columbia Basin College (ASCBC) provides students with leadership opportunities through student government positions and over 20 student clubs. Sunhawk Hall is a student housing facility which provides students with an on-campus living experience, activities, and more. A second unit is currently under development in response to a waiting list for student housing two years in a row.

Ultimately, CBC's commitment to student success serves to guide all programs, initiatives, and activities underway at the College and in the community. Looking to the future, CBC's HSI recognition and dedication to move from enrolling to serving is a catalyst to becoming a bilingual campus and meeting the needs of Hispanic students and their families. By providing equitable access to higher education, CBC not only serves students, but also the entire community.

CHANGES SINCE THE 2017 COMPREHENSIVE VISIT



Preface

Since Columbia Basin College's last comprehensive accreditation report in 2017, the College has undergone many changes which are reflected below.

Leadership

In 2017, shortly after the College's last report and visit, the President, the Vice President for Student Services (VPSS), and the Vice President for Instruction (VPI) retired. To help create stability, the Board of Trustees hired a former president of CBC to serve in the interim role. The interim president then hired a new VPSS and appointed two employees to share the VPI duties.

The Board conducted a nationwide presidential search, and in November 2017 Dr. Rebekah Woods began her tenure as CBC's sixth president. Since her hire there have been two changes to the composition of the executive team: the VPI position was consolidated and a new position, Dean for Diversity, Equity and Inclusion, was added. Of the seven Cabinet members who currently report to the president, three have been on the executive team since her hire.

Guided Pathways

In 2017, the College began its Guided Pathways work when it received a Frontier Set grant. The grant expired, but the College continued to implement the Guided Pathways strategies, which included:

- restructuring the developmental math sequence;
- creating a directed self-placement strategy for English and transcript placement for math;
- implementing the Integrated Basic Education Skills and Training (I-BEST) model for developmental English instruction;
- forming school "core teams" consisting of faculty and staff who help guide each school's work;
- identifying students in meta-major "schools" accompanied by vigorous hiring/development of completion coaches for caseload management in advising;
- forming the Student Success Leadership Committee (SSLC) to support Guided Pathways work; and
- developing academic program maps.

On the strength of a commitment to, and results from this work, CBC was recognized in 2021 as one of the top 150 community colleges nationwide by the Aspen Institute and was selected to be part of the second-round interview stage within the top 150.

cteLink

The College went live with a new Enterprise Resource Planning (ERP) system in April 2022. This project took 18 months from kickoff to launch and required staff across the College to be involved in the transition. The move impacted all administrative processes such as payroll, registration, course catalog management, financial aid, purchasing, and human resources. Although the transition was successful, more than a year after the launch staff are still working to ensure that processes are functioning correctly.

Impact of the Pandemic

In March 2020, the College began the process to shift to fully online instruction. The spring 2020 quarter started one week late to allow for two weeks of training and support for faculty to move their courses online. By May, the College was able to put protocols in place to allow courses that need hands-on instruction, such as automotive, welding, and health sciences, to be taught in-person.

Faculty and staff worked hard to continue to provide services to students and to each other. Technology Services provided webcams, laptops, and other technology that faculty and staff needed. Students were provided hotspots, laptops, WIFI in college parking lots, emergency grants, library services, and access to the food pantry. Human Resources worked with employees to establish ergonomically sound home office arrangements, including office chairs, standing desks, extended keyboards, and more.

Staff developed new ways to work, such as Zoom advising sessions, new placement methods, and transitioning paper processes to electronic—many of which are still in use today. These online processes have benefited students who may face challenges coming to campus. Faculty continue to use the instructional strategies they developed to provide flexible course offerings. For fall 2023, classes were 35% face to face, 22% hybrid, 40% fully online, and 2.6% HyFlex.

Enrollment

Since 2017, CBC has experienced percentage growth in several areas, including an increase in Hispanic students from under 40% to 47%, dual enrollment from 11% to 18%, and Bachelor's-seeking students from 4% to 6%. As with most other colleges, COVID had a large impact on enrollment—the 2021-22 academic year was almost 20% lower than the College's pre-COVID baseline. CBC has demonstrated resilience relative to peer institutions in that Fall 2023 enrollment is in line with pre-COVID numbers.

Equity-Centered Strategic Plan

At the end of 2020, the College began planning for both its next strategic plan and a new equity plan. Instead of creating two separate plans, the teams came together to develop an equity-centered strategic plan. The Equity-Centered Strategic Planning Committee (ECSPC), a diverse representation of faculty, staff, students, and community members, began meeting in January 2021. Using an appreciative inquiry approach, the ECSPC conducted an environmental scan and also gathered feedback from stakeholders through appreciative interviews and listening sessions. A SOAR (Strengths, Opportunities, Aspirations, and Results) process was used to analyze these data to identify CBC's strengths, opportunities and challenges, and aspirations while using an equity lens throughout.

In June 2021, the ECSPC concluded its work which culminated in *Inclusivo: Hawks Soaring Together*, CBC's strategic plan for 2022-25. The plan identifies four strategic priorities: Student Success, Teaching and Learning, Culture and Systems, and Community Relationships. Each priority is supported by goals and initiatives. As the College implements the plan it is centering the goals and initiatives in conversations, collecting projects that support the plan's success,

communicating the importance of equity in all work, and connecting resources through processes such as the above baseline budget requests.

Diversity, Equity and Inclusion

As a federally-recognized Hispanic-Serving Institution (HSI), CBC is firmly committed to discovering and enacting innovative ways to intentionally serve Hispanic students while serving all. To support this work and the equity-centered strategic plan, the College hired several first-time positions for the College: a Dean for Diversity, Equity, and Inclusion, a Communication Consultant/Translator, and an Undocumented Student Advocacy Specialist. Other examples of DEI-related projects across the College include implementation of a new student coaching/advising model, revised processes for hiring and retention of employees, increased bilingual signage and informational materials across campus, and providing culturally diverse learning events and professional development opportunities.

In 2022, CBC was awarded a Developing Hispanic-Serving Institutions Program Title V grant. The goal of the \$3M grant is to increase diverse students' retention and sense of belonging and improve their academic, social, and emotional success, from enrollment through completion. The grant will support the entire CBC student body by focusing on reducing gaps in retention and completion/transfer between first-time entering college Hispanic and non-Hispanic students. Projects funded by the grant include building and staffing an equity center, faculty professional development focused on cultural competencies, course and curriculum redesign, and advising training and tools.

Academic Programs

Faculty continue to update the curriculum and add degrees and certificates to meet the needs of the community. Since the last comprehensive visit the College added six bachelor level programs giving more students with associate degrees a pathway to a four-year degree. Faculty have also continued to update their teaching strategies with interventions such as Transparency in Learning and Teaching (TILT), Open Educational Resources (OER), inclusive pedagogy, and undergraduate research.

Accreditation and Student Learning Assessment

Over the years CBC has participated in special projects for NWCCU. The College was part of the pilot for the 2010 standards—completing the entire accreditation cycle in 18 months. The College was also part of the “Demonstration Project” with three other institutions. For the year seven report in 2017, instead of writing to the standards, the College conducted a research project using student learning assessment as a proxy for mission fulfillment. Official recommendations and commendations were not given so the College’s last official recommendations were in 2010.

In July 2019, the Dean for Accreditation and Assessment position was created to help the College prepare for the year six and seven visits and to have an administrative position focused on student learning assessment work. The dean co-chairs the Assessment, Teaching and Learning Committee and works closely with faculty to help them examine and improve current assessment practices and institute new assessment projects.

1.A INSTITUTIONAL MISSION



1.A Institutional Mission

1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

Columbia Basin College's mission statement defines its broad educational purposes and commitment to student 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.

In 2017, CBC faculty and staff engaged in a collaborative process to rewrite the [mission, vision, and values statements](#) with a focus on degree completion and academic excellence. The Board of Trustees approved the new mission statement as well as the vision and values at their [May 14, 2018 meeting](#). The mission statement is in the Board policy [Ends E1: Mission, Vision and Values](#) and was last reaffirmed by the Board on June 12, 2023.

Selected Evidence for 1.A.1

[Columbia Basin College Mission, Vision and Values](#)
[Board Approval of Mission, Vision and Values \(May 14, 2018\)](#)
[Ends E1: Mission, Vision and Values](#) (Board Policy)

1.B IMPROVING INSTITUTIONAL EFFECTIVENESS



1.B Improving Institutional Effectiveness

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

Assessing Institutional Effectiveness

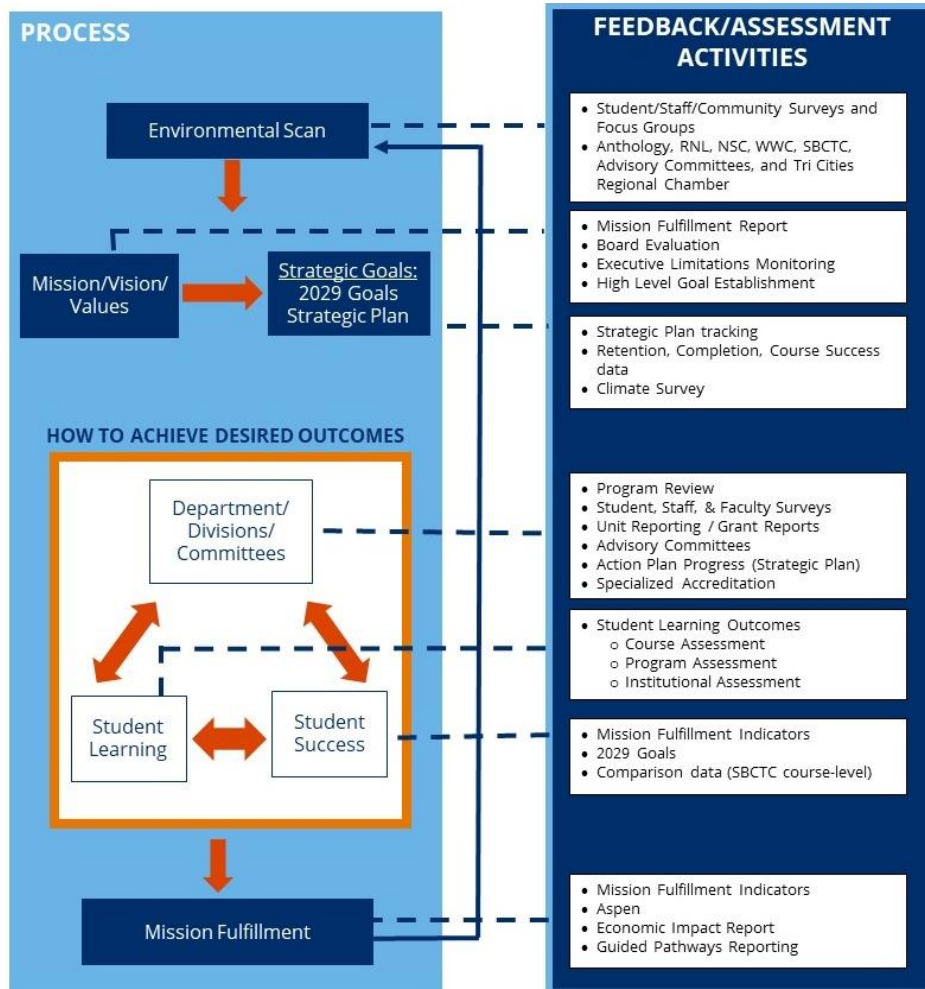
Figure 1 shows CBC's institutional effectiveness model. The model, developed in 2010 and updated in 2023, shows the components of institutional effectiveness, and the different ways feedback and assessment is conducted.

In the model, institutional effectiveness begins with an environmental scan. The last formal comprehensive scan was done in 2021 as part of the equity-centered strategic plan creation, and the College continues to gather feedback and update its strategies based on new information at the institution, within the service area, and in trends beyond Benton and Franklin counties. Various industry, national, and state resources, such as What Works Clearinghouse, the National Student Clearinghouse, and Ruffalo Noel Levitz, are utilized by the Institutional Research team to make sure the College adjusts direction as needed. Institutional Research staff participate in the [Washington Association of Community and Technical Colleges' \(WACTC\) Research and Planning Commission](#), which also serves as a "big picture" resource. Locally, Institutional Research monitors census data and the American Community Survey, local K-12 trends on enrollment and outcomes, and economic data to inform programs and to be mindful of how the College's work fits into the larger local picture

In the institutional effectiveness model, the environmental scan activities inform the College's mission, vision, and values, and from there, the College's overall strategies and strategic goals. The strategic direction of the College also encompasses the Guided Pathways model and Diversity, Equity, and Inclusion (DEI). Although Guided Pathways is not specifically called out in the strategic plan, the four pillars of the model are reflected in the plan's goals and initiatives.

Figure 1

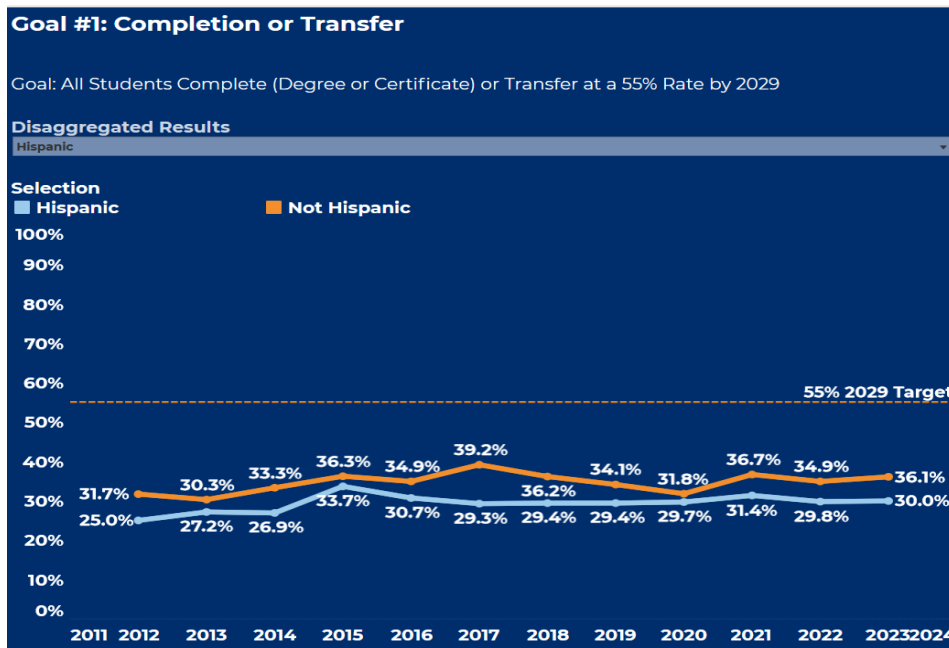
CBC Institutional Effectiveness Model



Since 2017, much of the work of the College has been centered around the Guided Pathways pillars (Clarify the Path, Enter the Path, Stay on the Path, and Ensure Learning) which have shown theoretical promise and an evidentiary base. DEI is an important aspect of Guided Pathways' work and is at the core of the College's work as a Hispanic-Serving Institution. In the institutional effectiveness model, the College's strategic goals include the [2029 goals](#), which focus on degree/certificate completion and/or transfer, 30-credit completion within the first year, and completion of college-level English and mathematics in the first year. figure 2 shows one of the slides used to communicate the progress on these goals. Each of the goals is disaggregated to show the gap between Hispanic and non-Hispanic students.

Figure 2

2029 Goal: Completion or Transfer in Three Years Disaggregated by Hispanic/Not Hispanic



Additionally, *Inclusivo*, the equity-centered strategic plan, plays a significant role in guiding the College's actions. The plan is comprised of four strategic priorities: Student Success, Teaching and Learning, Culture and Systems, and Community Relationships. Each strategic priority has four goals with multiple initiatives. The plan encompasses work that is already in motion as well as goals for the future. The Strategic Plan is covered further in 1.B.3.

The next part of the model involves the activities that occur within departments, divisions, and committees to achieve the desired outcomes. The model shows that these organizational units both impact and are impacted by student learning and student success outcomes. As an example, student achievement work done by the Student Success Leadership Committee (SSLC) could require that a department update some aspect of their work or recommend strategies for addressing key student needs.

