

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

March 12, 2012

Beers Board Room – 4:00PM

Agenda

Call to Order

Agenda Changes

Approval of Minutes

Minutes of February 13, 2012, Board of Trustees' Meeting

Exhibit A

Celebrating Excellence

Transition Center

Women's Basketball Team

Linkage with Community

Hispanic Chamber of Commerce

Remarks

By Administration

President

CEO, Foundation

By ASCBC

Exhibit B

By Faculty Senate Chair

By AHE

By Classified Staff

By Board Members

Student Success

Opportunity Grants

Exhibit C

HDEV

FYI redesign

Reports

Basic Skills Monitoring report

Exhibit D

Discussion

College Day

Exhibit E

Honorary BAS nomination

Tenure Review files

Consent

Naming of Forensic Science Lab

Public Comments

Executive Session

Adjournment

EXHIBIT A

Columbia Basin College
Board of Trustees' Meeting
Minutes
February 13, 2012
Beers Board Room – 4:00 p.m.

Members in attendance: Sherry Armijo, Reneé Finke, Enriqueta Mayuga, Sal Mendoza, Duke Mitchell

President Cummins, Secretary to the Board; Lupe Perez, Recording Secretary

Others in Attendance: Ty Beaver, Derek Brandes, Peggy Buchmiller, Leonor de Maldonado, Curt Freed, Camie Glatt, Mike Grinnell, Carol Groce, Joanie Guercia, Ken Hohenberg, Maddy Jeffs, Ty Jones, Yesenia Lazaro, Melissa McBurney, Bill McKay, Deborah Meadows, Frank Murray, Jim Raymond, Brett Riley, Bob Rosselli, Susan Sandmeier, Bill Saraceno, Alice Schlegel, Ryan Washburn, Tim Woodward

The Agenda	The Discussion	Action
Call to Order	Meeting called to order by Trustee Finke at 4:02 p.m.	
Agenda Changes	<ul style="list-style-type: none"> • Move Discussion item “Naming of Forensic Science Lab” after Approval of Minutes • Under Celebrating Excellence, table Transition Center until March 12, 2012 Board Meeting • Under Student Success remove HDEV Success data 	
Approval of Minutes	<ul style="list-style-type: none"> • January 9, 2012 	<ul style="list-style-type: none"> • Trustee Armijo moved and Trustee Mitchell seconded to approve the minutes as written. Approved unanimously.
Discussion Naming of Forensics Lab	<p><u>Trustee Finke</u></p> <ul style="list-style-type: none"> • The Advisory Committee convened for the purpose of reviewing the proposed naming of a CBC facility for former Criminal Justice Instructor Jim Ownby is recommending the Criminal Justice Forensic Lab be named in his honor. 	<ul style="list-style-type: none"> • Trustee Mitchell moved and Trustee Armijo seconded to move Naming of Forensics Lab to March 12, 2012 Consent Agenda. Approved unanimously.
Celebrating Excellence Bernie Vinther	<p><u>President Cummins</u></p> <ul style="list-style-type: none"> • Bernie Vinther is a very unique individual who went through CBC’s Machine Technology program. Mr. Vinther owns his own machine shop, and is legally blind. He has now been awarded an AAS degree from CBC. He is doing CBC proud and humbled by his achievement. • Mr. Vinther introduced his wife (Brenda) and seeing-eye-dog (Griff). He thanked the Board, President Cummins, and everyone at CBC that helped him during his time here. He is grateful for everyone’s support. 	

	<p>provided by Foundation.</p> <ul style="list-style-type: none"> • Casino Night: Service & Activities Board is hosting Casino Night on February 16th, 7:00- 10:00PM in the Hawk Union Building (HUB). All CBC students and their friends are invited to participate in a night of fun. • Web Re-design: ASCBC President and VP have been attending the CBC web re-design meetings since the beginning of the 2011-12 school year. There have been many accomplishments with the help of all the faculty/staff on this committee. • Career Expo: Clubs are being given the opportunity to help and volunteer their time at this year's Career Expo, coordinated by Student Employment. This event will take place on February 16th from 6:45AM-2:00PM in the HUB. • Service & Activities (S & A): Committee had their first official meeting on January 25th. • President's and Dean's bowling event was a success. Appreciate everyone's support. 	
Faculty Senate Chair	<p><u>Joanie Guercia</u></p> <ul style="list-style-type: none"> • This year's NISOD recipients are Kay Lynn Stevens and Tammy Wend. • The 2011-12 In-service speaker will be Mike Durst. 	
AHE	<p><u>Melissa McBurney</u></p> <ul style="list-style-type: none"> • Bargaining support team is meeting with various groups on campus for suggestions. 	
Classified Staff	<p><u>Carol Groce</u></p> <ul style="list-style-type: none"> • State districts will be meeting in March. Should have updates this spring. 	
Board Members	<p><u>Trustee Mayuga</u></p> <ul style="list-style-type: none"> • Just returned from her mission work in the Phillipines. Very rewarding experience. <p><u>Trustee Armijo</u></p> <ul style="list-style-type: none"> • Enjoyed Athletic banquet. • Congratulations to Rich on his Ag award. <p><u>Trustee Mendoza</u></p> <ul style="list-style-type: none"> • Attended New Trustee and general conference in January. Great opportunity to discuss Trustee responsibilities and resources. • Attended and participated in College Night. Learned a lot about Financial Aid 	

Fiscal Health	<ul style="list-style-type: none"> • Curriculum will be based on the state standards. • Anticipate program to be self-supporting. • The program would serve 100-250 students and help them meet the state requirements for graduation. • Encourage and prepare graduates to enroll at CBC and other higher education institutions. <p><u>Bill Saraceno</u></p> <ul style="list-style-type: none"> • Proposed Measures of Fiscal Health for Washington Community and Technical Colleges. • Develop a limited number of measures that when considered together; provide some insights about the fiscal health of a college. Additionally, the measures should be useful to the colleges in assessing the results of their operations and fiscal health relative to other colleges in the system. • Overall, CBC is doing a good job. 	
Discussion College Day	<p><u>President Cummins</u></p> <ul style="list-style-type: none"> • Learned at New Trustee Orientation the idea of Trustees and Board members shadowing college students. Trustee Mitchell will be receiving information from Highline cohort. 	<ul style="list-style-type: none"> • Trustees Mendoza and Mitchell will work with President Cummins on this project.
Public Comments	<p><u>Bernie Vinther</u></p> <ul style="list-style-type: none"> • Mr. Vinther expressed importance of achieving and pursuing a better education. 	
Executive Session	<ul style="list-style-type: none"> • RCW 42.30.110(l)(g) To review the performance of a public employee. 	Board of Trustees convened for Executive Session at 6:04PM
Workshop	Standing Agenda	
Adjournment: 6:58 p.m.	<p>Next Regular Meeting March 12, 2012 – 4:00 p.m. Beers Board Room</p>	lp

EXHIBIT B

ASCBC Update: March



The Pregnancy Project

The true story of a high school senior who faked her pregnancy and became international headlines is a CBC hawk! Her name is Gaby Rodriguez. Everyone was invited to attend *The Pregnancy Project* on Feb 23rd. The evening started with a book signing. Thanks to the CBC bookstore who sold copies of Gaby's book. We then showed the Lifetime movie based on Gaby's experience. And finally, Gaby took questions for about 1/2 hour post-film. We had 80 people in attendance.



Highlighted Events:

- Feb. 23— The Pregnancy Project
- Feb. 28— Karaoke
- March 6— Inside Job
- March 7— Mikey E. Winfield
- March 23— Hunger Games

Constitution

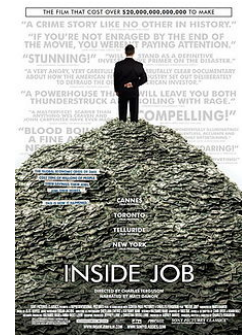
The ASCBC VP and myself have been working on finalizing changes in the ASCBC Constitution. We are now moving through phase one, the approval process within the student government structure.

Budget Committee

The Leadership Council has been attentively listening to various proposals. We are glad to say that our last day of proposals was February 29th. With this in mind, we are now working on finalizing the Budget Recommendation which will then be presented to Club Council on March 15; and if approved by Club Council, we hope to present it to the Board at the April meeting.

Inside Job

Inside Job is a documentary of the shocking timeline leading up to the economic crisis of 2008, written and directed by Charles Ferguson. After the film, there was a post-film panel discussion with special guests. All this took place on March 6, from 6:00PM-9:00PM in the Gjerde Center. This film also won best documentary at the Academy Awards in 2010.



Mike E. Winfield

Mike E. Winfield is a comedian who has been on the Late Show, the Office, and Comics Unleashed. On March 7, the service & activities board (SAB) sponsored his performance from 11:30AM-12:30PM in the HUB.

Movie: Hunger Games

The SAB officers are currently working on a deal with Fairchild Cinemas to show the "Hunger Games" as a midnight premiere for CBC students as either a free event or at a discounted rate. The current date being discussed is March 23 at 12:01 a.m. which means CBC students might be the first people in the TC to see this highly anticipated film.

Karaoke!!!!

On February 28, students were invited to sing their hearts out at the Karaoke & Open Mic event. All voices...silly, trained, or novice...were welcome. Our Service & Activities Board Officers handed out freshly popped popcorn to students around the HUB! This event took place from 10:00 a.m.—1:00 p.m.



EXHIBIT C

Opportunity Grant Program March 12, 2012

What is an Opportunity Grant?

Opportunity Grant is a state funded grant that began at Columbia Basin College in 2007. The Opportunity Grant helps low-income adults train for high-wage, high-demand careers. These careers provide a beginning wage of \$13 per hour.

Who is Eligible?

- Washington resident student as defined by law (see RCW 28B.15.012).
- Students who have been approved for a grant-eligible program Family income at or below 200% of the federal poverty level.
- Financial need based on the Free Application for Federal Student Aid (FAFSA).
- Students must maintain a 2.0 grade point average.

What does an Opportunity Grant pay for?

- Students can get funding for up to 45 credits to be used within three years.
- Student awards may cover tuition and fees, and up to \$1,000 per year for books and supplies.
- You may also be able to get: tutoring, career advising, college success classes, emergency child care, and emergency transportation.

Why is Opportunity Grant so important to our students here at Columbia Basin College?

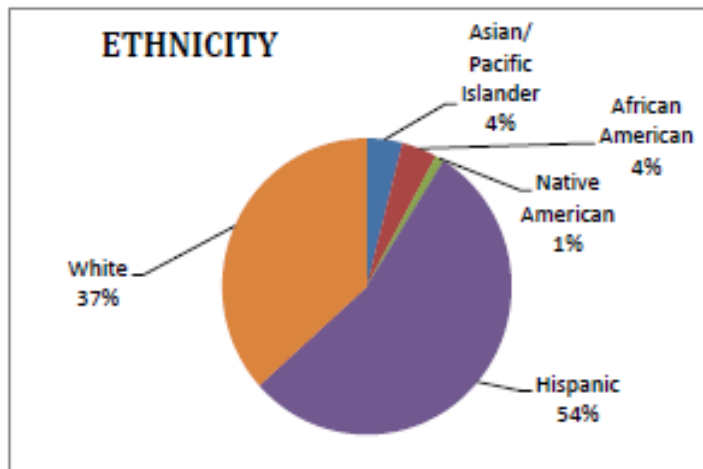
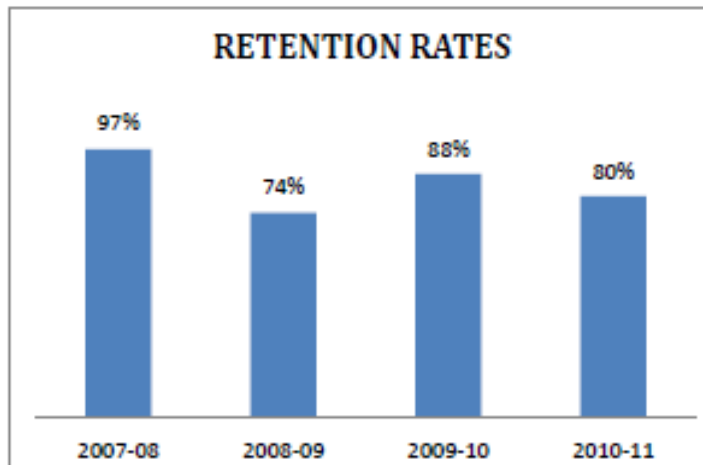
Since 2007, the average retention rate for Opportunity Grant has been 85%. The success of the program is based on a collaborative effort, which combines financial aid assistance and student support services. These services are individualized for every Opportunity Grant student. We provide mentoring, tutoring, and career advising to all Opportunity Grant students, as well as up to 45 credits of paid tuition/fees and book money. There are numerous reasons students seek assistance from Opportunity Grant. Some students are seeking retraining due to a recent job loss, and others are looking to update their skills in order to maintain current employment. Many of the students we serve express the need for short-term training that will allow them to find quick employment upon completion. Opportunity Grant is extremely important because we are able to fund short-term certificates, without this funding many of our students would not be able to attend college.

Degree and Certificate Completions for 2007-2011	
Year	# of students who completed a short-term cert. or 2-yr degree
2007-2008	36
2008-2009	52
2009-2010	56
2010-2011	55

OPPORTUNITY GRANT PROGRAM

COLUMBIA BASIN COLLEGE

STUDENT PROFILE 2010-11



GENDER

Female 79% Male 21%

FAMILY

Average Family Size: 3

-with school-aged children: 42

Median Household Income (Independent): \$15,545

KEY FACTS 2010-11

FY 11 ALLOCATION-STUDENT AID

- \$235,912

FY 11 ALLOCATION-WRAP AROUND

- \$78,000

PROGRAM ENROLLMENT TARGETS

- Headcount 90
- Full-Time Equivalent 52

PROGRAM ENROLLMENT ACTUAL

- Headcount 136
- Full-Time Equivalent 90

HIGHEST ENROLLED CAREER CLUSTERS

- Health Services
- Business Management and Administration
- Education and Training

SPECIAL PROGRAMS

- Internships
- Graduation Congratulations Card

EXHIBIT D

Basic Skills Monitoring Report

March, 2012

Introduction

The Basic Skills End State is a key mission area and core theme for CBC, reflecting the college's goal to prepare students for success in college level courses. The indicators included in this report reflect CBC's performance in accomplishing this mission area. The Data and Analysis slides that accompany this report document the data upon which the report is based. (Slides 2 and 3 list Goals and Indicators for this End State.)

The assessment of CBC's Basic Skills program is based on a model of effectiveness that includes the assessment in four main goal areas: (a) Programs are run efficiently and effectively; (b) Students demonstrate progress through their programs; (c) Students achieve their educational goals; and (d) Students transition to higher-level education programs. The results related to goals and indicators are provided in summary within this report.

Data sources for this End State Monitoring Report include data on student academic progress for the 2010-2011 academic year from the SBCTC Data Warehouse (lagging indicators); from the 2012 SBCTC Basic Skills Grant Extension Website; and from the SBCTC Program Administrator for GED testing/WABERS. This report also includes student survey data from the 2011-2012 academic year (current indicators).

Methodology

This report represents the integration of data from multiple sources. While the overall Mission Area and Goals remain the same from year to year, barring intentional changes made by the Board or Administration, the indicators may change from year to year. For example, this year the SBCTC provided cross-college comparison data in a slightly different format than last year, defining lower-level ABE as levels 1-3, compared to levels 1-2 last year, and upper level ABE as level 4 plus GED levels 1-2, compared to levels 4-6 last year. In addition, since each year there tends to be a larger amount of information available, there are consequently more indicators available. As a result, the indicators in any year's report will represent samples from a larger population of indicators. These changes in the number or composition of indicators should serve to increase the reliability and validity of the analyses, just as items on a nationally-normed test are periodically upgraded to improve the test.

Evaluation of many of the indicators in this report relies on comparing CBC's performance to that of other colleges, just as classroom grades often reflect "grading on the curve," that measures performance in relation to that of other students. Unless otherwise noted, indicators in which CBC's performance is in the top 11 colleges in the state is taken to be "Good" performance. Performance ranked from 12-22 is considered "Neutral" performance, and below 22 is rated as "Poor" performance. The lone exception is found in the student survey, for which there are no cross-college comparisons. In this case, the usual standards (e.g., 4.0 or higher is "high", 3.5-4.0 is "moderate") have been applied.

An overall performance score for Basic Skills is computed by converting the performance on each indicator to a numerical value (2 for Good, 1 for Neutral, 0 for Poor) to compare total points to total possible points across all indicators. However, the indicators for Goal D, addressing the transition of Basic Skills students to college level, were merged into a single indicator to avoid over-weighting that Goal because an extremely low rate of Basic Skills students at any college in the state complete college level credits.