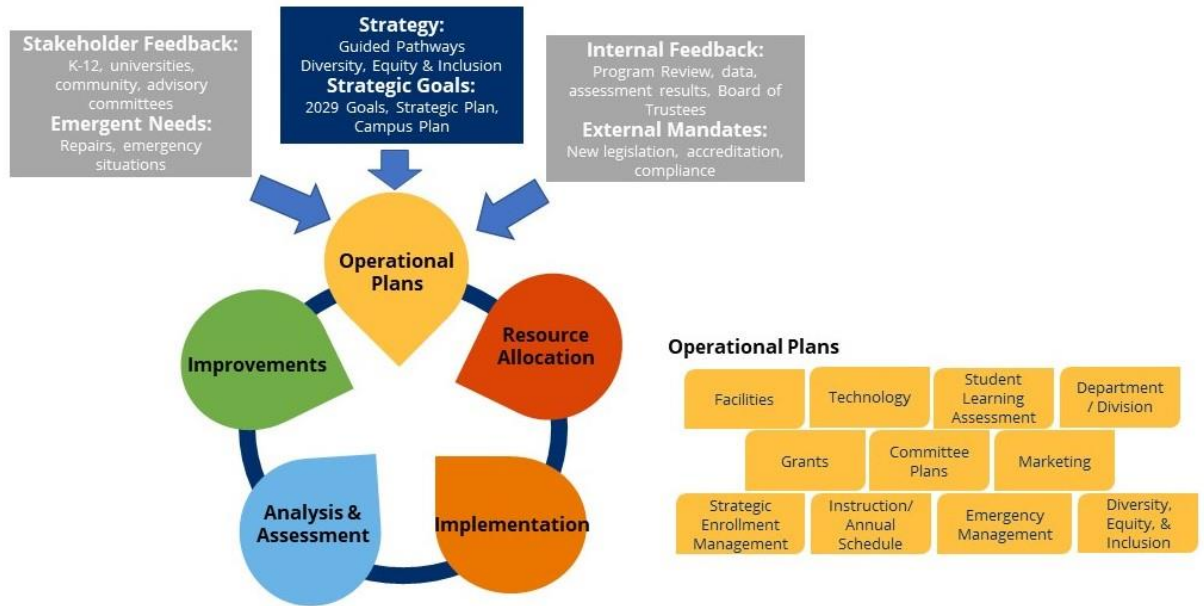
The final part of the model is mission fulfillment. The results of the assessment of mission fulfillment inform the strategic goals and connect back to the environmental scan, uncovering areas of strength and opportunity for CBC. The full mission fulfillment process is covered in 1.B.2.

Continuous Improvement Through Evaluation and Planning

CBC's evaluation and planning processes inform institutional effectiveness, assign resources, and improve student learning and achievement. The current planning process is detailed in figure 3.

Figure 3

CBC Planning Process



The planning process begins with the strategic direction (strategy and strategic goals) of the College as detailed through the Guided Pathways model, DEI, the 2029 Goals, and the strategic plan. In addition, the [Campus Master Plan](#) provides future direction for the College’s facilities and instructional spaces. The planning process also considers other inputs such as internal feedback (program review, data, assessment results), external mandates (new legislation, accreditation, compliance), stakeholder feedback (K-12, universities, community), and emergent needs (repairs, emergency situations).

Operational plans are developed to support the long-term goals and other feedback received. After plans are formulated, the next step is to look at resourcing, such as budget and staffing constraints. The annual [budget development process](#) allows departments to request additional funding through a [budget enhancement request](#). The requests need to explain how the funds are tied to program/department and organizational goals.

Plans are implemented and then analyzed and assessed. This assessment leads to improvements that can be fed back to the next round of planning. The feedback and assessment activities shown in the institutional effectiveness model are utilized in the implementation part of the planning process to evaluate and ensure continuous improvement. Major assessment and continuous improvement opportunities are detailed below.

Mission Fulfillment Report

The [Mission Fulfillment Report](#) provides monitoring and advancement of the College’s performance in relation to its stated mission. CBC evaluates its efficacy in achieving its mission through the assessment of indicators which are aligned with goals/objectives and organized under three end states/core themes: transfer, professional/technical, and transitional studies. These indicators reflect the core values inherent in the institutional mission and serve as a commitment to institutional objectives. They form the foundation for CBC's continuous improvement planning activities, which encompass an iterative cycle of institutional assessment, planning, action, and subsequent assessment. The College's Institutional Research department is responsible for monitoring these core indicators.

The determination of targets for the core indicators is based on an analysis of three-year data trends and represents the institution's aspirations in meeting its goals. These targets are established through collaborative efforts, receive approval from CBC's leadership team, and are then brought to the Board of Trustees. The monitoring of these targets occurs on an annual basis. Each fall quarter, the CBC community receives a comprehensive report on the College's progress towards achieving its institutional goals and objectives, as measured by the extent to which the mission fulfillment targets of the core indicators have been met.

In instances in which core indicators fall below the established targets, a thorough analysis is conducted, and appropriate actions are developed at the leadership team level to enhance future performance. For example, English and math developmental work has been given priority after seeing low success rates. In addition, the idea that the College could do better in the first-year metrics has been an impetus to improve completion coach efforts to provide students better advising services.

Table 1 provides an example of the indicator data for a specific objective—Gateway Course Completion for Academic Transfer. The indicators for this objective are the completion rates of gateway courses in math and English. These data are tracked over several academic years and rated against 3-year benchmarks. The "Rating" column gives a summary rating of performance relative to these benchmarks. In this example, a rating of "5" suggests that the performance significantly exceeded the benchmark. The ratings are further explained in 1.B.2.

Table 1

Academic Transfer- Gateway Course Completion

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	3-Year Benchmark	Change over Benchmark	Rating
Gateway Course Year 1 (Math)	18.7%	18.3%	17.8%	24.5%	32.7%	38.9%	20.2%	+18.7%	5
Gateway Course Year 1 (English)	35.6%	33.5%	31.0%	31.2%	37.6%	39.2%	31.9%	+7.3%	5

Both Gateways Year 1 (Math + English)	11.0%	10.3%	9.3%	12.2%	17.8%	23.7%	10.6%	+13.1%	5
Both Gateways Year 1 (Lower SES Quintiles)	8.9%	7.7%	8.6%	10.4%	15.3%	22.7%	8.9%	+13.8%	5
Gateway Courses									5.00

In summary, the data in table 1 show a positive trend in gateway course completion rates over the years, with significant improvements compared to the predefined benchmarks. This suggests successful efforts in enhancing academic transfer and student success, particularly in mathematics and English courses, as well as for students from lower socioeconomic backgrounds. The [Mission Fulfillment Report](#) contains the definitions and data sources for all indicators. An example is shown in table 2.

Table 2

Definitions of Gateway Course Completion Indicators

Gateway Course Completion	
Gateway Course Year 1 (Math)	A student satisfies Gateway course completion when a college level course (non-developmental) credit is earned in the first academic year in the DTA subject area, Summer to Spring.
Gateway Course Year 1 (English)	Data Source: FTEC Outcomes State Benchmarking Source: SBCTC FTEC College Data Access
Both Gateways Year 1 (Math + English)	A student satisfies Gateway course completion when a college level course (non-developmental) credit is earned in the first academic year in both DTA subject areas, Summer to Spring. Data Source: FTEC Outcomes State Benchmarking Source: SBCTC FTEC College Data Access
Both Gateways Year 1 (Lower SES Quintiles)	A student satisfies Gateway course completion when a college level course (non-developmental) credit is earned in the first academic year in both DTA subject areas, Summer to Spring. Data Source: FTEC Outcomes State Benchmarking Source: SBCTC FTEC College Data Access

Academic Program Review

In 2018, CBC updated the annual academic [program review](#) process with the main goal of providing routine yearly reflection on program direction, including a broad data review of indirect student success measures. In 2020, student learning assessment activities were added to

the reporting and programs were asked to include program and course learning assessment data. The primary purpose of program review is to assist faculty members and program deans in identifying the achievements, gaps, and goals of their respective program area, with an emphasis on assessing student learning outcomes.

The intention is to utilize the findings from this review process to drive continuous improvements in program quality. As one example, the Health Sciences division leverages information gathered during the annual review and external accreditation reports to inform community partners, stakeholders, and advisory committees to review and revamp curriculum, create new pathways, purchase equipment, and update budgets. Examples include the development of the Licensed Practical Nurse to Bachelor of Science (LPN-BSN) pathway, recent changes and improvements to the Associate in Applied Science (AAS) in Surgical Technology, the creation of four new degrees (Dental Assisting Associate in Applied Science, Health Science Associate in Science, Bachelor of Applied Science in Community Health, and a Pre-Nursing Associate in Arts & Sciences), and the launch of the Expanded Functions Dental Auxiliary program.

Student Learning Assessment

The assessment of student learning is a faculty-led process, overseen by the [Assessment, Teaching and Learning \(ATL\) Committee](#) which is a subcommittee of the Faculty Senate. The Dean for Accreditation and Assessment is a co-chair of the committee along with a faculty member who has been appointed by the Faculty Senate. The ATL Committee developed an [Assessment Handbook](#) to communicate to faculty the expectations and timelines for assessment of all learning outcomes, and to make clear which degrees need to have and assess program outcomes. Course and program learning assessment results and plans are reported through the program review process. In addition, an institutional learning outcome is chosen each year, and the faculty analyzes the data to develop a report which is submitted to the ATL Committee. The Committee then recommends further actions to be taken. Student learning assessment at the College is further described in 1.C.5-1.C.7.

Moving Forward

The College aims to improve the institutional effectiveness process by sharing the feedback/assessment activities more broadly and discussing how the results impact all areas of the College. The goal is to cultivate a culture of data-driven decision-making, involving stakeholders at every level.

The College's current planning processes (figure 3) are not fully integrated and are instead geared toward encouraging individual department/committee/team initiative and aligning activities to the strategic plan. While this has served as a catalyst for organizing College activities, more work is being done to prioritize, direct, coordinate, and document these activities better. To enhance the reporting of projects taking place throughout the College, the Cabinet is collaborating with the *Inclusivo* Steering Committee to improve the coordination of the strategic plan activities. This will lead to better communication with all departments and the creation of a more integrated plan.

Selected Evidence for 1.B.1

[2029 Goals](#)

[Inclusivo: Hawks Soaring Together \(Strategic Plan\)](#)

[Campus Master Plan](#)

[Mission Fulfillment Report 2021-22](#)

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison, with regional and national peer institutions.

Defining Mission Fulfillment and Improving Effectiveness

The primary structure of mission fulfillment is evaluated through:

- End States / Core Themes (Transfer, Professional/Technical, and Transitional Studies), which contain multiple
- Goals / Objectives (16 Goals) and are tracked by multiple
- Indicators (62 separate metrics with corresponding performance ratings)

End States are codified in Board policy [Ends E2: Mission Fulfillment](#) by degree type 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. or A.S.-T. 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."

The Board Policy [Ends E3: Critical Basic Conditions](#) identifies some of the critical basic conditions, such as retention and course completion, that are measured for the three end states/core themes. Indicators provide the basic pieces of analysis that serve to represent coverage of the goal / objective and provide detailed understanding in the area. Figure 4 shows those critical basic conditions and the number of indicators for each core theme.

Figure 4

Enrollment Areas (3), Objectives (16), and Number of Indicators (62)

Transfer	Professional/Technical	Transitional Studies
Course Performance (8)	Course Performance (8)	Yearly Results (3)
Gateway Courses (4)	Gateway Courses (3)	3-Year Cohorts (3)
Retention (3)	Retention (3)	Completion (2)
Credit Attainment (5)	Credit Attainment (5)	Transition to College
Completion/Transfer (2)	Completion (2)	
Transfer/Employment (5)	Employment/Wages (2)	

Indicator development relies on a set of values that help inform the approach to selecting and operationalizing measures. These can be found in the full [Mission Fulfillment Report](#) and follow the basic values of measurement that include:

- Fidelity to goals / objectives and coverage of concept (best impacts);
- Reliable, valid, and widely accepted measurement properties (non-descriptive, evaluated observed behavior, and “cohort” based),
- Comparability, as much as practicable, with externally reported measures (Integrated Postsecondary Education Data System (IPEDS), SBCTC performance funding metrics, and independent agency metrics like National Center for Education Statistics/National Student Clearinghouse),
- Representativeness of CBC degree-seeking population (including GED/HS equivalent seekers), and
- Transparency and ease of replication of administrative data.

For each indicator, a 3-year average of the data is calculated and remains the constant comparison for three years of reporting. This average is used to set thresholds for meeting targets or each indicator, and ratings are based upon improvement over that average as shown in table 3.

Table 3

Indicator Ratings and Measures

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

The overall goal is to achieve an average rating of 3.5 or better over a 3-year period.

The College acknowledges that the performance metrics, contextualized within each end state/core theme, are the product of tradeoffs within these research values. For example, Running Start students (high school students who are taking classes on CBC’s campus or online) are not represented in the primary cohorts (though they are represented elsewhere in mission fulfillment). While this disaggregation of data comes at the cost of full representation in the metrics, it adheres to state and national conventions followed by both SBCTC and IPEDS. This approach provides the basis for comparability, data uniformity, and accessibility of interpretation, relevance, and feasibility.

This comes into greater focus when comparing across colleges, in which the vast majority of available data is for students who are not dual enrolled. This decision was made to uphold the integrity of data alignment and promote analyses connected to equity. Running Start students benefit from increased assistance through their high schools and as a group perform better, so it is important to disaggregate the data in order to track non-Running Start students’ performance.

The annual [Mission Fulfillment Report](#) is presented to the Board of Trustees and shared widely throughout the College. The report contains trends, baseline data, contextual information for interpreting the results; discusses the connection to key Guided Pathways projects; and compares the results to peer institutions. The report aims for continuous improvement and progress towards excellence. It provides a comprehensive analysis of mission fulfillment measures at different levels, including objectives, core themes, and an overall institutional rating. Table 1 in 1.B.1 showed an example of an objective, its indicators and their data, and how the ratings are calculated.

Table 4 shows a roll-up of the ratings for each objective. For example, retention is made up of three indicators (fall-to-spring, fall-to-winter, and fall-to-fall) which helps to normalize fluctuations in the data. In table 4 “Retention” shows ratings of 2.00 and 3.00 for academic transfer and professional/technical, respectively. The ratings scale in table 3 shows how the ratings are interpreted. In the “Retention” example, a 2.0 is an area of lower performance that needs review, and 3.0 is an area that is maintaining but still needs attention to reach the desired 3.5. For gateway course completion, there are scores of 5.0 across the board, signifying high

levels of success and improvement in this objective compared to the 3-year rolling average (benchmark).

Table 4

Overall Summary of Mission Fulfillment Measures 2021-22

Objectives by End State	Academic Transfer	Professional/ Technical	Transitional Studies
Course Completion and Success	4.00	3.63	--
Gateway Course Completion	5.00	5.00	--
Retention	2.00	3.00	--
Credit Attainment	3.60	3.40	--
Completion	4.00	2.50	2.00
Post-CBC / Post-Transitional Outcomes	3.8	3.00	2.33
Transitional Studies Yearly	--	--	2.33
Transitional Studies 3 Year Cohort	--	--	2.00
Average Rating:	3.73	3.42	2.17

The Mission Fulfillment Report highlights areas for improvement and recognizes the importance of early interventions for student success. It provides specific thresholds and targets for improvement, which are categorized into different performance levels. At the bottom of table 4 are the average ratings for each end state/core theme. These average to an overall rating of 3.1 for the College for the 2021-22 reporting, and figure 5 shows that this falls into the “maintaining” performance area.

Figure 5

Summary Performance Scale



In addition to tracking mission fulfillment through the above process, the College set goals to reach by 2029. In 2017, CBC was selected by the Aspen Institute’s College Excellence Program to participate in the Frontier Set cohort as one of 12 community colleges in the nation committed to significantly increasing student access and success through implementation of a Guided Pathways approach. A steering committee with staff and faculty representatives from more than 10 departments across campus led the initiative to switch to a meta-major structure, grouping CBC’s programs into eight different schools (e.g., School of Business and School of Social & Behavioral Sciences) and developing program and degree maps for each program within the eight schools. With this work, it became apparent that the outcome of degree completion alone was insufficient for monitoring student success and that critical basic conditions—early predictors of success from the Guided Pathways framework—were also needed.

To address this, the College reviewed all leading indicators of degree completion, and in 2019 established the following [2029 goals](#):

- Increase the number of students who complete a degree/certificate or transfer to a four-year program within three years (from 35% to 55%).
- Increase the number of students who complete 30 college-level credits during their first year (from 35% to 55%).
- Increase the number of students who complete college-level math and English in their first year (from 17% to 40% for math and from 39% to 60% for English).

These goals are broadly communicated at all-campus professional development days, in the President’s State of the College presentation, and in new employee orientation. In addition, these goals are the focus of the Student Success Leadership Committee.

Comparisons to Regional and National Peers

The College has a history of using comparison data at the state and national level. Over the last few years, the College has tried to bring that data to a wider audience through Institutional Research’s Data Jedi training, dashboards on the website, and leveraging/promoting SBCTC’s data and dashboarding work.