Overview of Basic Skills Enrollment Trends

- Basic Skills enrollments dropped from 2008-2009 to 2009-2010 due to a planned downsizing of the Basic Skills program. (Slide 4)
- Enrollment in ABE and GED programs has remained fairly steady over the past three years. Enrollment in the ESL levels, however, has dropped. (Slide 5)

Summary of Goal and Indicator Outcomes

Reported Indicators for Goal A: Basic Skills programs are run efficiently and effectively

Assessment of this goal used data from the SBCTC Grant Extension website and student survey data.

- A high percentage (roughly 90%) of Basic Skills students were classified as “Federally Reportable,” which means their individual data was well-documented, including name, SID, demographic information, ethnicity, gender, pre-test scores, and other information. This is about the same ranking and performance as last year. (Slides 7 and 8)
- Student perceptions of the value of their Basic Skills education at CBC were very positive (Slide 9). Means for all items exceeded 4.0. Student ratings of the “Value of instruction I have received” (mean=4.28) and “Engagement in learning experiences” (mean=4.23) were especially high, and the overall mean was 4.18. The items means showed consistent improvement over last year’s values, where the overall mean was 4.05.
- Student perceptions of faculty pedagogy were consistently very positive, with means for all but three exceeding 4.0 (Slide 10). Student ratings of “Explained things clearly” and “Answered my questions” were particularly positive (4.40). These means were considerably higher than last year’s values, where the mean was below 3.50.
- Student perceptions about achieving the Student Learning Outcomes (SLOs) were generally in the high-moderate range (3.75- 4.0), with “Writing clearly and effectively” (3.90) and “Using computing and information technology” (3.86) receiving the highest ratings. The only mean in the low range was “Learning in an online environment” (3.44). The overall mean of 3.75 was quite consistent with last year’s result of 3.78. (Slides 11)
- I-BEST enrollment trends (Slides 12 and 13) indicated that number of students participating in CBC’s I-BEST programs last year increased 40% over 2009-2010 levels, which compared very favorably to trends at other colleges.

Reported Indicators for Goal B: Students demonstrate progress through their programs

- CBC placed in the middle ranks of colleges in terms of Student Achievement Initiative (SAI) points per student, a measure of progress through the various levels of the ESL, ABE, and GED programs. The current rank of 15 (based on 1.69 points/student) was similar to last year’s rank of 17. Last year’s indicator, however, was based on progression through levels, rather than on SAI points, so a direct comparison is unavailable. (Slides 15 and 16).
- In terms of SAI points/student in the lower three levels of ESL, CBC ranked 13 out of 28 community colleges, at 1.85 points/student, considerably higher than last year’s value of 24 (roughly 1.5 points/student). (Slides 17 and 18)
- CBC ranked 11 out of 28 on SAI points/student for the higher ESL programs (levels 4-6), at 1.87 points/student. This is lower than last year’s rank of 7 (2.1 points/student). (Slides 19 and 20)
- CBC ranked 19 out of 28 on SAI points per student for ABE levels 1-3 (1.60 points/student). This compares with a rank of 24 last year for lower level ABE (1.25 points/student). (Slides 21 and 22)

Reported Indicators for Goal C: Students achieve goals in career and educational pathways

- Roughly 25% of CBC Basic Skills students achieved a stated goal of improving their basic literacy skills, placing CBC at a rank of 15 of 28 in the state. This is very similar to last year’s performance, in which the rank was 16 (27% achieving the goal). (Slides 24 and 25)
- A higher percentage of students achieved the goal of improving their English language skills. On this measure, 52% of CBC Basic Skills students accomplished their goal, placing CBC at a rank of 8 out of 28 in the state. Last year’s rank was 12 (46% achieving the goal). (Slide 26 and 27)
- CBC ranked 11th in terms of students’ achieving their goal of earning a GED or high school diploma, at 49.4%. Last year’s rank was also 11th (at 51%). (Slides 28 and 29).
- Slightly over 61% of CBC Basic Skills students with a goal of entering post-secondary education succeeding in achieving this goal, with CBC ranking 19th in the state on this indicator. Last year’s rank was 9th (90%). (Slides 30 and 31)

- For the I-BEST programs, completion rates were roughly 90% or higher for four of six programs. Completions for the Nursing Assistant Certificate for fall and winter quarters of 2010 (at 100% and 90% respectively) were highest, along with Phlebotomy (also at 90%). The lowest completion rate was for Solid Modeling (50%). (I-BEST data were not reported last year and comparisons are not provided.) (Slide 32)

Reported Indicators for Goal D: Students transition to higher-level education programs

Data for the indicators in Goal D was obtained by tracking students in the 2008-09 cohort through 2011. In general, the transition to higher education proved very difficult for the Basic Skills students to accomplish.

- Only about 0.8% of CBC Basic Skills students succeeded in earning 45 college-level credits within this time frame, placing CBC at a rank of 27 out of 28. Data from last year are not directly comparable, because last year's data was delineated somewhat differently, but CBC's rank last year was also in the high 20s range. (Slides 34 and 35)
- Roughly 2.7% of Basic Skills students were able to earn either a degree or certificate within this time frame (clearly certificates were the common credential achieved), placing CBC at a rank of 19th in the state. Last year CBC ranked 20th, with 2.1% earning a degree or certificate. (Slides 36 and 37)
- As would be expected, the most difficult task for Basic Skills students was to transfer to a four-year educational institution. On this measure, none of the CBC cohort transferred and CBC received a rank of 27. Last year only 0.04% transferred, resulting in a ranking of 17 for CBC. (Slides 38 and 39).

Basic Skills End State Outcome Summary

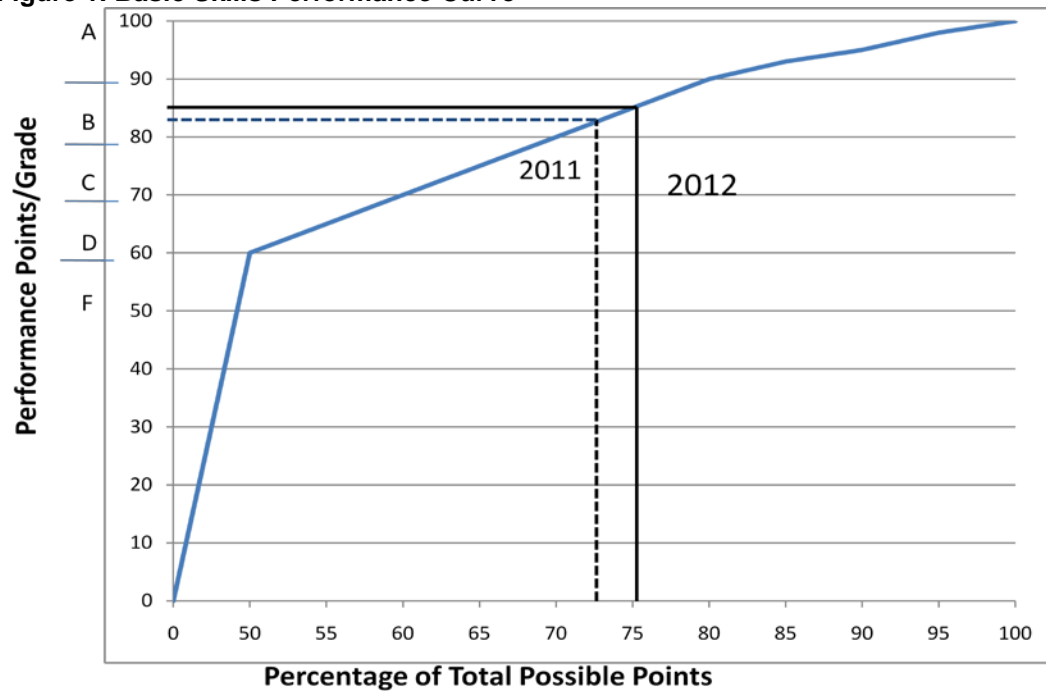
The indicator outcomes were entered into Nichols' tables to summarize and evaluate indicator results, to draw conclusions about overall Basic Skills End State performance, and to identify appropriate improvement actions. Consistent with previous reports, each indicator was assigned a value of "2" for good performance, "1" for neutral performance, or "0" for poor performance. A total of 15 indicators were used, with a total of 30 possible points. Note that the indicators within Goal D were combined into a single value, to avoid over-weighting these indicators. Results for each Goal are provided in the Table below. A total of 8 indicators received a "2" or Good outcome, including all five indicators for Goal A. Two of the three indicators within Goal D received a "0" or Poor performance value, so that the combined indicator value was assigned a value of "0". These values resulted in a total of 23 out of 30 points, for 76.6% of the total possible points.