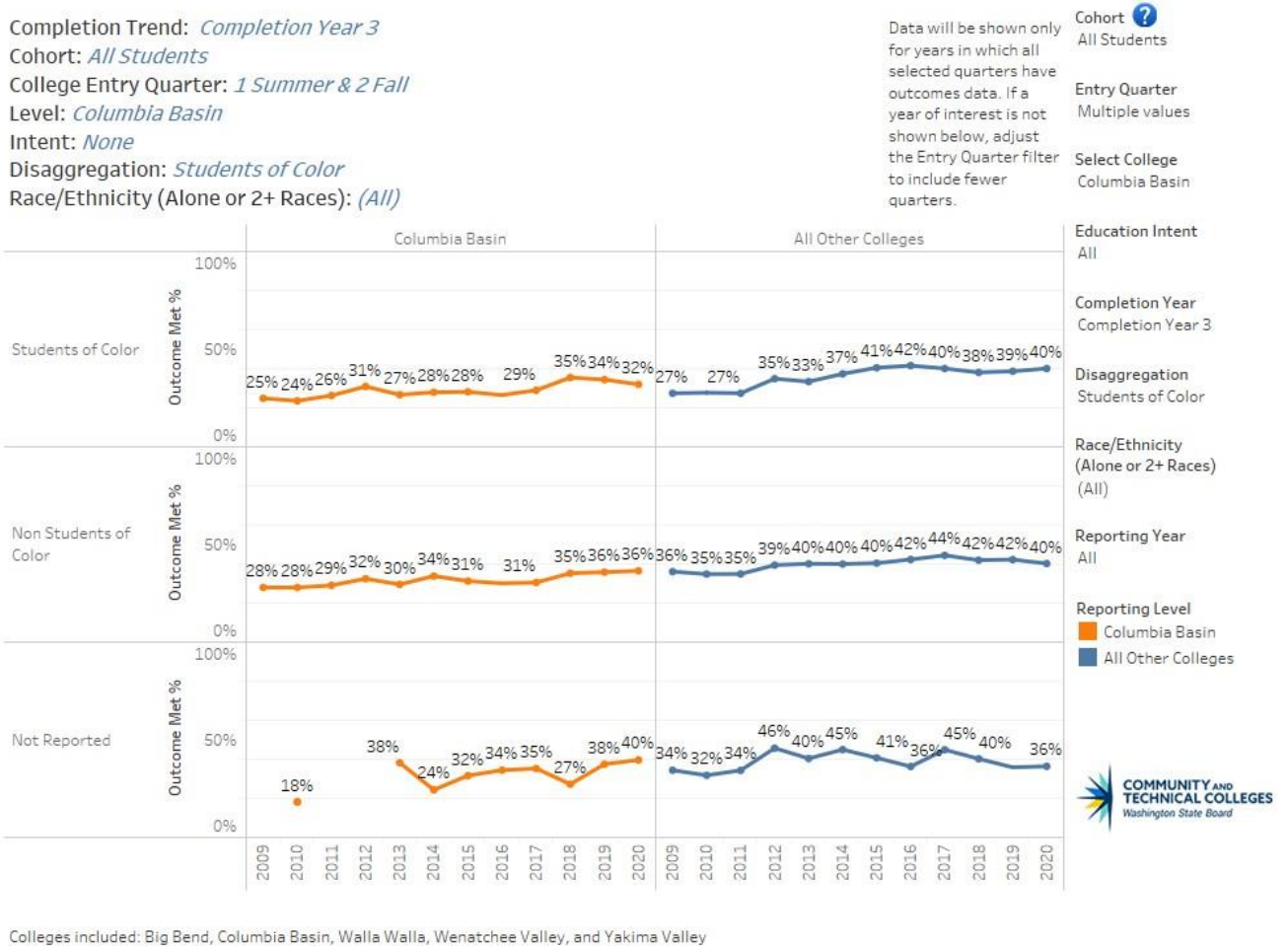
The participation in the previously mentioned Frontier Set cohort gave the College access to a rich set of data for comparison purposes and the ability to connect to and learn from other colleges at the same stage of development. The College utilized this data to begin several projects including caseload advising model, restructuring math developmental coursework, and developing academic maps.

SBCTC provides comprehensive data for all community colleges within Washington State, allowing CBC to easily compare outcomes data with peer institutions. Additionally, SBCTC provides all colleges with common course completion and success rates as well as Student Achievement Initiative (SAI) points with all Washington colleges’ data for comparison. These data are regularly reviewed by instructional deans, faculty, Cabinet, and Institutional Research. CBC’s current regional peer institutions are Big Bend Community College, Walla Walla Community College, Wenatchee Valley College, and Yakima Valley College. These peer

institutions were determined in 2021 based on similar demographics, size, and program offerings. Figure 6 is an example of the dashboard that staff can see.

Figure 6

Three-year graduation rates by students of color for CBC and its peer institutions (Big Bend Community College, Walla Walla Community College, Wenatchee Valley College, and Yakima Valley College).

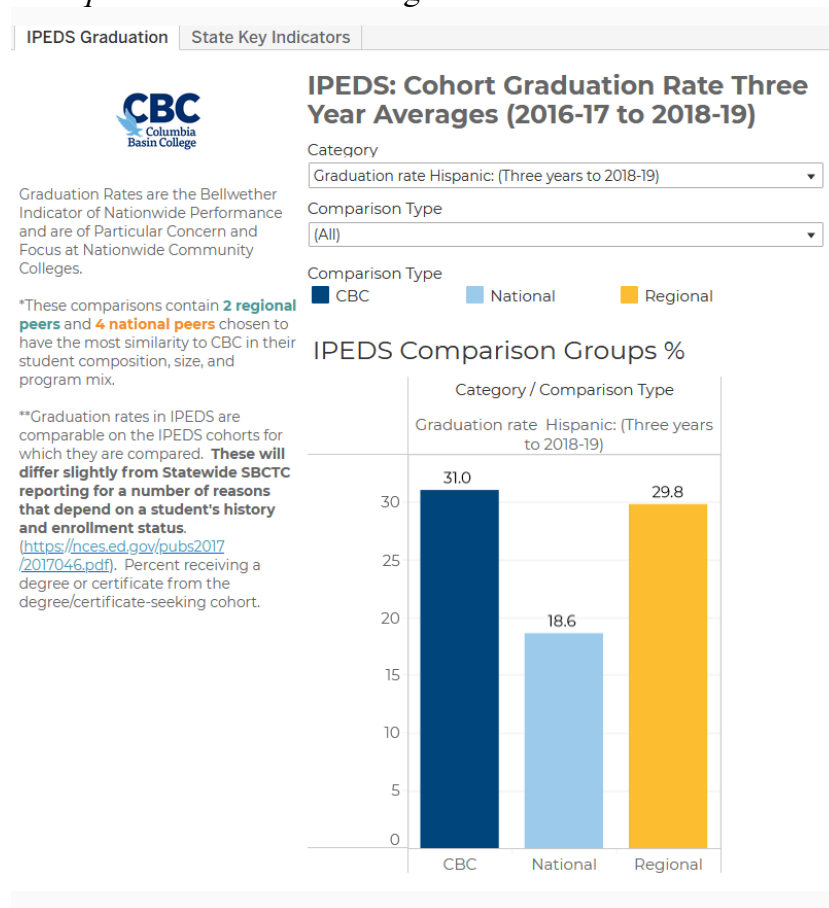


In 2021, Institutional Research, with the assistance of CBC’s DEI Committee, selected national peer institutions for use with the College’s only common data source in IPEDS. For reference, the College’s regional (state regional) peers were assessed on the same data for available IPEDS data and available subgroups. These peer institutions were chosen in consultation with the DEI Committee to reflect colleges that have similar composition and context (larger Hispanic migrant

population in a mid-sized city with some history with agricultural migrant populations). Data for two regional peers and four national peers are published on the [Institutional Research webpage](#) under the institutional benchmarking section (see figure 7 for an example). While these peer institutions' data were informative, there are plans to include additional aspirational matches in the analysis.

Figure 7

Example of Peer Benchmarking on CBC's Public Website



Results from regional and national peer comparisons are reported in a few ways. The [Mission Fulfillment Report](#) submitted to the Board of Trustees includes a section analyzing how the College performed compared to the Washington state colleges. Comparison data has also been presented to committees such as the DEI Committee and the ATL Committee. The Cabinet utilizes the data during discussions of policy and budget. For example, the comparison of transfer outcomes led to collaboration with two institutions, Washington State University Tri-Cities and Eastern Washington University, both of which receive a significant number of transfer students from CBC.

Moving Forward

The three-year cycle for the [Mission Fulfillment Report](#) ends in 2023, making 2023-24 a period when CBC will be rethinking priorities in reporting and measurement, keeping what works well, and making improvements. For metrics, this may mean keeping the leading indicators and the CCRC rationale, but rethinking any aspect of reporting that will lend itself to a clearer picture of CBC and its priorities. Another possible improvement is to better leverage the annual mission fulfillment metrics as part of a more intentional integrated planning process. While CBC is data aware, more data use could improve strategic decision-making, encouraging a culture of data-driven innovation, and fostering a comprehensive understanding of institutional performance more generally.

The focus so far on peer comparisons has been on schools who have a comparable mix of students by demographics (Hispanic), have a larger potential migrant population (agriculture focus), and are part of a mid-sized MSA or mid-sized suburb. Updates in the next year include a potential switch to national institutions who are leaders in performance (especially within MSIs and HSIs) as identified by the Aspen Institute award process. In addition, to meet the new guidance from NWCCU, the College will need to update the regional peers to colleges outside of Washington State but inside the NWCCU region.

Selected Evidence for 1.B.2

[Ends E2: Mission Fulfillment](#) (Board Policy)

[Ends E3: Critical Basic Conditions](#) (Board Policy)

[Mission Fulfillment Report 2021-22](#)

[Institutional Research webpage](#)

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Planning Process

The College's equity-centered strategic plan, [Inclusivo: Hawks Soaring Together](#), used an inclusive development process and centered equity in its goals and implementation approach. At the end of 2020, the College began simultaneously planning for its next strategic plan and a new equity plan. Instead of creating separate plans, the teams were brought together to develop an equity-centered strategic plan. The Equity-Centered Strategic Planning Committee (ECSPC), a diverse representation of faculty, staff, students, and community members, began meeting in January 2021. Using an appreciative inquiry approach, the ECSPC conducted an environmental scan and gathered feedback from stakeholders through appreciative interviews and listening sessions. All of the plan's development was done during the pandemic, so all sessions were conducted over Zoom. These sessions gathered feedback from 54 faculty members, 98 staff

members, 39 students, 26 community members, and 8 board members (CBC Board of Trustees and the CBC Foundation Board).

The equity-centered appreciative inquiry model emphasized the use of data and promoted the involvement of diverse stakeholders, with a particular focus on centering the perspectives and feedback of historically and presently marginalized individuals. Through collaboration, co-creation, and ongoing feedback, this approach sought to amplify the voices of those who have been traditionally underrepresented. A SOAR (Strengths, Opportunities, Aspirations, and Results) analysis was used to evaluate these data to identify the College’s strengths, opportunities, challenges, and aspirations through the lens of equity.

In June 2021, the ECSPC concluded its work which culminated in CBC’s strategic plan for 2022-25. The plan centers diversity, equity and inclusion as well as CBC’s identity as a Hispanic-Serving Institution (HSI), and identifies four strategic priorities: Student Success, Teaching and Learning, Culture and Systems, and Community Relationships. Each priority has goals and initiatives to support it.



After the plan was published, the *Inclusivo* Steering Committee was formed to work with departments, committees, and other groups to develop equity-centered strategies/projects using Liberatory Design as a framework. The implementation of the plan is also centering equity to ensure co-creation with the communities most impacted by new projects, updates to policies, and other changes that are made. The strategies/projects are not in the strategic plan—instead the implementation requires departments, committees, etc. to develop the projects to move the goals and initiatives forward. Across the four priorities there are 57 initiatives which have 124 projects underway.

The implementation plan was based on a bottom-up approach, but as more and more projects were submitted it became clear that the College needed to have better tracking of the work being done. In the spring and summer of 2023, Cabinet examined and prioritized the projects that had

been submitted. Through that process, Strategic Priority 3: Culture and Systems rose to the top as an area of focus for 2023-24. This priority is an important one as it acknowledges the College’s commitment to being an HSI and building a more equitable and inclusive college. It also builds the foundation for the work that is ongoing in the other three priorities. In addition, 44 projects were identified as high priority including the implementation of the Inside Track model of advising to support initiative 1.2.1: Develop culturally responsive and inclusive advising practices appropriate to the needs of CBC’s diverse student population. Other initiatives, such as 1.2.2: Connect students to the resources they need to stay enrolled and complete their education, were noted as “completed” and integrated into ongoing operations.

As the College implements the strategic plan, it is centering the plan’s goals in conversations, communicating the importance of equity in all work, and connecting resources through processes such as budget enhancement requests and grant proposals. Projects that support the strategic plan are collected and added to a Tableau workbook that all faculty and staff can access (see figure 8).

Figure 8

Project Tracking for Strategic Priority 3: Culture and Systems

Goal	Initiative	POC	Responsible Committee/Dept.	Strategy	Progress Status		
3.1 Live and practice our identity as a Hispanic-Serving Institution.	3.1.1	Elizabeth Burtner	Marketing & Communications	Create a formal translation process for CBC	Completed		
				Develop plan for becoming bilingual campus	More than halfway		
				Spanish marketing and signage	Only in the planning phase		
				Undocumented student task force	Less than halfway		
	3.1.2		TBD		No Progress		
	3.1.3	Antonio Cruz	ASCBC	LULAC and the Mariachi & More clubs	Completed		
				Jennifer Castro-Velazquez	DEI Committee	Multicultural Graduate Celebration	More than halfway
	3.1.4	Ben Beus	Financial Aid	Review Financial Aid Satisfactory Academic Progress policy	Only in the planning phase		
				Elizabeth Burtner	Marketing & Communications	Develop plan for becoming bilingual campus	More than halfway
				Elizabeth Hernandez-Osorio	Undocumented Students Task Force	Task force on Undocumented Students	Only in the planning phase
Kelsey Myers					Analyze Social Security Number Use	More than halfway	
		Financial Aid	Use the WAFSA in place of the WSAC affidavit	Only in the planning phase			

The *Inclusivo* Steering Committee is working with Institutional Research staff to develop metrics to measure progress and to connect to the College’s 2029 goals.

Another important planning tool is the Campus Master Plan, which was updated and published in 2023. External and internal environmental scans were done to inform the plan. For the external scan, community partners such as the cities of Pasco and Richland, Benton-Franklin Transit,

Kadlec Regional Medical Center, and the Richland Public Library were interviewed. For the internal scan, students and faculty were asked about their relationship to and feelings about the campus and its current conditions, as well as what improvements they would like to see on campus.

The planning model in figure 3 in 1.B.1 shows how input from others is collected through mechanisms such as program review, advisory committees, and partnerships with other higher education institutions and K-12. In addition, when operational plans are developed in departments and committees, they are normally done with input from those members and not just the department heads or co-chairs. As an example, the Workforce Collaboration Council brings together deans and directors to look at Perkins funding and other workforce funding sources (e.g., worker retraining) to make decisions on funding priorities. There is a shared spreadsheet that each dean/director can add to and then the final decisions are made as a group.

Moving Forward

The process for moving planning priorities into clear budget priorities and, ultimately, institutional effectiveness is being developed. Even though the process is not fully articulated and integrated yet, it is likely that correct decisions and resource allocations are being made. However, better tracking will create more transparency, will keep projects on track, and help in moving resources when needed.

The full implementation of the strategic plan is still being worked out. Some of the activities for this year include: educating departments about the metrics for each priority, training and implementing a liaison team to increase reporting of projects by each department, reviewing equity and the Liberatory Design principles with departments, and collaborating with the newly formed HSI Advisory Group to help evolve the College's identity as a Hispanic-Serving Institution.

Selected Evidence for 1.B.3

Inclusivo: Hawks Soaring Together (Strategic Plan)

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

Internal and External Environmental Monitoring

CBC monitors its internal and external environments to support and advance student achievement and student learning through a variety of avenues. In 2021, in the development of

its 2022-2025 strategic plan the College conducted an environmental scan and used a process that encompassed the monitoring of its internal and external environments through a DEI lens. Core themes/indicators (mission fulfillment), internal and external surveys, and annual program review are additional avenues in which CBC monitors its environments and identifies current and emerging patterns, trends, and expectations.

Additionally, a multitude of faculty and administrative committees and workgroups, such as the Administrative Council, Faculty Senate, Instructional Council, Student Success Leadership Committee, the *Inclusivo* Steering Committee, Strategic Enrollment Management, various advisory committees, and the Assessment, Teaching, and Learning Committee, actively participate in a continuous cycle of analysis and evaluation. By examining both internal and external data, these entities offer insights and recommendations, which inform the institution's decision-making and drive the formulation of appropriate institutional actions. Below are some examples of the internal and external monitoring the College has conducted, and the information gathered from those.

Student Surveys

CBC believes in the importance of hearing student voices since they are often the ones most impacted by services, policies, and other decisions made by the College. From 2012 to 2018, CBC regularly conducted a comprehensive annual student survey. Following the administration of the survey in 2017-2018, CBC, influenced by consultations with Ruffalo Noel Levitz, made a deliberate decision to revise the survey format to reduce the number of questions and make the results more actionable. The new format focused on customer satisfaction and included inquiries about the perceived importance of each element of satisfaction.

The first administration of the new survey was postponed to accommodate the #RealCollege survey conducted by Temple University. This aligned with CBC's commitment to understanding the basic needs and challenges faced by students. The findings from the #RealCollege survey were widely shared within CBC, including with Faculty Senate, Instructional Council, and Cabinet.

In 2020, the College's focus was on assessing how students, faculty, and staff were adapting to remote learning and other challenges posed by the COVID-19 pandemic. A specific survey focused on remote learning and the associated stresses was administered over two terms to gauge the adjustment of the college community to these unique circumstances. The [spring 2020 student survey](#) showed that 40% of students were uncomfortable with online learning, so the College invested in more student and faculty preparation. In the [fall 2020 survey results](#), only 20% of students reported being uncomfortable with online learning and they reported being able to learn more effectively. The surveys also identified a technology gap which allowed the College to act early to facilitate student/staff laptops and hotspot checkouts.

In 2022, as operations began to normalize, CBC established a larger workgroup to revamp the student satisfaction survey questions. This committee introduced a Spanish translation of the survey, developed the 19 questions deemed of utmost importance, and added follow-up focus groups to delve deeper into issues that students identified as significant. This collaborative

approach, involving a diverse team that included members from marketing, faculty, and staff, has been instrumental in making the survey more informative and responsive to the college community's needs. Though the Fall 2022 survey was a pilot, it succeeded in identifying a number of pain points for students in key areas of registration and financial aid, which was influential in making decisions to hire staff in two departments – financial aid and dual enrollment administration.

Climate Survey

In 2021, the College conducted a [Climate Survey](#). The results were used as part of the equity-centered strategic planning process and to help form the College's DEI-based priorities.

Advisory Committees

Each career and technical education program are supported by an advisory committee. These committees consist of local industry experts (employers and employees), current students, and graduates who meet at least twice during the academic year to review and advise on the curriculum, including adjusting current programs and suggesting new degrees or certificates, and make recommendations for developing and implementing work-based learning experiences. Advisory committees provide the College on-the-ground insight into local labor markets and are important in building and maintaining positive community relationships.

Community Relationships

The College recognizes the importance of cultivating relationships with external partners to better understand the community that the College serves, as well as to stay abreast of emerging trends that have an impact on the community. These relationships encompass collaborations with employers and local nonprofit organizations, active involvement of CBC employees in local boards, partnerships with local cities and counties, advisory committees dedicated to professional-technical programs, and community councils that provide advisory support to the College president. Recent program additions in Community Health, Health Physics (Nuclear Technology), LPN to BSN cohorts (Health Sciences), and Teacher Education to name a few, were based on labor market analysis of community needs.

Data Use and Data Dissemination

Since 2017, CBC's Institutional Research department has worked to democratize data. Relevant outcomes data, benchmarking data, and enrollment trends are available on the external website for community use (all with disaggregation abilities). With the use of Tableau, CBC has provided all employees access to relevant and up-to-date data. This includes, but is not limited to, outcomes data, program-level data, course completion/success, enrollment data, and various specialized departmental data dashboards.

College staff participation on the commissions and councils of the Washington Association of Community and Technical Colleges (WACTC) is another way for the College to monitor the external environment at the state level. The WACTC is composed of the community and technical college presidents and develops policy recommendations for SBCTC and the college system in conjunction with eight commissions and their councils. Through this structure the College has a voice in policies, learns from and shares with other colleges, and participates in

statewide initiatives.

Enrollment Monitoring

CBC demonstrates a proactive approach to enrollment monitoring by examining many factors, including national enrollment trends, success rates, and employment outcomes, to ensure alignment with broader educational patterns. Internally, CBC conducts rigorous enrollment monitoring, assessing student enrollment patterns and progress to optimize instruction and student support services. Moreover, the institution remains attuned to local K-12 educational trends, forging pathways that facilitate smooth transitions from pre-college to higher education. Consistent with this, CBC collaborates with SBCTC to analyze regional enrollment trends, ensuring connection to broader educational goals.

Legislative Monitoring and Economic Development

CBC recognizes the dynamic interplay between legislative developments and its educational mission. In 2018, President Woods created a Legislative Action Committee comprised of faculty, staff, and students who meet with state legislators to ensure they understand the needs of community colleges. By monitoring legislative changes and policy shifts, the institution navigates an ever-evolving landscape, aligning its strategies with overarching goals. In addition, CBC takes an active role in economic development by providing the programs and courses needed by industry, and participating in Washington State's [Centers of Excellence](#) and on boards such as the Tri-City Development Council and Visit Tri-Cities.

Perkins and Workforce Collaboration Council

CBC's commitment to career and technical education is amplified through its engagement with Perkins funding. By leveraging Perkins resources, CBC bolsters its efforts to provide students with industry-relevant skills and experiences. The institution's [Workforce Collaboration Committee](#) (WCC) plays a pivotal role in these endeavors, connecting academic pursuits with real-world workforce needs. Through this council, CBC establishes a vital conduit between academia and industry, ensuring that educational offerings remain aligned with current and emerging job market demands.

Governance System Engagement in Institutional Effectiveness

CBC's Board of Trustee's governance process is built on the Carver Policy Governance model. Under this model, policies serve as the primary medium through which the Board influences the College. The [Board policies](#) address Ends (desired outcomes of the College), Executive Limitations, Board-Staff Linkage, and the Governance Process.

The Carver Policy Governance model requires a board to determine the outcomes and results expected of the college (the ends), and then to monitor the ends of the institution while delegating the means to the president. In the Carver model, once a board has identified the desired ends to be achieved, it sets broad constraints and specifies what may not be done to achieve the ends. If the ends are accomplished and the executive limitations are not violated, the actions of the president and staff are supported by the board. Annually, CBC's president delivers

to the Board a monitoring report for each executive limitation. These reports include an interpretation of the policy statements and evidence of compliance.

The Board is kept apprised of the activities of the College through regular reports such as the [Mission Fulfillment Report](#), monthly cash balance and variance reports, a quarterly financial statement report, and other ad hoc reports as the College deems appropriate or the Board requests. Board members have a chance to ask questions and provide feedback on the content of the reports.

The College has a robust committee structure in which decisions are made. There are several standing committees such as Faculty Senate and its subcommittees (Curriculum Committee, ATL Committee, Faculty Affairs, and Finance); Student Success Leadership Committee (SSLC); DEI Committee; and Administrative Council. Working groups are also formed for specific topics as needed. As an example, the College President formed the Undocumented Students Taskforce to investigate how to better serve CBC's undocumented student population. That group presented its findings and recommendations to the SSLC which approved moving forward with their ideas. Projects that required funding were presented to Cabinet for final approval.

College committees have been asked to look at how their existing work connects to the strategic plan and to connect new projects to the plan's goals and initiatives. New committees are asked to show how they will fulfill the plan's goals. As an example, the WCC was formed after the plan was published and its charter contains the relevant strategic plan initiatives. As another example, the previously mentioned task force on undocumented students was formed in direct response to an initiative in the strategic plan: Develop multiple ways to support undocumented students.

Moving Forward

The College will be conducting another formal environmental scan in the next couple years, which will include assessing emerging student demand for both courses and post-secondary education and will help the College focus on how it can best serve students over the next 5-10 years. With regularity, the institution can adapt its programs and services to remain responsive to the changing educational landscape and ensure continued student success.

A shared governance policy which will document the College's current collaborative and inclusive process of decision-making is being developed. The draft is being vetted through various committees and teams. The final version of the policy is anticipated to be finalized and implemented early this year.

Selected Evidence for 1.B.4

[Climate Survey](#)

[Spring 2020 Student Survey Results](#)

1.C STUDENT LEARNING



1.C Student Learning

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

Program Content is Consistent with Recognized Fields of Study

Students enroll at CBC for many different reasons: completing high school, improving English language skills, obtaining skills for a career, completing credits to transfer to a four-year institution, or staying at CBC for a bachelor's degree. All programs regardless of degree level are consistent with recognized fields of study.

CBC offers over 100 degrees and certificates in academic transfer and professional technical education. All credentials meet the requirements of the Washington State Board of Community and Technical Colleges, the [Intercollege Relations Commission](#) (ICRC), and specialized accreditation bodies.

Academic credentials offered by the college are outlined in table 5 and in the [CBC Catalog](#) (pages 33-34).

Table 5

Degrees Offered at CBC

Degree	Credits
Bachelor of Applied Science (BAS)	180 (minimum)
Bachelor of Science (BS)	180 (minimum)
Associate in Applied Science (AAS)	90 (minimum)
Associate in Arts and Sciences (AA/DTA)	90
Associate in Arts & Sciences in Business (AA/DTA/MRP)	90
Associate in Arts & Sciences in Computer Science (AA/DTA/MRP)	90
Associate in Arts & Sciences in Math Education (AA/DTA/MRP)	90-92
Associate in Science (AS)	90
Associate in Science-Transfer (AS-T)	90 (minimum)
One Year Certificate	45-89
Certificate	20-44
Short-Term Certificate	0-19

The College also provides several high school and transitional studies programs as shown in table 6.

Table 6

High School and Transitional Studies Programs

Program	Description
English Language Acquisition	Offers varying levels of instruction to serve a range of English skills.
General Education Development (GED)	Courses to help students pass the GED® test, earn a high school diploma, or build on essential skills to prepare for college-level studies.
High School+	A low-cost option to earn a high school diploma through a customized educational plan.
High School Academy	An innovative re-engagement program providing accelerated learning for students ages 16 through 20, who have dropped out of high school.
High School Completion	Helps students restart their education and earn their high school diploma through college courses.
High School Equivalency Program	Provides migrant and seasonal farmworkers and their children with an intensive study program to earn their GED®.
Soar to Success	A re-engagement program for students between the ages of 16 and 21 in collaboration with local school districts.

Faculty are responsible for the College’s curriculum and ensuring that programs are aligned with industry needs, transfer institutions, federal and/or specialized accreditation requirements, and the field of study. For new programs, the Assistant Dean for Instruction assists program faculty and deans with a needs assessment. The proposed programs are reviewed by department faculty, the dean, and an advisory committee to ensure they meet the needs of local business and industry. Programs that do not require significant financial resources are approved by the Vice President for Instruction (VPI). However, if a program requires substantial financial resources (e.g., new faculty, equipment, space, or facilities) the Assistant Dean for Instruction collaborates with the Budget Office to estimate costs and determine the necessary enrollment and fees required for the program to break even. The VPI then presents the financial projection to the Cabinet for approval prior to presentation to the Curriculum Committee. In accordance with the Carver model for board governance, the president, as [delegated](#) by the Board of Trustees, holds the final approval.

The ability of students to transfer is important whether they are transferring from CBC to a four-year institution or to another community college. CBC participates in the Intercollege Relations Commission (ICRC), a voluntary association of institutions in Washington that are accredited by the Northwest Commission on Colleges and Universities. The ICRC exists to help facilitate the

transfer of students between institutions of postsecondary education. The [ICRC Handbook](#) is used to ensure new degrees are following the rules to make transfer easier for students.

Professional technical programs are developed following SBCTC's [Professional-Technical Program Approval Process](#). The College also has eight Bachelor of Applied Science degrees and one Bachelor of Science degree which were developed in accordance with SBCTC's [Bachelor's Degree Program Approval Process](#).

In accordance with the Guided Pathways principles, the College examines the programs in individual schools to ensure that students have a clear path to success and has created [academic maps](#) as a starting point for students to plan their courses. For example, in 2023, the School of Health Sciences added two new degrees: an Associate of Science in Health Science and a Pre-Nursing Associate in Arts & Sciences. These additions aim to provide well-defined pathways for students. The Pre-Nursing degree enables students in the health sciences pathway to qualify for Bachelor of Science in Nursing programs offered through the statewide university partnership. It also provides the option to declare a major within health sciences while completing prerequisites for health sciences programs offered by CBC.

All proposed new programs and changes to existing programs are evaluated by the College's [Curriculum Committee](#) to ensure that courses, certificates, and degrees maintain the highest standards that allow students successful transfer opportunities and exceptional workforce preparation.

The annual [program review process](#) is a time for faculty to reflect on their program curriculum and report on any changes that have been made as well as plans for future updates. An example of this is the elimination of the concentrations in the AAS for Business. Advisory Committee members, completion coaches, and faculty agreed the concentrations were not needed and they were taken out of the degree.

In addition to curricular changes, faculty are also asked to reflect and report on the following areas: core purpose and goals, budget and hiring needs, course success data, achievement gaps, and accomplishments of students and faculty. Faculty also report on program or course assessment work and changes made based on those results. These assessment updates ([2021-22](#) and [2022-23](#)) are compiled into a report that is shared on the student learning assessment webpage on the intranet.

Appropriate Rigor in Student Learning Outcomes

Academic programs demonstrate rigor in many ways, including course sequencing in the Guided Pathways model, mapping to program learning outcomes, through articulation agreements, and by meeting the requirements of specialized accreditation.

Guided Pathways and Course Sequencing: Work groups for each of the eight schools worked interdepartmentally with colleagues in Advising, Transitional Studies, and Institutional Research to develop the academic maps for each program and degree. The teams looked at appropriate

sequencing of courses to ensure students acquire new skills, develop those skills, and then master those skills.

Curriculum Mapping: Over the last few years more attention has been paid to program learning outcomes. Faculty in several departments, such as [project management](#) and [fire science](#), have worked together mapping courses to program learning outcomes (PLO) which has led to robust discussions about what students are learning in each class and how to best build up to the final courses. Departments with bachelor's programs ensure that the degree is building in rigor from the AAS to the upper-level courses. Learning outcomes in externally accredited health sciences programs are mapped to assessments and the data are analyzed and reported as they are related to performance outcomes. Updates of curriculum are identified and enacted using these data and brought to the advisory committee.

Articulation Agreements: Faculty in transfer disciplines work with higher education institutions to ensure that the College's courses meet the requirements for [transfer](#). In addition to the Direct Transfer Agreement (DTA) which covers four-year colleges in Washington State, CBC has several [articulation agreements](#) for specific disciplines.

Specialized Accreditation: Project Management and most of the College's health science programs have specialized accreditation. Those programs ensure they are meeting those requirements which includes appropriate rigor in the curriculum. The College also has a Teacher Education program which recently went through their 27-month review from the Professional Educator Standards Board. In addition, the Computer Science program at CBC is certified as a National Center of Academic Excellence in the field of Information Assurance and Cyber Defense Education.

Capstone Courses: Almost all of the BAS programs have a capstone experience at the end of the degree for students to demonstrate that they have learned the content throughout the program and can apply it in the real world.

Career Launch Programs: Currently, CBC has several workforce programs (e.g., [Cyber Security](#), [Software Development](#), and [Nuclear Technology](#)) that have been endorsed by Career Connect Washington as [Career Launch](#) programs, which meet specific, rigorous requirements (including paid work-based learning experiences) that ensure students complete with strong academic knowledge and workplace-ready skills.

Moving Forward

The 2020-25 Strategic Plan includes an initiative to “systemize a process for regular review of curriculum by the faculty.” As the College implements a curriculum management system a process to have courses return to the Committee on a regular schedule will also be developed. This will ensure that course learning outcomes are kept up-to-date and that the most recent syllabi are on file.

Selected Evidence for 1.C.1

[Academic Maps](#)

[Degrees in CBC Catalog](#) (pages 33-34)

[Professional-Technical Program Approval Process](#) (SBCTC)

[Bachelor's Degree Program Approval Process](#) (SBCTC)

[Curriculum Committee](#)

[Program Review Template](#)

Assessment updates ([2021-22](#) and [2022-23](#))

1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Awards Based on Student Learning

CBC awards credit, degrees, certificates, and credentials based on student learning. All courses have course learning outcomes (CLO) that are linked to institutional learning outcomes (ILO). All degrees and standalone certificates of 45 credits or more have program learning outcomes (PLO). Many programs have aligned the course, program, and institutional learning outcomes in their syllabi. Curriculum Committee is requiring professional technical courses to have PLOs in their syllabi, but only the alignment of CLOs and ILOs is currently a requirement. PLOs can also be found on program webpages.

The curriculum for each program is aligned with the learning outcomes which are aligned with industry standards, workforce needs, and/or transferability. Faculty use various assessment tools to measure student progress and to ensure that students are meeting the expected learning outcomes. Students are awarded degrees or certificates for successfully completing the required coursework.

Student Learning Outcomes

Student learning outcomes at the course, program and institutional levels are appropriate in depth and breadth and are used in sequencing of courses. Course outcomes for new courses and changes to course outcomes for existing courses are reviewed through the curriculum approval process. The [Curriculum Approval Guide](#) states that Curriculum Committee members need to “review course outcomes to verify they clearly communicate the intention of the course to the intended audience (e.g., students and adjunct faculty), that they generally focus on the knowledge or skills that students must demonstrate, and that they correspond with appropriate program and Institutional Learning Outcomes.” Before a course is added to the Curriculum Committee agenda it goes through a technical review which includes an approval of course learning outcomes.