Table 1. Computing a Basic Skills performance score

Goal:	Indicators	Possible Points	Points	% of Possible Points
Goal A: Program efficiency and student satisfaction	5	10	10	100.00%
Goal B: Students demonstrate progress	4	8	5	50.00%
Goal C: Student achieve their educational goals	5	10	8	80.0%
Goal D: Students transition to higher-level education	1	2	0	0.00%
Totals	15	30	23	76.6%

Using the standard Performance Curve developed several years ago, this percentage corresponds to a value of 84 Performance Points for an overall "B" level of performance (see Figure 1 below). Last year, a total of 73.3% of total points were obtained, for a Performance Point value of 83, also a B performance level.

Figure 1. Basic Skills Performance Curve



Improvement Actions

Improvement actions have been noted for each of the indicators receiving an outcome less than total points.

- Students will be oriented and advised to develop clear goals for completion of their Basic Skills education, and to prepare for higher learning through college level work and preparation for completion of a workforce program or university transfer.
- Active advising strategies will be implemented through the instructional process as well as through other methods of student assistance that focus on academic planning beyond Basic Skills and preparation for transition to higher education.
- A review of WABERS data will be conducted to ensure that data collected and reported to SBCTC for statewide reporting processes is consistent with locally generated data on student success and completion.
- Continued efforts will be made to increase the variety and number of I-BEST offerings available to students. Students will be encouraged and advised to enroll in I-BEST programs that increase transition and student success.

Assessment of Previous Improvement Actions

The only improvement action listed on the previous report was the development of scales for the individual indicators. Progress on the development of CBC specific benchmarks and rating scales has yet to be completed. Changes in indicators for this report, reflecting updated priorities of student success initiatives to include transition of Basic Skills students into higher education levels, has been expanded significantly and needs further study. This improvement action will remain necessary and should be accomplished prior to subsequent Basic Skills Monitoring Reports.

Conclusion

Performance on the Basic Skills End State was strong in relation to Goal A. The high Federally Reportable rate indicated considerable diligence in gathering and tracking data on CBC's students. Students provided very positive ratings of their educational experience at CBC and a positive assessment of the faculty pedagogy and interactions. Enrollments in I-BEST have shown a strong increase with positive student attainment. In terms of Goal B, CBC's performance was generally moderate, falling in the middle ranks as compared to the other colleges. While CBC achieved strong performance in moving students through the higher levels of ESL, there was a weaker performance in moving students through higher level ABE and the GED program. Completions within the I-BEST program were generally quite high. Performance for Goal C, showed some areas of high performance (improving English language skills, earning a GED or high school diploma) while other areas were more moderate (improving basic literacy skills, entering post-secondary education). Performance related to Goal D was weak compared to other colleges (earning college-level credits, completing degrees or certificates) and remains an area that needs to make progress through the improvement actions noted above.

Basic Skills Monitoring Report Data and Analysis

March 12, 2012

Joe Montgomery, Susan Sandmeier, Curt Freed

Nichols Table for Basic Skills

Goal A: Basic Skills programs are run efficiently and effectively	Indicators:
	A1: Pct of students who are federally reportable
	A2: Student perceptions of the value of their Basic Skills education
	A3: Student perceptions of faculty pedagogy
	A4: Achieving the Student Learning Outcomes
	A5: I-BEST enrollment trend

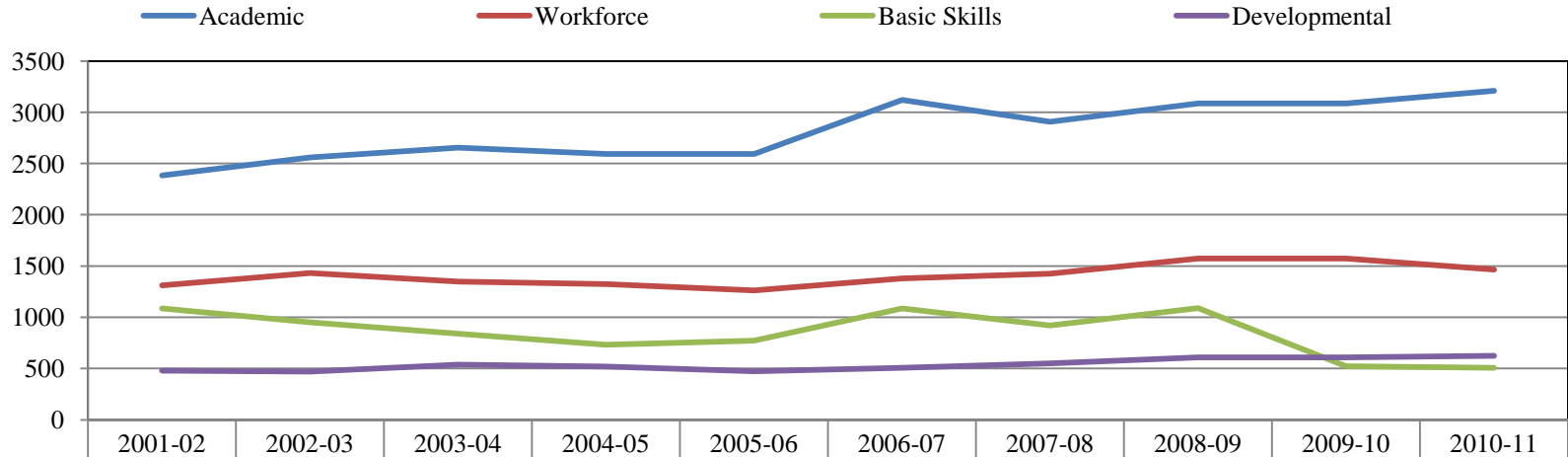
Goal B: Students demonstrate progress through their programs (SAI points)	Indicator:
	B1: Basic Skills SAI points
	B2: SAI points ESL 1-3
	B3: SAI points for ESL 4-6
	B4: SAI points for ABE 1-3

Goal C: Students achieve their educational goals	Indicators:
	C1: Achieve goal of completing basic literacy skills
	C2: Achieve goal of completing English language skills
	C3: Achieve goal of earning GED or HS Diploma
	C4: Achieve goal of entering post-secondary education
	C5: IBEST Completions

Goal D: Students transition to higher-level education programs	Indicators:
	D1: Achieving 45 or more college credits in 3 years
	D2: Basic Skills students earning a 2-yr degree or certificate
	D3: Basic Skills student transferring to a 4-year institution

Background: Enrollment Trends

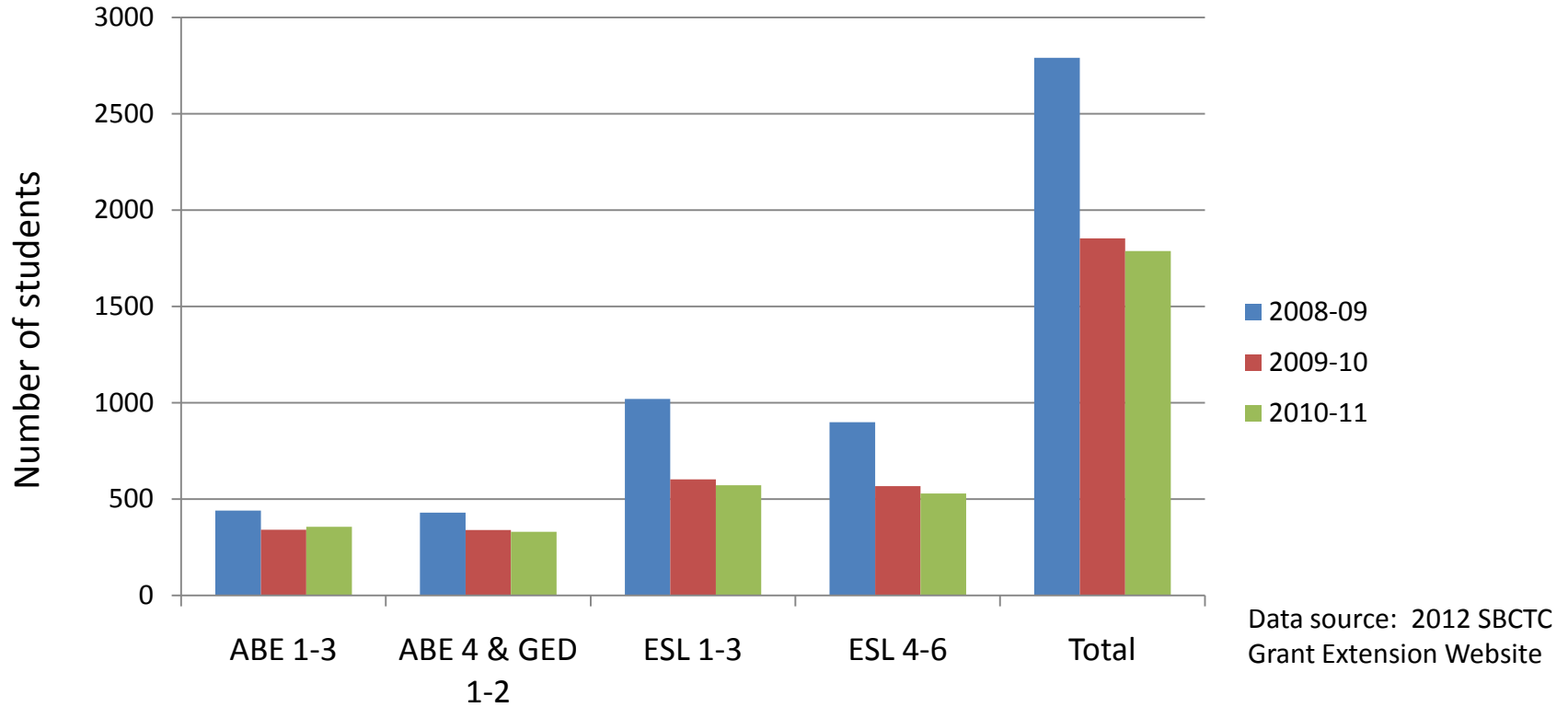
Historic FTE by Institutional Intent



	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Academic	2382	2558	2655	2594	2592	3119	2908	3086	3086	3210
Workforce	1313	1432	1350	1325	1261	1378	1425	1574	1574	1465
Basic Skills	1085	950	840	733	771	1086	920	1090	522	508
Developmental	481	471	539	521	474	506	551	610	610	623

	10-Year Pct Change
Academic	34.8%
Workforce	11.6%
Basic Skills	-53.2%
Developmental	29.6%
Total	17.1%

Basic Skills Enrollment Trends (Headcounts)



Basic Skills Level

Type of Student:	2008-09	2009-10	2010-11
ABE 1-3	441	342	356
ABE 4 & GED 1-2	430	340	330
ESL 1-3	1020	603	572
ESL 4-6	899	568	530
Total	2790	1853	1788

Goal A: The Basic Skills program is run efficiently and effectively

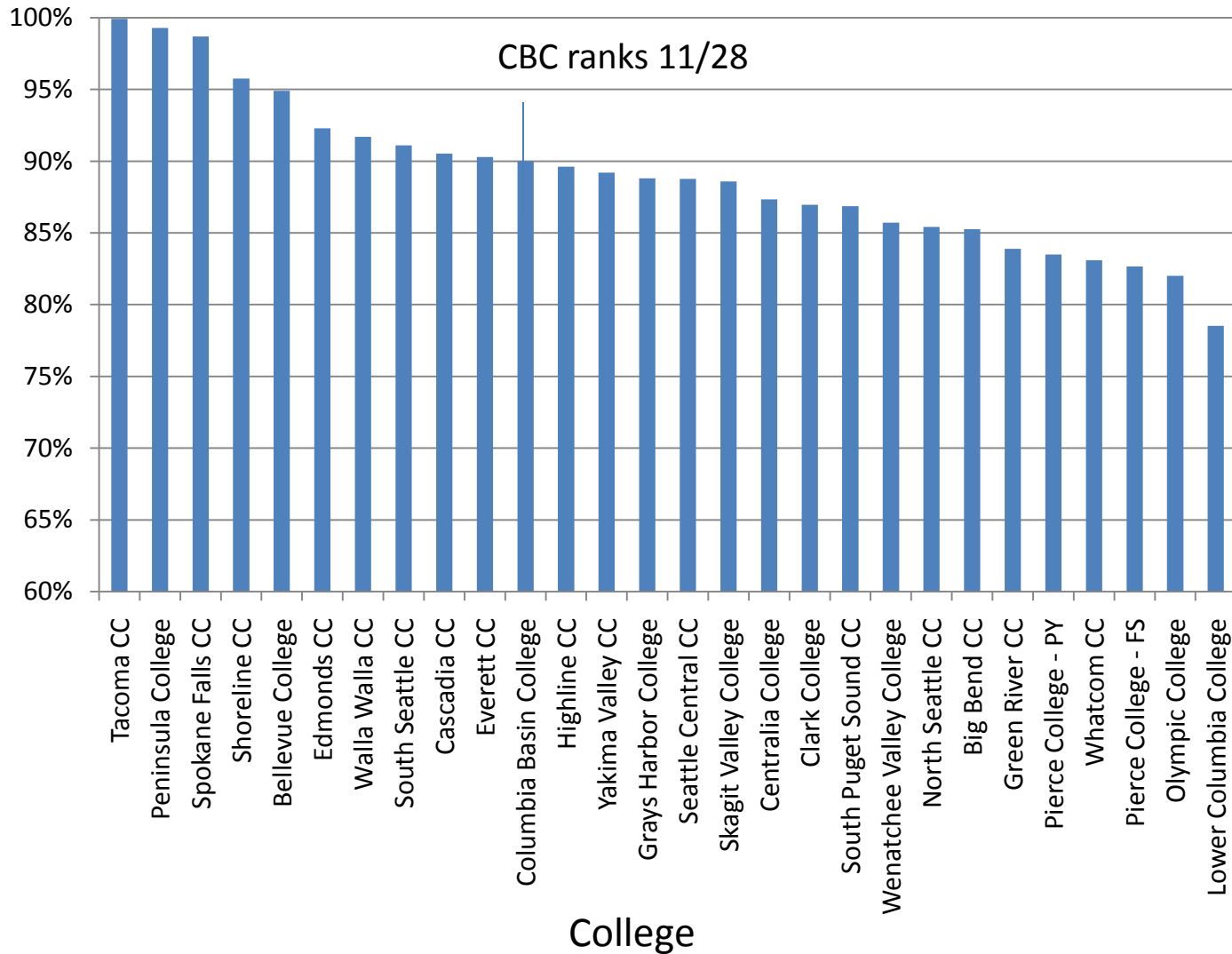
A1: Percent of Students Federally Reportable

College:	Fed. Reportable	Not Fed. Reportable	Total	% Fed. Reportable	Rank
Tacoma CC	1071	1	1072	100%	1
Peninsula College	958	7	965	99%	2
Spokane Falls CC	3777	50	3827	99%	3
Shoreline CC	1014	45	1059	96%	4
Bellevue College	1621	87	1708	95%	5
Edmonds CC	3004	251	3255	92%	6
Walla Walla CC	1026	93	1119	92%	7
South Seattle CC	1861	182	2043	91%	8
Cascadia CC	544	57	601	91%	9
Everett CC	2498	269	2767	90%	10
Columbia Basin College	1788	199	1987	90%	11
Highline CC	4891	567	5458	90%	12
Yakima Valley CC	2785	337	3122	89%	13
Grays Harbor College	817	103	920	89%	14
Seattle Central CC	2798	354	3152	89%	15
Skagit Valley College	1172	151	1323	89%	16
Centralia College	1049	152	1201	87%	17
Clark College	2988	448	3436	87%	18
South Puget Sound CC	1189	180	1369	87%	19
Wenatchee Valley College	612	102	714	86%	20
North Seattle CC	1370	234	1604	85%	21
Big Bend CC	913	158	1071	85%	22
Green River CC	2089	401	2490	84%	23
Pierce College - PY	799	158	957	83%	24
Whatcom CC	752	153	905	83%	25
Pierce College - FS	1006	211	1217	83%	26
Olympic College	1112	244	1356	82%	27
Lower Columbia College	1101	301	1402	79%	28

Data to be federally reportable:
Name, SID, Demographic info.,
Ethnicity, Gender, DOB,
Employment status, pre-test
scores, identified goals,
at least 12 hours attendance

- CBC's rank of 11 this year was comparable to last year's rank of 10.
- The percentage was roughly 90% for both years.

A1: Percent of Students Federally Reportable



Outcome= 2

Data source: 2012 SBCTC Grant Extension Website

CBCs rank last year was 10 (~90% reportable)

A2: Student perceptions of the value of their Basic Skills education

Rating Scale:

1= Very poor

2= Poor

3= Neutral

4=Good

5= Very good

How would you rate each of the following aspects of your education at CBC?		
Question 13. Overall Evaluation	N	Mean
a. Overall quality of instruction	65	4.12
b. Value of the education I have received	68	4.28
c. Interactions with instructors	66	4.17
d. Learning work-related skills	61	4.08
h. Equipment and technology in the classroom	63	4.13
i. Quality of the building and facilities on campus	60	4.22
j. Feeling safe on campus	66	4.23
k. Engagement in learning experiences at CBC	61	4.23
Overall mean		4.18

<u>Item mean</u>	<u>Interpretation</u>
> 4.0	High satisfaction
3.5- 4.0	Moderate satisfaction
3.0-3.5	Low satisfaction
< 3.0	Very low satisfaction

- Means for these items were quite positive for all items (all means exceeded 4.0).
- Means for these items were generally higher than the 2010 student survey results, where the overall mean was 4.05.