In addition, the Dean for Accreditation and Assessment is a member of the Curriculum Committee and often works with faculty on their outcomes before they submit their courses. Outcomes in accredited health sciences programs are tied to standards and must meet specific requirements. These course and program outcomes are assessed using standards benchmarks and changes are made as necessary with input from advisory committees.

Program outcomes are developed by the faculty for professional/technical degrees and standalone certificates of 45 credits or more. Faculty often work with their instructional dean and the Dean for Accreditation and Assessment and then the outcomes are approved by each program’s advisory committee. Any changes to PLOs are reported during the program review cycle. Some programs have met and used curriculum mapping to demonstrate the connection between courses and to set prerequisites when outcomes from a course need to be met before students move to the next one.

In the [program review process](#) programs are asked to assess either PLOs or, for transfer disciplines, a CLO across multiple sections. Table 7 shows the template professional technical programs use to report on past results. Table 8 asks faculty to think about what outcome will be reported in the next program review cycle. Transfer disciplines are asked to do the same thing but with a course outcome.

Through this process faculty are asked to identify the threshold that students should meet. If that threshold is not met, they are asked to identify what changes they will make for continuous improvement. The [reporting](#) is compiled and shared with faculty, deans, the VPI, and the President and is available on the intranet.

Table 7

Reporting Template for Past Assessment Results: Professional Technical Programs

Program Outcome	
Which degree is this assessment connected to, e.g. AAS in Welding, BAS in Information Technology? If the outcome is being assessed for more than one degree please list them all.	
In what course(s) did you assess the outcome?	
What types of assessments were used? (assignment, lab, exam, etc.)	
What benchmark did you set for success? For example, x% of students will earn at least meet the outcome	

What were the results? For example, x% of students met the outcome.	
What actions are you planning to take if the results did not meet the threshold? Note: We will ask next year for a report on this plan.	

Table 8

Report Template for Future Assessment Reporting: Professional Technical Programs

Program Outcome	
In what courses will you assess the outcome?	
What types of assessments will be used? (assignment, lab, exam, etc.)	
What benchmark will determine if students have satisfactorily met the outcomes? For example, x% of students will earn at least meet the outcome	

Moving Forward

As mentioned in 1.C.1, the College is exploring a procedure to ensure courses are reviewed by the Curriculum Committee on a regular schedule. This will allow for course learning outcomes to be updated and to ensure alignment with the program learning outcomes and the institutional learning outcomes.

Selected Evidence for 1.C.2

[Curriculum Approval Guide](#)

Assessment updates ([2021-22](#) and [2022-23](#))

[Program Review template](#)

Sample Syllabi showing mapping ([ACCT 101](#), [PROJ 211](#), [SURG 102](#))

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Learning Outcomes Are Published and Provided to Students

All courses are required to have CLOs in their [syllabi](#). CLOs are at the course level, not the individual class, so all faculty teaching that course are required to use the same outcomes. Any changes to CLOs need to be approved by the department and then brought to the Curriculum Committee.

PLOs are listed on the department webpages and some programs link the PLOs to CLOs in their syllabi, although this is not currently a college requirement.

The College's ILOs are listed on the [website](#) and in the [catalog](#) (pages 6-7). All course learning outcomes are required to be connected to one or more ILOs in the course syllabus. This alignment is checked when a course goes through Curriculum Committee.

Moving Forward

Currently syllabi are only available in the College's learning management system to students enrolled in the class. The College has been discussing having the approved syllabus for each course available on the website to all current and potential students so they can see the course learning outcomes before registration.

Selected Evidence for 1.C.3

CBC Institutional Learning Outcomes ([catalog](#) (pages 6-7) and [website](#))

[Syllabus Template](#)

Example Program Learning Outcomes ([Applied Management](#), [Nuclear Technology](#), [Nursing Assistant](#))

1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Admission Requirements

CBC maintains an open-door admission policy and grants admission to applicants who are at least 18 years of age and/or have graduated from high school accredited by a regional accrediting association or who have earned a GED certificate. High school students who are juniors or

seniors may be eligible for admission via Running Start. Admissions information is available on the [Apply](#) webpage as well as in the [catalog](#) (pages 11-13).

Admissions policies for special admissions programs are listed on the program websites. These include all [bachelor's programs](#), all programs in the [School of Health Sciences](#), select programs in the [School of Career and Technical Education](#), and Transitional Studies programs (see table 6).

Graduation Requirements

Official graduation requirements for degrees and certificates are clearly displayed in the [catalog](#) (pages 32-34). Degree and certificate requirements are also maintained on the [Graduation Application](#) webpage. All degree and certificate changes are reviewed by the Curriculum Committee before any additions, changes, or removals are made to degrees and certificates listed in the [catalog](#) (pages 44-222).

Direct transfer degrees meet the [ICRC](#) guidelines. For some specific fields of study, public baccalaureate institutions in Washington State have established major related program agreements with community colleges. Information about direct transfer agreements is available in detail on the [Transfer Opportunities](#) webpage.

Selected Evidence for 1.C.4

Admissions Information ([catalog](#) (pages 11-13) and [website](#))
Graduation Requirements ([catalog](#) (pages 32-34) and [website](#))

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

System of Assessment

Since 2020, faculty and administration have been working to improve the assessment processes, participation, and reporting of results. Much of this work is being done through the leadership of the ATL Committee and is collected in the [Assessment Handbook](#). The current processes for ILO, PLO, and CLO assessments are detailed in the following sections.

Institutional Learning Outcomes

Prior to 2020, ILOs were assessed through special projects developed by faculty. In 2017, the College, as part of NWCCU's [Demonstration Project](#), used CLA+ to assess three ILOs: Think Critically, Communicate Effectively, and Reason Quantitatively and Symbolically. In 2017-2018 the faculty assessed [Apply Information Tools and Resources](#), and in 2018-19 the faculty chose to assess Develop Cultural Awareness.

These projects provided assessment data for faculty to analyze but there were some shortcomings: only a few faculty members participated in each assessment and the results were not widely used. As an example, when CBC was part of NWCCU's Demonstration Project for the 2017 Year Seven Report, the evaluation team found that faculty outside of the Teaching and Learning Committee could not speak to the Demonstration Project nor the project's results.

With the goal of increasing the number of faculty participating in assessment activities, in the spring of 2020, the ATL Committee developed a process to conduct a college-wide assessment of an ILO using rubrics in Canvas. The committee chose Communicate Effectively as the initial ILO and a small group of faculty members piloted the project in spring 2021.

The project was communicated to faculty at a [Welcome Week presentation](#) and through [email and the ATL Committee Canvas page](#). A rubric for the ILO was loaded into Canvas for faculty to attach to their assessment activity in winter 2022. Since all CLOs need to connect to an ILO, faculty who had a CLO connected to Communicate Effectively were asked to assess an existing assignment, quiz, etc.

A team of faculty analyzed the Communicate Effectively assessment results over the summer and presented the ATL Committee with a [report](#) that included an analysis of the data and lessons learned that suggested improvements for the next assessment cycle.

The report had several takeaways, including:

- There is a need to understand how different methods of grading and assessing student work might impact the assessment results
- Future iterations of ILO assessments must include better discipline-based norming so that instructors have a common understanding of how to employ the rubric as well as an understanding of the language within the rubric
- It should be clear who is seeing the assessment data, who will interpret the data, and who decides how the data is used.
- More education of faculty needs to happen, so they understand their role and importance in the process

All faculty have access to the assessment data in Tableau. The data can be analyzed for the entire college, by department, or by specific class sections. Data can be disaggregated by ethnicity, race, age, gender, full-time/part-time, transfer/workforce, and whether the student is in running start or not.

This process of assessing using a common rubric in Canvas was used in winter 2023 to assess the ILO [Reason Quantitatively and Symbolically](#) and will be completed again in winter 2024 with an assessment of Develop Cultural Awareness.

Program Learning Outcomes

The ATL Committee has defined a program as a body of coursework that leads to a degree or standalone certificate. Each associate degree, bachelor's degree, and standalone certificate of 45 credits or more is considered a program. A department can have more than one program if it has

more than one degree or certificate. Through the [program review process](#), departments are asked to approve their PLOs annually and report on any changes. In accredited health sciences programs, program outcomes must be developed to align with industry standards and standards for accreditation. They are also reviewed annually by the advisory committees and changes must be reported to and approved by the accrediting body.

Programs are also asked to report on the assessment results of one or two PLOs and any actions to be taken if the results do not reach the benchmark(s) set in the last program review report. An example is shown in table 9 and a summary [report of the department results](#) is available on the student learning assessment webpages on the College’s intranet.

Table 9

Program Learning Outcome Report for Information Technology

Program Outcome	Analyze impact of computer systems on organizations, society and the individual.
Which degree is this assessment connected to? If the outcome is being assessed for more than one degree please list them all.	All degrees
In what courses did you assess the outcome?	CS101-Introduction to Computers and Information Technology: outcome is introduced, reinforced, and assessed CS117-Computer Ethics: further reinforced, and assessed CS150-Computer Security: further reinforced, and assessed for mastery
What types of assessments were used? (assignment, lab, exam, etc.)	CS101- Quiz allowing private sharing of research findings, and discussion post and response engaging fellow student regarding computer systems impact CS117- Extended response in written format examining ethics knowledge articulated by student CS150- Extended response in written format examining ethics knowledge articulated by student
Number of Students assessed	CS101: ~25 students per section, and ~5 sections each quarter CS117: ~25 students per section, and ~2 sections each year CS150: ~25 students per section, and ~4 sections each year
What benchmark did you set for success? For example, x% of students will earn at least meet the outcome	Below 0-70 At expected 71-89 Above Expected 90-100 80% of students will meet the benchmark highlighted

What were the results? For example, x% of students met the outcome.	CS101: 80% CS117: 80% CS150: 80%
What actions are you planning to take if the results did not meet the threshold? Note: We will ask next year for a report on this plan.	Modify assignment criteria and objectives to match our assessment rubric
Quarter of Assessment	Fall 2022

Course Learning Outcomes

Course learning outcomes are required to be in the course syllabi and are the same for all students taking that course regardless of which faculty member is teaching it. CLOs are approved by the department and then taken to Curriculum Committee. If faculty want to update the CLOs for a course, the course needs to come back to Curriculum Committee for approval. Faculty are responsible for assessing CLOs regularly through formative and summative assessments. In the program review process, transfer disciplines which do not have PLOs to report, are asked to assess a foundational course that several faculty members teach and report on those results. An example is shown in table 10 and all reported results are in the annual assessment report.

Table 10

Course Outcome Report for Music

Course Outcome	1. Course level student learning outcome: Students will make meaningful evaluations of jazz music and broaden their musical tastes 2. Course level student learning outcome: Students will learn important social, political and religious conventions that provide context for jazz development and interpretation.
In what course did you assess the outcome?	MUSC 116 History of Jazz
What types of assessments were used? (assignment, lab, exam, etc.)	Students are assessed through a paper reviewing a recorded or live performance of jazz. Students are assessed through a paper describing their reaction to social protest music in the jazz genre.
What benchmark did you set to determine if students have satisfactorily met the outcomes? For example, x% of students will earn at least meet the outcome	Correct usage of jazz terminology and clear descriptions of musical events.

	<p>Demonstrate an understanding of the protest music, the events that precipitated them, and their relevance today.</p> <p>Score of 80% would result in successfully meeting the CLO – anticipate that 75% of students will achieve this.</p>
<p>What were the results? For example, x% of students met the outcome.</p>	<p>Out of 50 students assessed 77% met the outcome</p>
<p>What actions are you planning to take if the results did not meet the threshold?</p>	<p>The course is being shaped to give more consistent examples of effective writing for both musical descriptions and for contextual understanding. This is being given through weekly quizzes on music terminology and changing discussion topics.</p>

Faculty Responsibility for Curriculum and Assessment

One of the key duties of the faculty is to develop, prepare, and teach College-approved courses in accordance with approved course descriptions. To that end, curriculum is developed and assessed by the faculty members. Programs review curriculum with their advisory committee annually and update as needed. The [Curriculum Committee](#) is a subcommittee of the Faculty Senate and is co-chaired by a senator and the Vice President for Instruction. Membership is composed of faculty representatives from each division as well as administrators.

Faculty are considered the experts in their field, courses, and programs. The Curriculum Committee is instructed to not review textbooks, classroom assignments, and methods as they pertain to the area of study or the specific instructor, classroom policies, grading, and course outcomes as they apply to the field of study. Course outcomes are reviewed by the Curriculum Committee members to ensure they are clearly written and align with the College’s ILOs. During the annual program review process, faculty are asked to report on any changes to the curriculum that they are planning to make as well as the impact of any past changes.

Another key duty of the faculty is to assess student learning outcomes. The [Assessment, Teaching and Learning Committee](#) is a subcommittee of the Faculty Senate. A senator or another appointed faculty member is the co-chair together with the Dean for Accreditation and Assessment. Part of the mission of the committee is to design, implement, and conduct campus-wide assessment of student learning outcomes to improve teaching and learning. Membership is faculty and any staff interested in assessment, teaching, and learning issues. The committee also makes sure that assessment information is communicated to the faculty through the Teaching & Learning Days, reports, meeting minutes, etc.

Moving Forward

It was hoped that the change to the ILO assessment process would lead to broad faculty participation and more data to analyze, but it has been difficult to get many faculty members to take part in the assessments. Each time the assessment is done, the ATL Committee uses the lessons learned to improve and simplify the process and find ways to obtain more participation. However, if participation does not increase, the Committee will need to look at other ways to assess ILOs.

Selected Evidence for 1.C.5

[Assessment Handbook](#)

[Assessment, Teaching and Learning Committee](#)

[Curriculum Committee](#)

ILO Reports: [Communicate Effectively](#) and [Reason Quantitatively and Symbolically](#)
[Program Review Template](#)

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

Institutional Learning Outcomes

The College has six [institutional learning outcomes](#) (ILOs), which apply to all programs and all students. They are the knowledge, skills, and abilities that faculty decided all students, no matter which program they are in, should possess by the time they obtain a degree or certificate. These satisfy the general education curriculum required in the standard.

The current ILOs are:

- Think Critically
- Reason Quantitatively & Symbolically
- Communicate Effectively
- Apply Information Tools and Resources
- Develop Cultural Awareness
- Master Program Learning Outcomes

These outcomes were developed in 1990 and reaffirmed by the faculty during the 2002-03 academic year. During that academic year and the next, faculty rewrote and updated the rubrics for these ILOs.

Since the College’s last full report in 2017, all ILOs have been assessed. Past college-wide assessment activities included using CLA+ to assess critical thinking and communication. In 2020, the ATL Committee decided to utilize the learning management system to systematically assess one ILO each year across all courses that connect a CLO to that ILO. More information on ILO assessments is covered in 1.C.5.

As seen in table 11, participation has not been as high as hoped for. The ATL Committee continues to work on communication to show faculty that the process is quick and easy. The Committee is also evaluating the effectiveness of this approach to ensure that the results are useful and actionable.

Table 11

Participation in ILO Assessments 2021-24

Time Period	ILO	Faculty	Courses/ Sections	Students
2021-22	Communicate Effectively	29	67	994
2022-23	Reason Quantitatively and Symbolically	44	39 / 68	876
2023-24	Develop Cultural Awareness (will be done in winter 2024)			

Since the assessment involves a single assignment or quiz, and typically occurs in just one or two quarters, it provides just a snapshot. It has led to conversations amongst faculty concerning the rubric for the assessment and then the results. As an example, one of the lessons learned from the 2021-22 assessment was that the rubric needed to be normed in advance. For the 2022-23 assessment, a team of faculty worked over the summer to update the rubric and then held a session during the fall Teaching and Learning Day for faculty across several disciplines to norm the rubric. The feedback from those sessions was integrated into the final version.

These cross-departmental teams have been useful to break down silos. As an example, psychology, math, and chemistry faculty were on the quantitative reasoning team, which provided more perspectives on how math is used across the College. This in turn led to the new rubric being more applicable to non-math courses.

Moving Forward

A committee was formed in 2020 to look at the current ILOs to determine if they are still the correct ones for CBC’s students, faculty, and other stakeholders. Some progress was made on a process to use; however, the pandemic made it difficult to move forward with this work. The ATL Committee also needs to work on a process for direct assessment of the transfer degrees.

Selected Evidence for 1.C.6

College Institutional Learning Outcomes ([catalog](#) (pages 6-7) and [website](#))

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

Assessment Results Improve Academic Programs

Faculty use the results of learning outcome assessment at all levels (course, program, and institutional) to ensure students acquire the knowledge, skills, and abilities desired at the end of a course and a program of study. In the program review process departments are asked to report on assessment activities in their areas and changes that they have made. Table 12 shows a few of the updates from the [2022-23 Department Assessment reports](#).

Table 12

Examples of Improvements Reported in the 2022-23 Program Reviews

Program	Improvements Informed by Assessment
Biology	Based on assessment results in BIOL&241 that showed students struggled with the course outcome “Relate anatomical and functional aspects in regard to the endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems” faculty discussed several actions to take including increased communication between BIOL&160 and BIOL&241 instructors to help bridge the gap and assess how to best convey this relationship between form and function to students.
Emergency Medical Technician	After surveying faculty/staff and a pool of previous and future students the decision was made to move the EMT program to a daytime schedule beginning fall 2022. This change has been very successful, as shown by improved pass rates of students at the NR-EMT level.
Mathematics	During the pandemic the department put a pause on common finals. This year, they made the decision to remove this assessment indefinitely in the hope of

	promoting more equitable forms of assessment and removing unnecessary barriers for students.
Physics and Engineering	Physics and Engineering faculty determined that CBC was not meeting expectations with regards to students entering engineering majors at four-year colleges. Students transferring were short at least two classes compared to their peers. To help with this, they passed two new courses through the curriculum committee so that they can be offered starting 2023-24.
Visual Arts	Based on assessment results, faculty noted that students in ART 117 who completed a comparison essay paper did better on the course exam. Students were able to understand, apply, and compare the stylistic characteristics within a classroom setting where there was no use of study aids. Faculty are looking at how to ensure students complete the paper before the exam.

At the course level, faculty constantly assess students and make course improvements along the way. Transfer disciplines have been asked to report on one CLO annually to show collaboration at the department level. At the program level, the professional technical programs report annually on the assessment results of at least one PLO during the program review process. In externally accredited programs, program quality and rigor are also assessed through benchmarking in specific areas, including retention and graduation rates, licensure/certification exam pass rates, employment rates, student satisfaction, and employer satisfaction.

At the institutional level, the ATL Committee picks one institutional learning outcome each year for an assessment project. If a course has a course learning outcome connected to the ILO, faculty teaching that course are asked to do an assessment of an existing assignment within Canvas. This process was explained in 1.C.6.

Assessment Results Improve Learning Support Practices

The Library and Instructional Support (LIS) division provides students access to the College’s learning support services. These include the [Academic Success Center](#), [Disability Support Services](#), [Educational Technology](#), the [Library](#), Students are oriented to these services through the First Year Introduction orientation, HDEV courses, course syllabi, in-class presentations, and other marketing. The division also supports faculty through the Teaching and Learning Center for Excellence.

The [Library and Instructional Support division](#) reports to the VPI, and the dean, faculty, and staff in the division work closely with the instructional divisions. Examples of these collaborations and services are:

Academic Success Center (ASC): Faculty refer students to tutoring services for subjects including math, biology, chemistry, economics, and psychology. The ASC also includes a Writing Center, which moved its physical location to the Library in fall 2023 to provide more collaboration with librarians on research projects. The ASC recently began a [peer mentoring program](#) to help students develop academic skills and confidence. It also has a supplemental instruction lab that science faculty use for instructional support outside of the class and several math faculty members hold their office hours in the center.

Disability Support Services (DSS): DSS staff work closely with faculty to ensure students are receiving the accommodations they need to be successful. DSS is using a new program, AIM, beginning fall 2023 to streamline the process. DSS has also spearheaded new technology such as ReadSpeaker, which is available to all students.

Educational Technology (EdTech): Ed Tech staff provide faculty and students assistance with Canvas and other instructional technology. They are also members of the ATL Committee and work collaboratively with the TLCE to provide training during new faculty orientations and throughout the year at Teaching and Learning days.

Library: Faculty librarians provide in-class information literacy instruction, work with instructional faculty on their research assignments, and liaise with divisions to support the resource needs of courses and programs. Librarians are also embedded in some courses to provide students assistance throughout the quarter. Library faculty are key members of the ATL Committee and the Curriculum Committee in which they can ensure that students' research needs are being met. The Pasco branch of the library completed a renovation in September 2023 which centers the diverse needs of modern community college students. As part of this renovation the library worked with communications faculty and the Dean for DEI to develop two AV/recording rooms in the library that can be reserved and used by students and faculty to produce projects and assignments for classes and support plans for faculty-led DEI podcasts.

Teaching and Learning Center for Excellence (TLCE): The TLCE staff works with faculty on course redesign ensuring regular and substantive interaction, authentic assessment, and equity-centered approaches are used. One of the center's instructional designers is part of the Title V grant, focusing on inclusive and equity-centered course redesigns.

Moving Forward

The College needs to have a systematic way to share assessment results and ensure closing the loop on ideas to improve student learning. In some departments additional work needs to be done to ensure an understanding of how to assess at the program level. For example, some departments are not reporting separately for each degree that they have. In addition, a stronger connection from student learning outcomes assessment and learning support services needs to be made.

Selected Evidence for 1.C.7

[2022-23 Department Assessment Report](#)

1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Transfer Credit

CBC maintains specific rights and responsibilities for transferring students which align with the direction given by the State Board for Community and Technical Colleges. This direction includes the [Transfer Student Bill of Rights](#) which was developed through the Student Services Commission of the Washington State Board for Community and Technical Colleges. The College also participates in the ICRC which, among other duties, helps facilitate the transfer of students and credits between and among community and technical colleges and baccalaureate institutions. The [ICRC Handbook](#) codifies the transfer degree requirements.

Policy language specifying the rights and responsibilities for transferring students is maintained in the College's [catalog](#) (pages 16-19) and in the [Transfer, Evaluation and Award of Academic Credit Policy](#). The rights and responsibilities of the institution are also provided to ensure credit and degree program integrity is maintained.

The CTC system's [common course numbering](#) helps students transfer between community colleges by giving equivalent courses the same labels across the system. For students who want to transfer to a four-year college, the Direct Transfer Agreement (DTA) associate degree is designed to transfer to most Bachelor of Arts degrees at all four-year colleges and universities in Washington state.

In addition to the catalog, a [transfer student application page](#) provides guidance for students transferring to CBC and the [transfer of credit](#) webpage is a resource providing students information on the transcript evaluation process for potential transfer credit. The Hawk Central and Counseling/Advising departments are available, both in-person and online, to support students transferring from other institutions. The internal [transcript evaluation process](#) details how the transcript evaluators award credit and communication with students.

Credit for Prior Learning

The College's [Academic Credit for Prior Learning policy](#) details the ways prior learning credit is assessed and awarded. This includes experiential learning, course challenges, military credit and

experience, and testing (Advanced Placement, International Baccalaureate, Cambridge International, CLEP, and DANTES). Students can find all the resources they need on the [ACPL webpage](#). Authority for the awarding of prior learning credit is from [RCW 28B.77.230](#) and [RCW 28B.10.053](#) and SBCTC has provided [guidance](#) on coding and transcription.

Moving Forward

The College is currently reviewing its policies regarding granting academic credit for prior learning via the College-Level Examination Program® (CLEP), with the goal of fostering greater equity through creating additional opportunities for economically challenged students to earn credits, while helping them move toward their career and/or transfer goals.

Selected Evidence for 1.C.8

[Academic Credit for Prior Learning](#) (CBC Policy)

[Transfer, Evaluation, & Award of Academic Credit](#) (CBC Policy)

[Transfer Student Application webpage](#)

[Transfer of Credit webpage](#)

[Transfer Information](#) (catalog pages 16-19)

1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

Not applicable

1.D STUDENT ACHIEVEMENT



1.D Student Achievement

1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Recruitment

CBC is an open access institution and recruits a diverse group of students who have the potential to benefit from its educational programs. The College recruits from a broad range of individuals in Benton and Franklin counties, including high school students, recent high school graduates, adults looking to enhance their skills or change careers, and individuals seeking flexible schedules for part-time enrollment or evening classes. The College offers programs that help students meet many different goals such as completing high school, improving English language skills, obtaining skills for a career, completing credits to transfer to a four-year institution, or staying at CBC for a bachelor's degree. The College recruits locally as it is required by Washington State statute to limit marketing and recruitment events to within its district boundaries with a few exceptions.

The College's [Strategic Enrollment Management Plan](#) for 2024 contains targets for first time enrollment, continued enrollment, and enrollment for a few targeted programs. It also includes diversity targets within programs which include Hispanic males across all programs, males within health sciences, and women in CTE programs.

The College's outreach efforts are led by the [Outreach and Recruitment](#) team. The Outreach team partners with local schools and community organizations to provide presentations, workshops, exhibit booths and information sessions on college and career options. Within the ESD 123 region, Outreach and Recruitment services approximately eight school districts and 12 comprehensive high schools. During the 2022-2023 school year, the College implemented a Financial Aid Outreach program authorized by the Washington State legislature. Eight financial outreach specialists have been hired to guide 4,800 local high school seniors with the FAFSA and WASFA application process. This program has already seen an increase in financial aid applications.

The College also has a reentry navigator to help justice-impacted students in the area. The navigator covers nine counties and three correctional facilities. With their ability to make peer connections, the 15 student ambassadors play an important part in the recruitment process. They serve as leaders on campus, attend recruitment events, and provide tours to potential students and potential employees. Outreach and Recruitment has sponsored several programs both on- and

off-campus, including the Campus Tour program, CBC’s open house, program-specific information sessions, Mock Crime Scene, Women in Ag, and Financial Aid Outreach sessions.

In 2020-21, CBC revised the methods for maintaining connections with students before, during, and after enrollment by working with Ruffalo Noel Levitz to implement Fireworks, a Customer Relationship Management (CRM) system. This system includes data from the Strategic Enrollment Management (SEM) workgroup, beginning with initial student contact. In 2022, Outreach and Recruitment also implemented an improved Request for Information form, available on every page of the College website, that feeds into the CRM with automated messaging for prospective students. This form receives an average of 207 student inquiries per month. The CRM allows the Outreach and Recruitment team to track students from the point of application through onboarding and enrollment in classes, and enables the team to send targeted communication to assist students through the process. Using this data, a comprehensive communications audit is conducted to ensure a positive student experience throughout the enrollment process.

A large recruitment effort began at the end of 2019 when the College updated its website and moved to a student focused site. The information about academic programs was organized by the [eight schools](#) to match the Guided Pathways work. The color coding and messaging of the schools is also used in the recruitment materials to help students find their path as soon as possible.

Figure 9

Guided Pathways Schools





Orientation and Onboarding

The College provides an overview of the [onboarding and financial aid steps](#) in English and Spanish. Once admitted, all first-time college students must complete their [Getting Started Steps](#) before they can meet with their completion coach to register for classes. This includes completing [Student Orientation to Advising and Registration \(SOAR\)](#), a 30-minute online presentation that provides an orientation and resources to help students succeed.

Students must also submit placement information. CBC implemented [Directed Self Placement \(DSP\)](#) as a part of the onboarding and assessment process for students in April of 2020. DSP is a simple self-assessment that can be completed anytime, anywhere, to help students determine which reading and English courses they should enroll in. In conjunction with DSP, the math department instituted a [transcript-based measurement](#) within guided assessment to place students. Both increased the placement of students into college-level coursework. The “[Math in Year 1](#)” document illustrates that this change has led to a dramatic increase in students completing college level math in their first year at CBC. This increase is evident for all of CBC students and even more so for Hispanic students. In addition to these options, the College also accepts Smarter Balanced Assessments, Bridge to College courses, ALEKS, ACT, SAT, Advanced Placement, International Baccalaureate, reciprocity, and credit transfer.

After completing the Getting Started Steps, new students are required to complete Post-SOAR Advising (PSA). In their PSA, students meet their completion coach, clarify their academic program, learn about campus resources, and register for their first term classes. The [PSA lesson plan](#) details the full agenda. During the PSA, completion coaches ensure that all first-year students are enrolled in the First Year Introduction (FYI) class, their Human Development (HDEV) college success class (see details below), and, if possible, either a math, English, or “Light the Fire” class – a concept introduced by CCRC’s Davis Jenkins at a campus visit in 2019. In the PSA, completion coaches talk generally with students regarding their major. If students are undecided, they are referred to the [Hawk Career Readiness Program](#), an online, self-paced program that prepares students to make informed career decisions and set educational and professional goals.

The week before their first term, new students complete their [First Year Introduction](#) (FYI) course, which is designed to support students in their transition to college. This one-credit course offers all first-time college students an introduction to academic culture and student success strategies, as well as expectations, resources, procedures and policies of CBC.

CBC is implementing EAB’s Navigate which will assign all students to a specific completion coach within their Guided Pathway for proactive outreach, holistic advising, and consistent support. Within Navigate, students will be sent an [intake survey](#) to learn more about them and connect them to needed services and supports. Each student response is tied to a specific message to the student and a targeted action plan from CBC. In addition, Navigate will offer quick polls asking students for direct feedback on a meeting, an event, or their experience thus far in the term.

During their first quarter, all freshman students (except Running Start) are required to take an HDEV, or First-Year Student Success course. The program was initiated in 2012-13 as a pilot for students who placed into developmental education. When internal evaluations showed increases of 5-10% in retention for these cohorts, the course was expanded to all incoming students in 2015-16. Students are enrolled in HDEV 101 (Creating Academic Success) if they place below college-level in two or more assessed subject areas. Students are enrolled in HDEV 102 (College Connection) if they place in college-level in two or more areas. These courses are designed to empower students with a holistic, strengths-based approach to navigate career and college success, and to assist students in developing the skills necessary to perform academic planning and campus navigation.

One of the main assignments in the HDEV courses is to meet with a completion coach to select a school, e.g., the School of Education, and develop an [Individual Academic Plan](#), which maps out the specific courses they will take at least for their second quarter, and often beyond. Individual Academic Plans are stored in the student’s electronic file and reviewed and updated at each subsequent advising meeting. Completion coaches then assist students by connecting them to specific faculty in their chosen school and inform students of specific events and resources that the schools provide.

Moving Forward

The College strives for continuous improvement in every step of onboarding, and the biggest change that will be seen in the next 3-5 years is a concerted effort to train completion coaches, integrate them more fully in onboarding, and supplement processes to include more case management capability and tracking. The effort is being accomplished through substantial investment of Title V and CBC funds in systems and training.

Selected Evidence for 1.D.1

[Strategic Enrollment Management Plan](#)

[Getting Started Steps](#)

[New Student Onboarding and Financial Aid Steps](#)

1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Indicators of Student Achievement

CBC has established a set of indicators of student achievement that are consistently monitored, extensively disseminated, and regularly employed to inform institutional planning and decision-making processes. The College's mission fulfillment process incorporates a comprehensive set of indicators of student achievement data, which are monitored and reported annually. The indicators are connected to critical basic conditions that are key factors to students achieving completion. These conditions are:

- Retention
- Credit Attainment
- Course Completion
- Course Success (> 2.0)
- Gateway Course Completion
- Completion (AA)
- Post-CBC Outcomes

Each critical condition has multiple indicators, some of which are disaggregated by race/ethnicity. For example, course success has the following indicators:

- Course Success Term 1 (>2.0)
- Course Success Year 1 (>2.0)
- Course Success Year 1 (Hispanic >2.0)
- Course Success Year 2+ (>2.0)

The indicators CBC uses are based on CCRC’s Guided Pathways framework—a well-established body of achievement metrics that are meaningful for assessing student progress. These indicators correlate highly with graduation and transfer outcomes and can provide timely, disaggregated metrics for assessing the College’s work on a yearly basis and, in many cases, term by term. The indicators also align with SBCTC comparable measures by design, which helps the College see where it stands compared to state peers in a way that is much more robust and timelier than with comparable out-of-state peers.

These indicators encompass metrics pertaining to student persistence, retention, and completion of courses and programs, which are shared through institutional reports and presented on institutional dashboards. In addition to their role in institutional planning, these indicators also serve as valuable resources for informing various reporting requirements, such as those set by IPEDS, SBCTC, the U.S. Department of Education, and other applicable entities within the college system. They also follow metrics that have shown impact from the Community College Research Center (CCRC) and are important leading indicators of healthy student careers based on CBC data analysis.

The indicators are assembled into Tableau dashboards and disseminated campus-wide using the SBCTC Tableau server. Accompanying these dashboards are trainings developed and given by Institutional Research (Jedi II training in outcomes that supplement the Jedi I enrollment training) to help CBC employees gain awareness of student success, success measures, interpretation, and learn about what the key drivers of student success are at CBC.

Reporting on indicators is done through the annual [Mission Fulfillment Report](#) and shared widely through the [2029 goals](#).