Source of data: 2011 CBC Student Survey

Overall Mean Outcomes:

If the mean > 3.5 Outcome= 2

If the mean < 3.5 but > 3.0 Outcome= 1

If the mean < 3.0 the Outcome= 0

Outcome= 2

A3: Student Perceptions of Faculty Pedagogy

Q3: Student perceptions of pedagogy	Item Means
a. Introduced intriguing questions or problems.	3.71
b. Shown how the topic is personally relevant.	3.97
c. Stimulated me to think about the topic.	4.07
d. Asked for conclusions based on data or information.	4.10
e. Focused mainly on the lecture method.	3.92
f. Seemed to appreciate my contributions in class.	4.29
g. Encouraged classroom discussions.	4.25
h. Said "hello" to me on campus.	4.22
i. Explained things clearly.	4.40
j. Answered my questions.	4.40
k. Involved students in class projects.	4.32
l. Displayed passion and commitment for their subject area.	4.22
m. Gave me encouraging feedback.	4.19
Overall Mean	4.16

Scale:

5=Very often

4= Regularly

3= Sometimes

2= Rarely

1= Never

Means for 10/13 items exceeded 4.0; results were very positive

Item mean Interpretation

> 4.0 High satisfaction

3.5- 4.0 Moderate satisfaction

3.0-3.5 Low satisfaction

< 3.0 Very low satisfaction

Source of data: 2011 CBC Student Survey

- Means for these items were quite positive for all items (all means except 3 exceeded 4.0).
- Means for these items were much higher than on the 2010 student survey, where the overall mean was only 3.5.

Outcome= 2

Overall Mean Outcomes:

If the mean > 3.5 Outcome= 2

If the mean < 3.5 but > 3.0 Outcome= 1

If the mean < 3.0 the Outcome= 0

A4: Achieving the Student Learning Outcomes

Q5: How much has CBC contributed to your knowledge, skills, and personal growth in the following areas?	Item Means
d. Writing clearly and effectively.	3.90
e. Speaking and presenting ability.	3.83
f. Thinking critically and analytically.	3.80
g. Understanding and using mathematical concepts	3.69
h. Using computing and information technology.	3.86
k. Learning in an online environment.	3.44
l. Building relationships with people of diverse backgrounds.	3.76
Overall	3.75

Contribution Scale:

- 5= Very much
- 4= Moderately
- 3= Some
- 2= Very little
- 1= Not at all

<u>Item mean</u>	<u>Interpretation</u>
> 4.0	High satisfaction
3.5- 4.0	Moderate satisfaction
3.0-3.5	Low satisfaction
< 3.0	Very low satisfaction

- Means ranged from 3.44 to 3.90.
- The overall mean of 3.75 reflected a moderate level of contribution to the students. The only item below 3.5 was “learning in an online environment (k).
- Item means here were very consistent with last year’s values, where the overall mean was 3.78.

Source of data: 2011 CBC Student Survey

Overall Mean Outcomes:

- If the mean > 3.5 Outcome= 2
- If the mean < 3.5 but > 3.0 Outcome= 1
- If the mean < 3.0 the Outcome= 0

Outcome= 2

A5: IBEST Enrollment Trend*

College:	2009-10 Annual	2010-11 Annual	% of Prior Year Actual	Rank
Centralia	9	20	209%	1
Tacoma	16	29	180%	2
Skagit Valley	53	92	173%	3
Whatcom	20	34	173%	4
Edmonds	51	73	143%	5
Columbia Basin	22	30	140%	6
Clark	57	71	124%	7
Lower Columbia	96	112	117%	8
Big Bend	28	30	110%	9
Green River	28	30	107%	10
Grays Harbor	46	49	107%	11
Shoreline	195	204	104%	12
Yakima Valley	44	43	100%	13
Pierce	123	122	99%	14
Walla Walla	46	43	95%	15
Seattle	91	82	90%	16
Peninsula	157	140	89%	17
Bellevue	30	23	77%	18
Highline	121	90	74%	19
South Puget Sound	52	35	68%	20
Spokane	101	62	61%	21
Olympic	21	11	54%	22
Everett	17	3	16%	23

CBC's enrollment increased by 40% over the previous year, for a rank of 6th in the state.

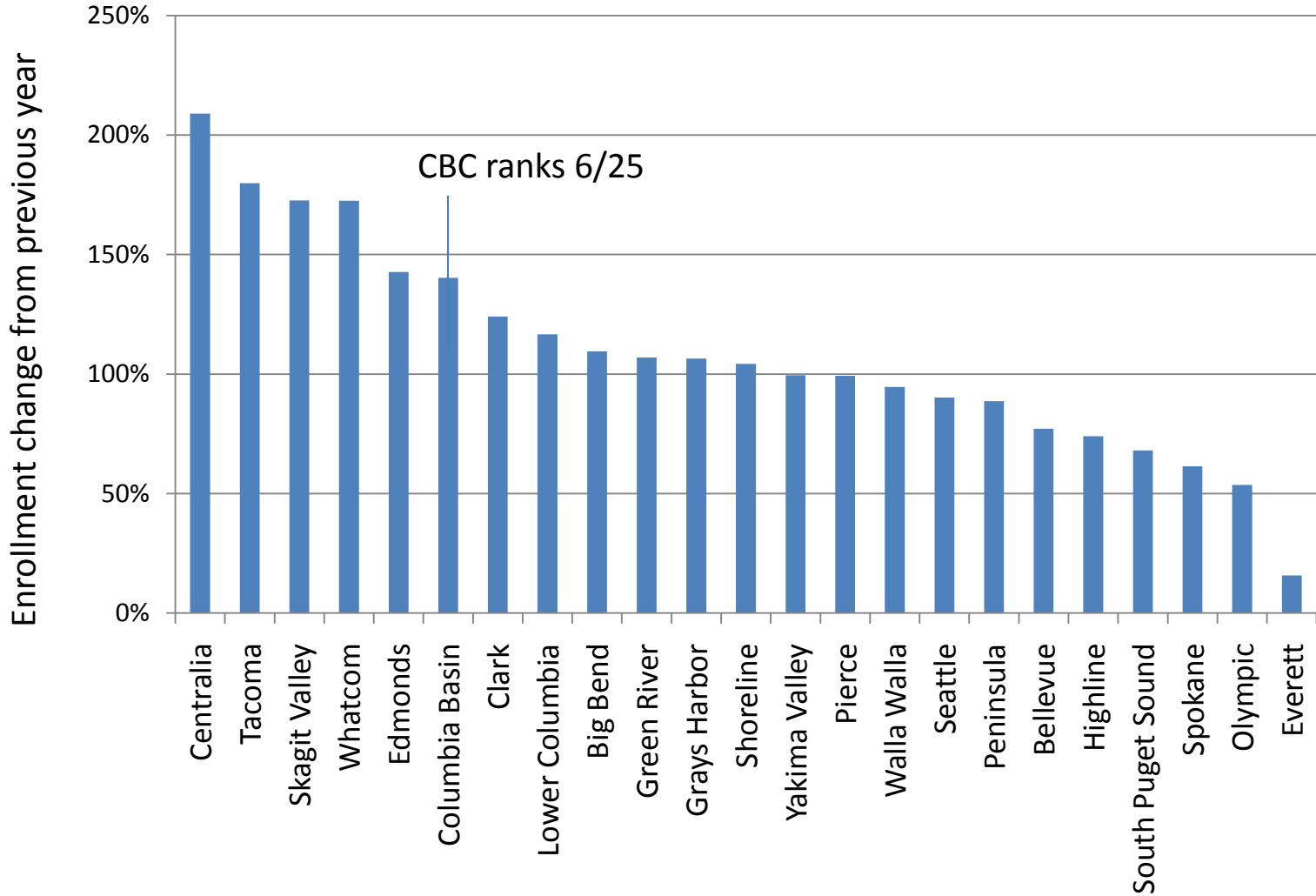
Source of Data: SBCTC Data Warehouse

* Wenatchee and Cascadia had 2009 enrollments of 2 or less and were excluded from this analysis