Comparisons to Regional and National Peers

To further enrich the assessment of student achievement and establish meaningful comparisons with peer institutions at regional and national levels, the college incorporates data provided by SBCTC dashboards and reports. CBC demonstrates the capability to establish peer comparisons within the specific context of Washington's community and technical college system, overseen by SBCTC, which encompasses a comprehensive cohort of 34 institutions. Within this framework, SBCTC provides invaluable data dashboards that equip CBC with the necessary tools to effectively assess and evaluate student achievement indicators in relation to its peer institutions. CBC understands that outcomes calculations can vary drastically across different systems. Therefore, by utilizing the standardized outcomes measurements provided by SBCTC, CBC ensures that its benchmarking efforts hold greater reliability and meaning. For peer institutions nationally, the available outcomes can be an impetus for developing relationships and/or adopting evidence-based programs that drive the College’s aspirational outcomes.

Two workbooks with comparisons to regional and national peers are publicly available on the College's [institutional research](#) webpage. The first workbook, IPEDS Graduation, contains the regional peers and national peers that have the most similarity to CBC in their student composition, size, and program mix. This workbook shows graduation rates broken down by race, gender, and Pell Grant status.

The second workbook, State Key Indicators, contains data from the College's 33 regional peers in the State of Washington. The following metrics are included: 3-year completion, 30 college credits in year one, completion of English and math in year one, retention for term one, and retention for year one. These metrics can be disaggregated by age, full time/part time, gender, race/ethnicity, or students of color.

Disaggregated Student Achievement Indicators

Beginning in 2019, Institutional Research significantly ramped up efforts to analyze and disseminate disaggregated data that reveal achievement gaps. Institutional Research created an "Equity Jedi" Tableau module and conducted trainings highlighting disparities by race/ethnicity, gender, income, and age to allow for "intersectional" discovery work. Since then the ability to disaggregate data has been added to most workbooks and has become a normal and expected aspect when looking at data.

Faculty and staff who have been trained are given access to workbooks that are related to their positions. The workbooks cover enrollment, course success, outcomes, etc. Data can be disaggregated by race/ethnicity, age, gender, socioeconomic status, and full time/part time. These categories can be further broken down to ensure intersectionality is considered.

Disaggregated data are used across the College to promote equitable student achievement. As an example, in the annual program review process faculty are asked to examine the data for their programs, to report on achievement gaps that they are seeing, and detail changes they made based on previous reporting. In the education program, for example, the Director has paid close attention to course progression, student barriers, and when students choose to exit Early Childhood Education (ECE) or not pursue a higher BAS degree for K-3 certification. Many of these patterns follow the socio-economic status and ethnicity of students which has led to changes in the structure of ECE which have particularly benefitted Hispanic women. Programs are also widely aware of their student demographics in terms of gender and ethnicity composition. Students aspiring into health sciences are mainly women (and more Hispanic recently), while trades and computer science have higher male enrollment. The math and engineering departments have also benefitted from establishing programs, such as the National Science Foundation STEM Academy and MESA, that cultivate Hispanic students in STEM fields in response to gaps in STEM enrollment.

Outside of program review, the eight school core teams, with support from the Student Success Leadership Committee, worked with the disaggregated student achievement data to identify equity gaps in their areas. The core teams finished benchmarking their data in winter 2022 and will present solutions to SSLC to enact in 2023-24 to address those gaps.

Additionally, the College has recently implemented an equity index score card. An equity index systematically identifies and quantifies disparities in educational outcomes among diverse demographic groups. It serves as a crucial feedback mechanism to foster accountability and prompt action to address underrepresentation. Using an equity index will provide the College a measurable way to assess progress and highlight potential areas of concern. Specifically, an equity index score of '1.0' signifies equity and values below or above indicate underrepresentation or overrepresentation, respectively. The calculation for deriving these equity index scores is as follows:

$$\text{Equity Index} = \frac{\text{Target Group with Outcome} / \text{Total Students with Outcome}}{\text{Target Group in Population} / \text{Total Students in Population}}$$

For example, to calculate the equity index for the graduation rates for Hispanic students the numerator would be the percentage of Hispanic students graduating, and the denominator would be the corresponding graduation rates in the overall student body.

Figure 10

Equity Index for Completion in Three Years

	Hispanic	Not Hispanic	Grand Total
n= Outcome met	137	205	342
n=Total Students in Cohort	537	687	1224
Equity Index	0.91	1.07	1.00

Using the data in figure 10 the calculation would be $EQ = (137/342) / (537/1,224) = 0.91$. Showing that the outcome is not equitable as it is below 1.00.

Moving Forward

The next stages in data disaggregation and the investigation of achievement gaps, particularly concerning Hispanic students, have received significant support from the College's latest Title V grant. The analysis of student achievement data has revealed that the completion and transfer gaps among Hispanic students are not consistent across the board. Specifically, the data highlight that first-year student success (as measured by grades) and credit accumulation present the most pronounced challenges.

The Title V grant aims to address these issues comprehensively. These steps encompass:

1. Solidifying student degree maps and enhancing advising to provide a more structured path to success.
2. Implementing inclusive pedagogy strategies and prioritizing professional development initiatives, particularly in key first-year courses.
3. Continuously monitoring and assessing these changes through data infrastructure and predictive modeling techniques to ensure achievement gaps are closing.

Selected Evidence for 1.D.2

[Institutional Research webpage](#)

1.D.3 The institution’s disaggregated indicators of student achievement should be widely published and available on the institution’s website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

Sharing of Student Achievement Results

Since 2017, the Institutional Research department has dedicated much of its energy to formatting the data to enable broader access and has taken advantage of the Tableau Server environment to enable easier and more widespread data sharing. A major part of these efforts was the development of the “Data Jedi” training program. This has enabled CBC to “democratize” data and establish consistent measures that allow for gaining insight into current developments, setting goals, communicating those goals, and reacting more quickly to emerging challenges. Figure 11 shows one of the workbooks and the different ways that the data can be disaggregated.

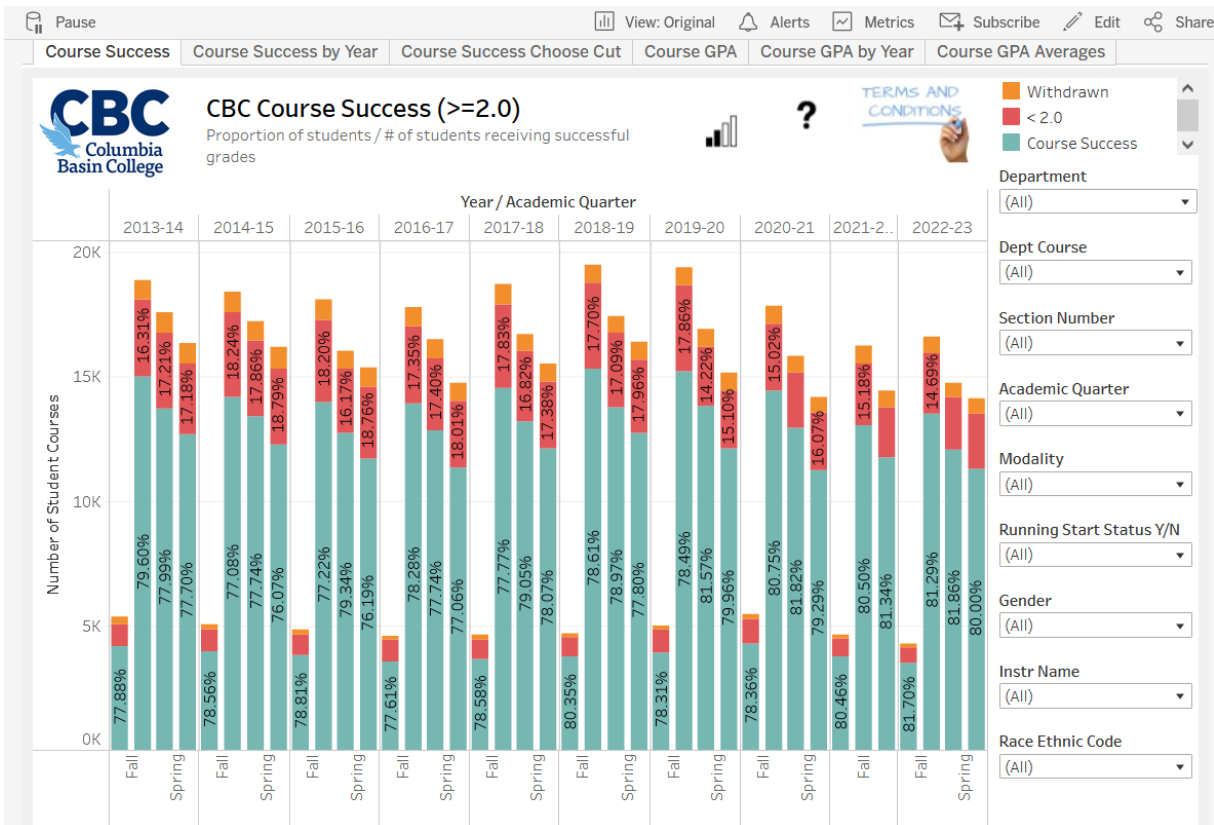
The “Data Jedi” dashboards highlighted the need to work with disaggregated data and furthered key observations about equity, recognizing gaps that exist and how they manifest themselves at CBC. Equity measures in the mission fulfillment reporting (including how College-wide goals are communicated) have expanded to include historically underserved populations. Within the College-wide goals, Hispanic/non-Hispanic data are emphasized repeatedly to “walk the walk” as a federally recognized Hispanic-Serving Institution.

All CBC employees have the potential to access course, program, and institutional level data and outcomes, and are offered comprehensive “Data Jedi” training which covers data use and interpretation. Since 2018, over half of the faculty and staff have been trained in at least one module, and a quarter have been trained in two or more. While Institutional Research predominantly collaborates with senior leadership on student outcomes data, it has placed special emphasis on strengthening connections across the College. This includes identifying programs for tailored data libraries, both on a small and large scale. Such collaborations extend to various

entities within the institution, such as the Student Success Leadership Committee, School Core Teams, Disability Support Services, Budget Services, Accounting Services, and more.

Figure 11

Tableau Workbook: Course Success (>=2.0)



Student achievement data is shared on the College’s [Institutional Research webpage](#). Students, faculty, staff, and the public have access to the following workbooks:

Gateway Courses: First time entering cohort completion for English and Math in year one.

Retention: Students who do not return in their first year are significantly less likely to return. Fall-to-Fall, Fall to Winter and Fall to Spring can be analyzed.

Credit Attainment: Students who do not accumulate early college level credits are significantly less likely to progress on time and complete a course of study.

Degree Completion: Completion is the main goal of CBC’s mission.

All of these have been shown to be key leading indicators of college success. The data in these workbooks can be disaggregated by intent, Hispanic/non-Hispanic, gender, race/ethnicity, social economic status, age group, and full time/part time.

Alignment and Benchmarking Against Peers

CBC embraces the analysis of benchmarks and is committed to the value of looking outside the CBC “bubble” for opportunities to improve – both overall, and with respect to historically underserved groups. The College looks for comparisons that have obtainable, reliable, and contemporaneous data, specifically first year credit attainment, math, and English attainment, which are powerful leading indicators of degree attainment at CBC. Then the College looks at strategies that have proven successful for peer institutions. As an example, Yakima Valley College, a near neighbor of CBC, is a clear leader in English attainment and they are doing so with large populations of students with agricultural migrant histories like CBC.

The specific benchmarking effort is detailed below, but there is also activity outside of benchmarking which speaks to an outward search for effective solutions:

- Teaching & Learning Day guest speakers from other colleges and from national Guided Pathways efforts, such as Rob Johnstone and Davis Jenkins on several occasions. Many DEI speakers and Sinclair College and Pierce College to talk about Guided Pathways reform.
- A group visit, including at least 10 administrative representatives to Georgia State (an exemplar in Guided Pathways and equity reform)
- Participation and networking with the Frontier Set, Aspen, and American Institutes of Research (AIR) on multiple levels for consultation and conference.
- Math developmental redesign visit from the Dana Center (Uri Treisman) prior to the adoption of specific Dana Center reform.
- Conscious development of knowledge about underserved populations, including by race/ethnicity (strategic planning and mission fulfillment), income (WSAC statewide BNI and #RealCollege BNI for three of last four years).

The College establishes peer comparisons within the context of Washington's community and technical college system, encompassing a total of 34 institutions. SBCTC offers data dashboards that enable CBC to gauge and evaluate student achievement indicators concerning peer institutions. Moreover, for broader comparative analyses encompassing regional and national perspectives, IPEDS serves as an additional resource from which such comparisons can be derived.

The College’s first attempt in 2020-21 was a good faith effort to collect and publish benchmarks based on the peer groups in table 13.

Table 13

Peer Comparison Criteria

Regional #1	Regional #2	National #1
All of SBCTC schools in the State of WA	SBCTC schools in Eastern WA	Similar schools outside of SBCTC
Benefits: <ul style="list-style-type: none"> • Great data • We operate in the same policy environment 	Benefits: <ul style="list-style-type: none"> • Great data • We operate in the same policy environment • Similar challenges and have closer institutional ties 	Benefits: <ul style="list-style-type: none"> • We share similar challenges • Broader comparison

Regional #2: SBCTC institutions in Eastern Washington.

Yakima Valley	4.5K students	58% Hispanic
Wenatchee Valley	2.8K students	40% Hispanic
Big Bend	2.2K students	44% Hispanic (small school)
Walla Walla	2.7K students	25% Hispanic (technical school)

National #1: Western Colleges, High Hispanic Enrollment, mid-size area, reasonably insulated from large urban area.

Estrella Mountain Community College (Arizona)	9k students	56% Hispanic
Cerro Coso Community College (California)	6k students	40% Hispanic
Chemeketa Community College (Oregon)	10k students	39% Hispanic
Wharton County Junior College (Texas)	6k students	43% Hispanic

Through this process specifically, most of the main new takeaways were in the areas of transfer. While CBC is only slightly lower than its regional peers, Washington appears behind in transfer rates as a system. Some of this is systemic as cooperation with transfer institutions is not codified throughout the state. Absent coordinated statewide efforts, CBC has targeted the College’s two largest regional peers for specific transfer programs (WSU-Tri-Cities and Eastern Washington). Some of the transfer issues are regional as there is not a wide variety of accessible destinations in the Tri-Cities area. This provides a mandate to expand the Bachelor of Applied Science programs to provide options in areas of high workforce demand.

Despite these challenges, the College has actions that can be taken such as:

- Become more closely aligned with regional peers to prioritize higher education destinations that take many CBC students and are HSI or equivalently concerned with equity issues (and they may have a keen interest in enrollment expansion in a post-2025 competitive environment). CBC’s work with WSU-Tri-Cities and Eastern Washington

University is a first step, e.g., Bridges and EWU transfer program in first year. As it has been observed that many Hispanic students are not (on balance/average) enthusiastic about leaving the area, this work focuses right now on Hispanic student destinations with an emphasis on proximity.

- Use the competitive environment to reward and become closer with partners who both transfer CBC students, graduate them, and promote racial and economic equity.
- Expand the College's BAS offerings to provide a landing point for students locally who might otherwise be constrained in their choices.

These benchmarks were presented in a number of venues, including, but not limited to the President's Cabinet and Teaching and Learning Professional Development Days.

Moving Forward

There are a number of next steps to consider and many of those require broader discussion across campus so data can be cultivated to answer targeted questions and propose targeted goals. This is largely internal and appropriate to workgroups that are working on strategic planning goals.

For outward-facing data, there is a need to fill in gaps in data that have been more difficult to obtain or are just inaccessible. Fortunately, the SBCTC system has been making improvements to accessible data e.g., more meaningful first-generation designations. Public data collections like those available in CalPASS can also provide CBC with deeper and more timely comparisons than previously available – including completion of math and English and credit attainment for comparable institutions and for aspirational comparisons.

Selected Evidence for 1.D.3

[Institutional Research webpage](#)

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

Use of Disaggregated Achievement Data

Over the last several years, the College has made use of disaggregated data to inform, plan, make decision and allocate resources. Academic programs analyze data about their students and make changes based on that data. The academic program review process is a way for programs to report this use. Each year academic programs are asked to look at the student data in Tableau and report on achievement gaps through the [program review process](#). They are also asked to close the

loop by reporting what changes were made to address achievement gaps they saw the previous year and what progress has been observed.

Outside of Instruction, many other departments are using disaggregated data to make decisions. These include the Academic Success Center, the CBC Foundation, Disability Support Services, Financial Aid, and TRIO Student Support Services. A few examples of specific uses follow.

Example One: Math Pathways

Prior to Fall 2019, CBC's math pathways were disjointed, and it was not uncommon for developmental math students to be required to complete three pre-college courses before enrolling in a gateway college course. Given that an overwhelming majority (over 80%) of CBC's student population placed into developmental math (pre-pandemic), it became increasingly clear that drastic measures were needed to overcome the high failure and withdrawal rates of developmental students. In consultation with the Dana Center, the CBC math department developed a new, accelerated math sequence that made it possible, even for students placing in the lowest math skill levels, to complete a college-level course within one year. This effort required considerable planning, discussion, and resources, such as college-sponsored exploration (establishing relationship with the Dana Center and sponsoring a Dana Center review of CBC in 2018), professional development on Quantway, and release time for faculty for curriculum development, and significant coordination time for placement activities.

In the first two years after launching the new sequence, CBC's first-year attainment of college-level math increased from 17% before implementation, to 21% in 2019-20, and to 31% in 2020-21. The rates for Hispanic students have increased from 12.5% prior to implementation to 26% in 2020-21. CBC is now more than halfway toward achieving the 2029 goal of 40% first-year math completion. Since then, these gains have been sustained at 32.8% overall with 29.7% Hispanic completion rates.

Example Two: Advising

Prior to 2018, CBC's overall advisor-to-student ratio was one advisor per 700 students (more than double the national average of a 1:296 ratio). However, specialty programs, including the Mathematics, Engineering, Science Achievement (MESA) program and the U.S. Department of Education grant-funded Student Support Services (SSS) program, provided intrusive academic advising at ratios of 1:100 and 1:200, respectively. Students in these programs have outstanding completion rates ranging from 54% (MESA) to 77% (SSS). Over the 2019-20 and 2020-21 academic years, CBC hired eight new "Completion Coaches," reducing the advisor-to-student ratio from 700:1 to 300:1. In the first full year of this work (2020-21), CBC's English gateway completion rate for first-year students increased from 27% to 34%, and 30-college credits attainment increased from 37% to nearly 43%.

Example Three: Directed Self Placement

In 2020 CBC faculty and staff were given resources to develop an alternate "Directed Self Placement", in which students are guided through their options for college-level and developmental coursework in English and math before initial registration, and, instead of taking a standardized test for qualification, are allowed to make an informed choice in consultation with

a Completion Coach. This new placement model resulted in a drastic increase in the number of students placing into college-level courses (a 45.7% increase in English and a 52.7% increase in math). In one year, 77.4% of first year students took a college-level English course as their first course (up from 55.4%) and 42.8% of first-year students took a college-level math course as their first course (up from 29.1%). While there was initial concern that students might not perform as well under the DSP model, overall pass rates have remained steady, from 73.5% to 73.6% in English and from 71.8% to 71.9% in math. These two areas have the most potential for targeted DSP and transcript placement to increase Hispanic college level course taking.

Example Four: Course Redesign

Based on data that showed achievement gaps, the Physics faculty decided to completely redesign PHYS&110: Physics for Non-Science Majors. The new design was released in Winter 2022. The student success for this course in 2020-2021 was 73.5% with 17.09% of students receiving less than a 2.0. In 2021-22 the student success increased to 80.47% with 13.28% receiving less than a 2.0. the redesign also had a large impact on Hispanic students' success. The Hispanic student success in 2020-2021 was 47.6 % and went to 67.9 % in 2021-2022.

Process and Methodology

CBC has made some structural changes in how to best store and manage student data for the purposes of analyzing and evaluating how to foster student progress and resource allocation over the last 6-7 years. The Institutional Research team has transitioned from heavy use of standalone files / MS Access / MS Excel, which cannot be networked and accessed in real time. The transition has been toward Tableau Server (maintained by the SBCTC) which has a secure data access pipeline to the Institutional Research Data Server (PSQL-IR). The diagram of this change is shown in figures 12 and 13.

The implementation of this model has moved CBC into a new way of interacting with data. This new model has allowed CBC to use data in “real time” for many data collections that are updated daily and are automatically updated when term data are added to the server collection. Previously, data would become stale, outdated, and require frequent redistribution. However, with this transition, faculty and staff now receive data updates in enrollment, outcomes, etc. without needing to make new requests.

Finance staff have been able to leverage this by providing budget owners with daily access to their balances and remaining budget. Despite the time-consuming change to ctcLink, this shift has considerably streamlined the transition. Furthermore, the enhanced availability of data has elevated the College's intelligence, offering immediate and on-demand insights into enrollment and outcomes. This has enabled Institutional Research to reallocate savings on routine requests and instead spend resources on college-wide training in data and the integration of new data collections into the expanding dataset.

Figure 12

CBC Data Delivery Before 2018

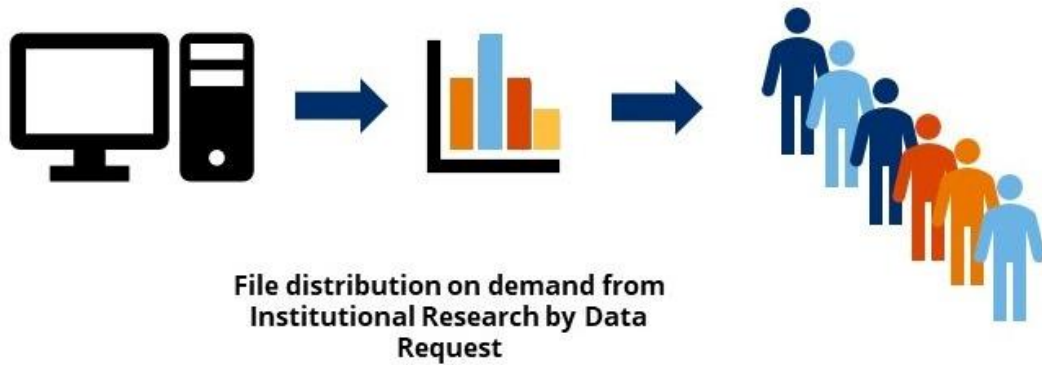
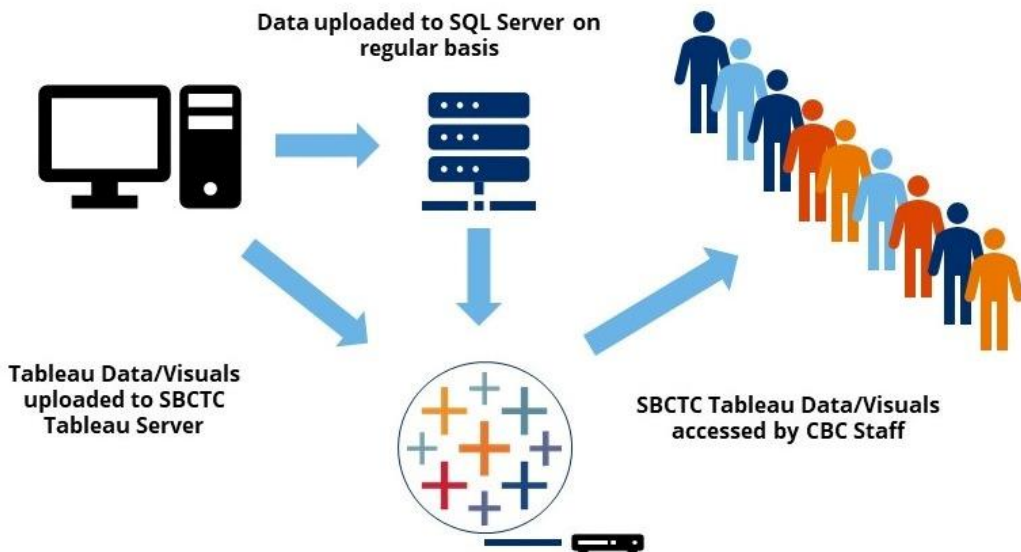


Figure 13

CBC Data Delivery After 2018



The democratization of data has also facilitated connections and learning opportunities that were once limited by the availability of IR staff. Knowledge about CBC has been put into the hands of practitioners who can effect change. Some of the ways the disaggregated data is used are:

- Academic program review process
- Assessment of institutional learning outcomes results
- Grant requests

Moving Forward

As access to data and ownership of research has branched out campus-wide, the better decisions that are made and results of those decisions do not always make it back to IR. There needs to be a better reporting mechanism to ensure that there is an understanding of how data is being used across the College.

Selected Evidence for 1.D.4

[Program Review Template](#)

Conclusion

Columbia Basin College continues on its journey towards becoming a student-ready college. This progress is evident in the report, showcasing CBC's work through its equity-centered strategic plan, dedication to being a Hispanic-Serving Institution (HSI), commitment to the Guided Pathways model, increased focus on student learning assessment, and data-informed decision-making. This comprehensive approach aligns with CBC's mission and ambitious 2029 goals, aiming to foster student success, equity, and institutional effectiveness.

Looking ahead, there are key initiatives that will help the College reach its goals. CBC has already begun integrating its planning process to ensure that departmental, committee, and other group efforts to meet the strategic plan goals and objectives are aligned and resources are allocated accordingly. Additionally, ongoing efforts are needed to develop a systematic assessment process, share results, and close the loop on ideas to improve student learning.

The three-year cycle for the Mission Fulfillment Report concludes in 2023, making 2023-24 a period for CBC to rethink priorities in reporting and measurement. This aligns well with the College's accreditation cycle, allowing the integration of insights gained through the peer evaluation process. With its focus on student success and a dedicated faculty and staff, the College has a strong foundation to fulfill its mission and meet its goals.

APPENDICES



Appendix A: Response to Policies, Regulations, and Financial Review (PRFR)

The review of the CBC's Year Six Policies, Regulations, and Financial Review (PRFR) contained one finding:

Finding Type 1:

Spring 2023 Policies, Regulations, and Financial Review—The following standards are areas substantially in compliance but where improvement is needed. (2020 Standard(s) 2.C.4)

Review Team Comment:

The records management policy that was provided is from 2007, which is both before ctcLink and the pandemic. If records management practices have changed it would be good for the college to provide more information in regard to this standard.

College's Original PRFR Response to 2.C.4

2.C.4 The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

The retention of student records, including provision for reliable and retrievable backup of those records, is a high priority. The Assistant Vice President for Enrollment Services, who is also the Registrar, has the primary responsibility for administrative policies and procedures pertaining to all student records, and is supported by the Associate Registrar and Assistant Registrar. The College follows the [Washington State Community and Technical Colleges Records Retention Schedule](#).

The College also has a [Data Governance Policy](#) to establish the College's requirements for the appropriate administration, maintenance, access, use, and security of institutional data. A Data Governance Committee is comprised of data stewards and data custodians who meet regularly to provide support and guidance in improving data as an asset to the College, reducing risk, and maximizing access and appropriate use of College data. The Assistant Vice President for Enrollment Services & Registrar is a member of the committee and is called out in the policy as the data custodian for enrollment and student records.

Student rights under the [Family Educational Rights and Privacy Act \(FERPA\)](#) are clearly articulated in the College's catalog, website, and the Code of Students Rights and Responsibilities. To ensure student rights are maintained, the College provides training to new faculty and staff through an on-line FERPA tutorial as well as a live FERPA presentation. Periodic updates and training during Teaching & Learning Professional Development Days are provided for all College personnel when new FERPA guidelines become available. The following is a list of additional procedures to assure FERPA compliance:

- Mandatory acceptance of confidentiality statement by staff and student employees prior to hire
- Program enhanced management of the College's Student Advising and Registration System (SARS)
- A lock-down file system
- Procedure for issuance of access to PeopleSoft (ctcLink) screens based on job duties and department need by Local Security Administrators (LSAs)
- Trainings on the student management system screens
- Secure Release of Information (ROI) procedure for authorized access to student records
- Trainings on ROI procedure to responsible staff

To protect the electronic records, file servers have Windows Shadow Copy enabled, which takes a snapshot of all files twice daily. Files are retained until overwritten (approximately 45 days). The backup software completes incremental data backups daily and full backups weekly. Those backup files are also written to magnetic tape which are retained in a vault for one month. The third week's tape backups are stored in a vault on the Richland campus for one year.

Required Evidence for 2.C.4

Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies

Records Management (CBC Policy)

[Data Governance](#) (CBC Policy)

[Student FERPA page](#)

[CBC Employee FERPA webpage](#)

[CBC Catalog:](#)

Annual Notification of Rights Under FERPA (page 23)

Records Retention (page 24)

[Washington State Community and Technical Colleges Records Retention Schedule](#)

The College's Response to the PRFR Committee Feedback:

The College's [Data Governance policy](#), which was used as evidence for this standard, covers the security, usage, storage, encryption, and access of sensitive and confidential data. The College has pulled the 2007 Records Management policy from the website and is analyzing what portions of the policy are not already covered by the data governance policy.

The College recently joined the Washington Association of Public Records Officers (WAPRO), providing access to a variety of policy resources. Additionally, the College has accessed the Electronic Records Policy Tool Kit from the Municipal Research and Services Center (MRSC), which provides guidance and policy templates to public employers in Washington State. These resources will be instrumental in guiding the policy development process.

The Office of Human Resources will lead the policy development in close collaboration with key departments, including the Office of the Registrar and Technology Services, to ensure development of a policy that is comprehensive and in alignment with the College's technological

capabilities. Once complete, the draft policy will be presented to the College's Administrative Council for review and input.

After incorporating any feedback, the Office of Human Resources will send the final draft policy to the President's Cabinet for review and approval. The College will announce the new policy to all employees and will support training and implementation by offering one or more training sessions during the 2024 Welcome Week prior to the start of fall quarter. The College will also incorporate training into the New Employee Orientation Week.

Appendix B: Distance Education Response

Policies and procedures for ensuring the student who registers in a Distance Education course or program is the same student who participates in the course and receives credit.

The College, along with all 34 colleges in the system, uses the SBCTC global admissions application. When students complete the application, they certify that all statements on the form, including identity information, are true to the best of their knowledge. When students are admitted to CBC, they receive an [acceptance letter](#) with their student ID number and within 24 hours they are sent an [account activation email](#) which then creates their assigned CBC email address. They are required to change their password from the temporarily assigned one and then they use this login information to access their account information as well as Canvas, CBC's learning management system. Students enrolled in online courses are required to login to Canvas to access course materials. Canvas uses the SSO/Active Directory and only those with active accounts granted by Information Services will be able to log in.

The [Acceptable Use of Information Technology Resources](#) policy states that “[O]nce a user receives access credentials (i.e., username, password, CBC student ID, etc.) for use of computing or network resources, the user is solely responsible for all actions taken while using those access credentials.” Two of the prohibited actions are: applying for any access credentials under false pretenses and allowing or facilitating use of your access credentials or password by any other person with permission. If users violate the latter, they are held responsible for the actions of any other individual gaining such access. Appropriate use of technology and academic dishonesty are also addressed in the Student Code of Conduct under Misuse of equipment and technology and Academic dishonesty.

Policies and procedures that make it clear student privacy is protected.

The [Acceptable Use of Information Technology Resources](#) policy speaks to the privacy of electronic records through Washington's Public Records law and the Family Education Rights and Privacy Act. The College has not created consistent language about student privacy and the use of proctoring software, but instructors who utilize it for testing explain how the recordings will be used.

Notifications to students at the time of registration of any additional charges associated with verification procedures.

Students are charged a [\\$9.00/credit instructional support fee](#) and some of these funds are used to pay for the learning management system, plagiarism detection software, a video platform, and proctoring software. Students are notified of fees through the [website](#) and [catalog](#) (page 8). When they pay their tuition, they see all of the [charges](#) including fees.

Academic policies and procedures for instructors to implement requirements for regular and substantive interactions in Distance Education courses or programs.

The College developed a [Regular and Substantive Interaction](#) policy with the assistance of a subcommittee of the Digital Learning Workgroup. The policy was presented to Faculty Senate for feedback. It was published and emailed to all faculty and staff in April 2023.

Under duties for both full-time and part-time faculty, the new [collective bargaining agreement](#) (pages 26 and 91) states that “Faculty teaching online must meet standards for Regular and Substantive Interaction set by the Department of Education.” Faculty are also asked to evaluate themselves on that criterion. Supervising administrators ensure RSI is occurring as part of their evaluation of faculty who are in the tenure review process as well as those being evaluated every three years post-tenure. The faculty leads, coordinators, and directors are responsible for evaluation of adjuncts and ensure they are meeting RSI requirements in their courses.

The Teaching and Learning Center for Excellence has compiled [RSI training materials](#) for faculty which include an [RSI checklist](#) and a [microlearning course](#).

The institution’s Distance Education programs are consistent with the mission and educational objectives of the institutions (Standard 1.C.1).

The College’s distance education programs are consistent with the College’s mission and educational objectives. All courses and programs, regardless of modality, go through the same approval process, ensuring a comprehensive evaluation of their alignment with student and community needs.

Institutions that offer courses or programs via multiple delivery modalities ensure learning outcomes and levels of student achievement are comparable across modalities (Standard 1.C.6).

All courses and programs regardless of delivery modality must be approved by the Curriculum Committee. Course learning outcomes are at the course level so every class section whether they are face-to-face, hybrid, or online are held to the same outcomes. This is the same for program learning outcomes. In the [program review process](#), faculty look at achievement levels across modalities to ensure comparable student achievement.

Selected Evidence for Appendix B

[Acceptable Use of Information Technology Resources](#) (CBC policy)

[Faculty Collective Bargaining Agreement](#) (pages 26 and 91)

[Regular and Substantive Interaction](#) (CBC policy)

[RSI checklist](#)