Outcome= 2

Note: IBEST data was not included on last year's report

A5: IBEST Enrollment Trend



Outcome= 2

College

Source of Data: SBCTC Data Warehouse

Goal B: Students demonstrate progress through their programs

B1: Basic Skills SAI Points/Student

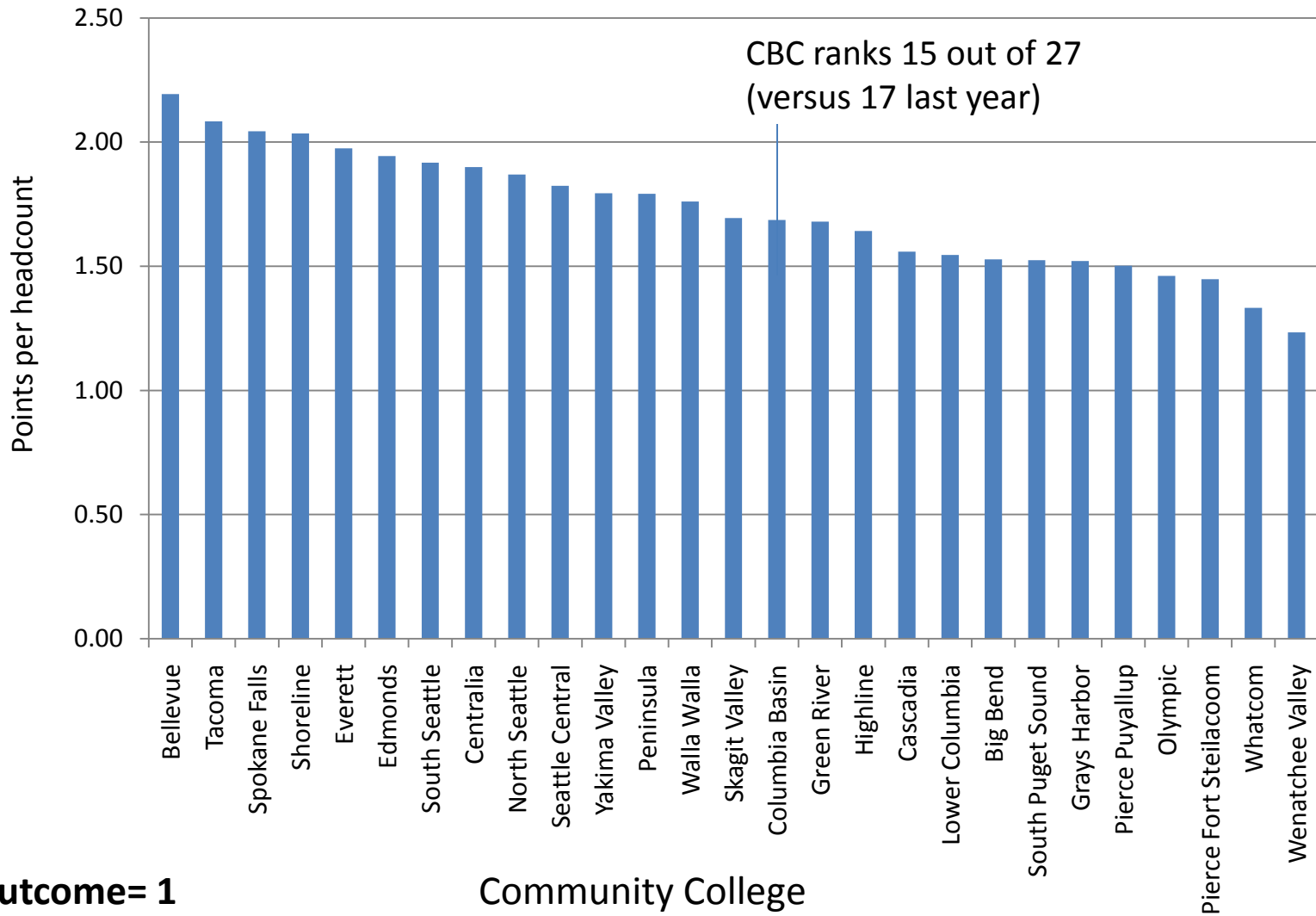
College:	Total Head count	Basic Skills HC 2010-11	Basic Skills Points	Points/ HC	Rank
Bellevue	36,264	1621	3,555	2.19	1
Tacoma	17,546	1071	2,231	2.08	2
Spokane Falls	24,215	3777	7,717	2.04	3
Shoreline	11,461	1014	2,063	2.03	4
Everett	22,062	2498	4,932	1.97	5
Edmonds	19,406	3004	5,838	1.94	6
South Seattle	15,923	1861	3,568	1.92	7
Centralia	7,619	1049	1,992	1.90	8
North Seattle	15,850	1370	2,561	1.87	9
Seattle Central	17,556	2798	5,102	1.82	10
Yakima Valley	12,132	2785	4,996	1.79	11
Peninsula	7,677	958	1,717	1.79	12
Walla Walla	9,201	1026	1,807	1.76	13
Skagit Valley	12,600	1172	1,985	1.69	14
Columbia Basin	13,551	1788	3,015	1.69	15
Green River	19,880	2089	3,508	1.68	16
Highline	19,168	4891	8,033	1.64	17
Cascadia	5,197	544	848	1.56	18
Lower Columbia	9,305	1101	1,702	1.55	19
Big Bend	5,506	913	1,395	1.53	20
South Puget Sound	12,091	1189	1,813	1.52	21
Grays Harbor	5,089	817	1,243	1.52	22
Pierce Puyallup	6,865	799	1,200	1.50	23
Olympic	16,321	1112	1,625	1.46	24
Pierce Fort Steilacoom	20,068	1006	1,457	1.45	25
Whatcom	12,187	752	1,002	1.33	26
Wenatchee Valley	7,895	612	755	1.23	27

- This year's ranking of 15 (1.69 points/student) was similar to last year's rank of 17 on this measure.
- Note that last year's indicator was based on level completion (55% of students completed a level), rather than SAI points, so numbers are not directly comparable.

Outcome= 1

Data source: SBCTC 2010-11 Annual Report

B1: Basic Skills SAI Points per Headcount



Data source: SBCTC 2010-11 Annual Report

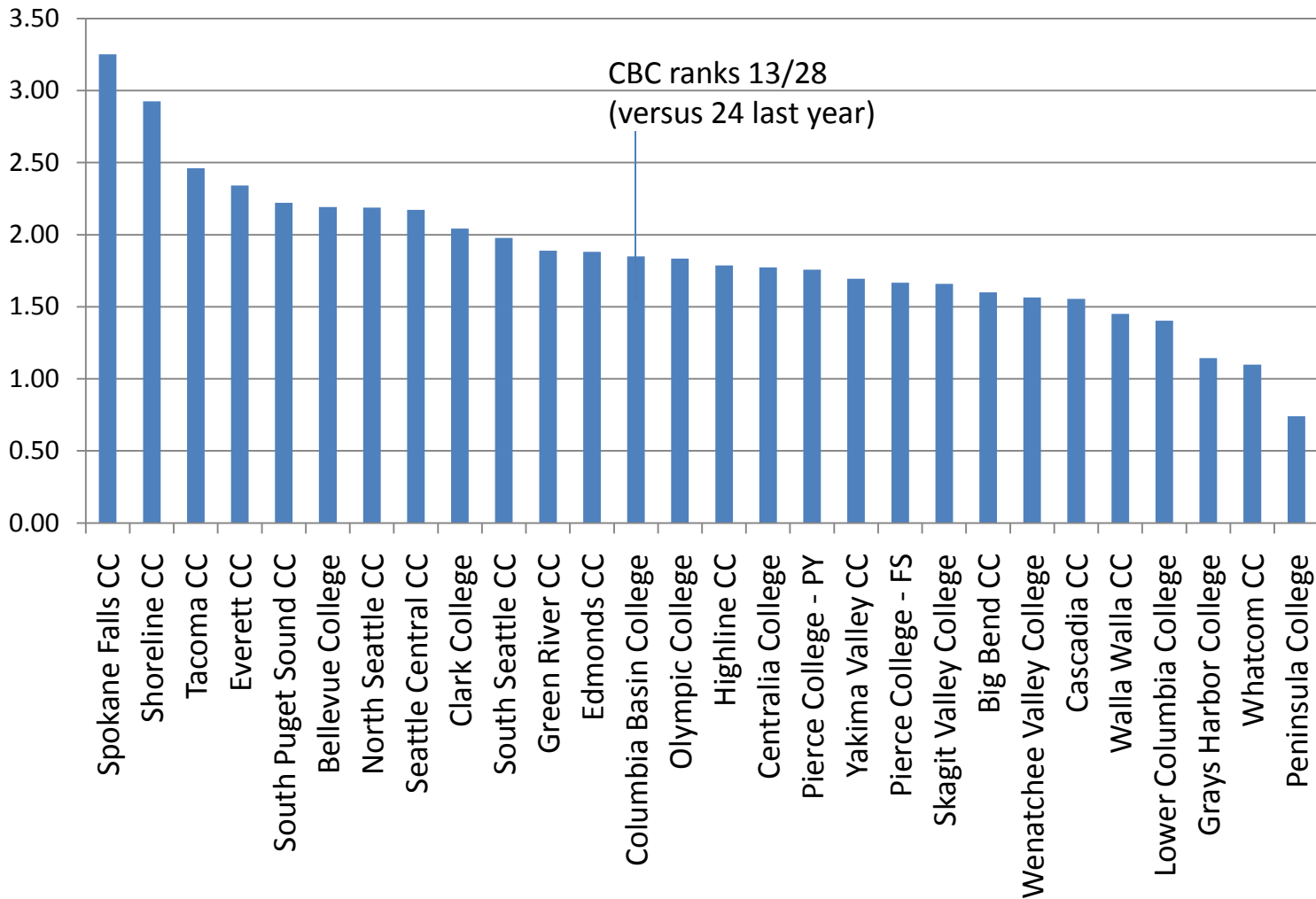
B2: SAI Points/Student For ESL 1-3

College:	Head count* 2010-11	SAI Points	Points/ Student	Rank
Spokane Falls CC	577	1876	3.25	1
Shoreline CC	215	629	2.93	2
Tacoma CC	102	251	2.46	3
Everett CC	617	1445	2.34	4
South Puget Sound CC	136	302	2.22	5
Bellevue College	340	745	2.19	6
North Seattle CC	315	689	2.19	7
Seattle Central CC	895	1944	2.17	8
Clark College	572	1168	2.04	9
South Seattle CC	688	1360	1.98	10
Green River CC	420	793	1.89	11
Edmonds CC	941	1771	1.88	12
Columbia Basin College	572	1058	1.85	13
Olympic College	115	211	1.83	14
Highline CC	1721	3076	1.79	15
Centralia College	154	273	1.77	16
Pierce College - PY	128	225	1.76	17
Yakima Valley CC	558	945	1.69	18
Pierce College - FS	186	310	1.67	19
Skagit Valley College	244	405	1.66	20
Big Bend CC	210	336	1.60	21
Wenatchee Valley College	138	216	1.57	22
Cascadia CC	92	143	1.55	23
Walla Walla CC	200	290	1.45	24
Lower Columbia College	104	146	1.40	25
Grays Harbor College	125	143	1.14	26
Whatcom CC	171	188	1.10	27
Peninsula College	58	43	0.74	28

- The rank of 13 on this indicator is considerably higher than last year's rank of 24.
- For 2010-11, there were 1.85 pts/student versus about 1.5 pts/student last year.

* Federally reportable headcount for ESL 1-3

B2: SAI Points/Student For ESL 1-3



CBC earned 1667 SAI points in 2008-09 and 878 SAI points in 2009-10

Data source: 2012 SBCTC Grant Extension Website

Outcome= 1

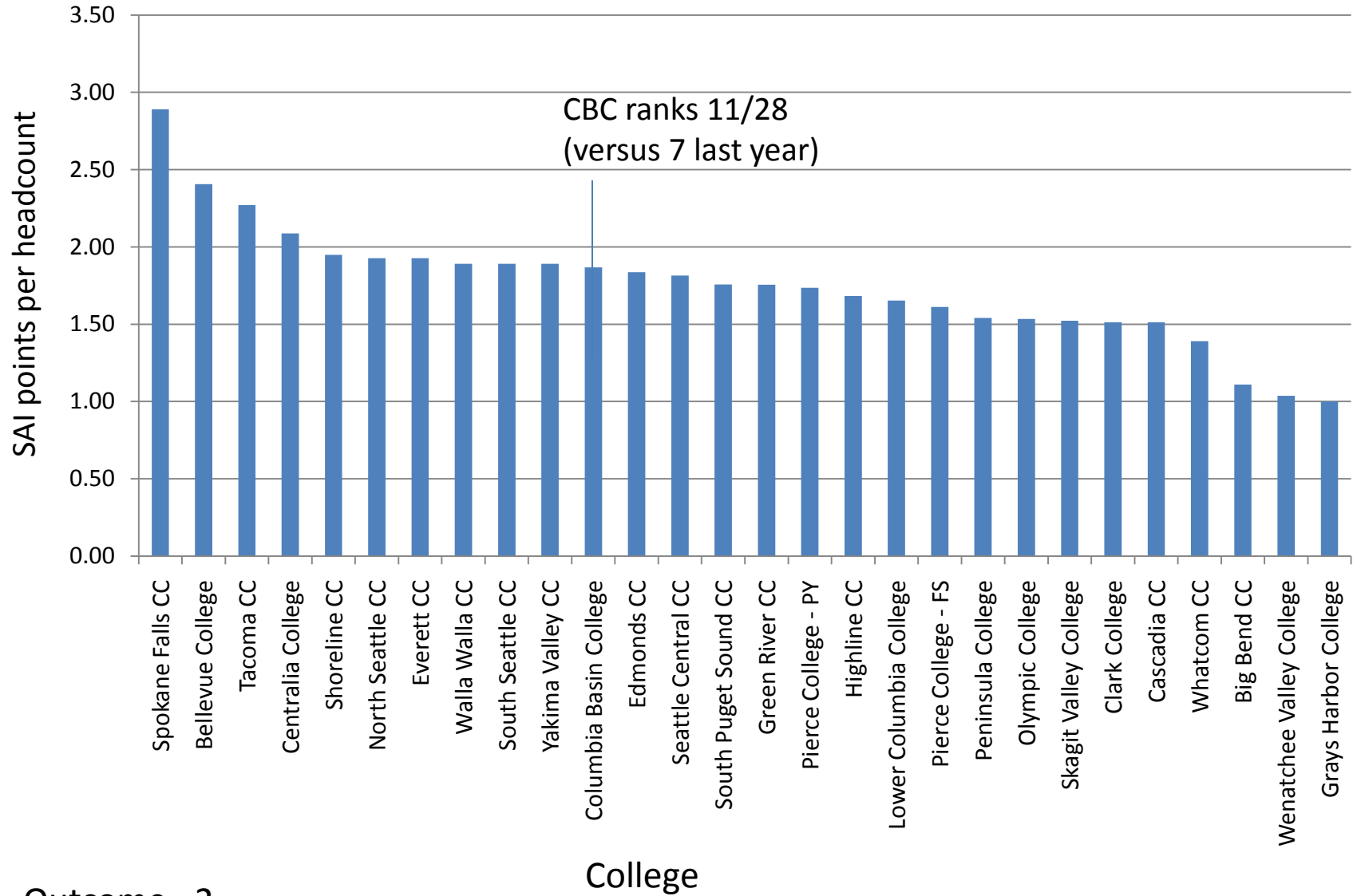
B3: SAI Points/Student For ESL 4-6

College:	Head count* ESL 4-6 2010-11	ESL 4-6 SAI Points	Points/ HC	Rank
Spokane Falls CC	482	1393	2.89	1
Bellevue College	878	2112	2.41	2
Tacoma CC	325	738	2.27	3
Centralia College	172	359	2.09	4
Shoreline CC	425	828	1.95	5
North Seattle CC	876	1689	1.93	6
Everett CC	707	1363	1.93	7
Walla Walla CC	221	418	1.89	8
South Seattle CC	799	1511	1.89	9
Yakima Valley CC	494	934	1.89	10
Columbia Basin College	530	990	1.87	11
Edmonds CC	1446	2655	1.84	12
Seattle Central CC	1154	2094	1.81	13
South Puget Sound CC	251	441	1.76	14
Green River CC	690	1211	1.76	15
Pierce College - PY	253	439	1.74	16
Highline CC	2364	3980	1.68	17
Lower Columbia College	130	215	1.65	18
Pierce College - FS	332	535	1.61	19
Peninsula College	61	94	1.54	20
Olympic College	202	310	1.53	21
Skagit Valley College	354	539	1.52	22
Clark College	911	1378	1.51	23
Cascadia CC	289	437	1.51	24
Whatcom CC	161	224	1.39	25
Big Bend CC	210	233	1.11	26
Wenatchee Valley College	136	141	1.04	27
Grays Harbor College	139	139	1.00	28

- This year's rank of 11 is somewhat lower than last year's rank of 7.
- Points per student were slightly lower at 1.87 this year versus roughly 2.0/student last year.

* Federally reportable headcount for ESL 4-6

B3: SAI Points For ESL 4-6



Outcome= 2

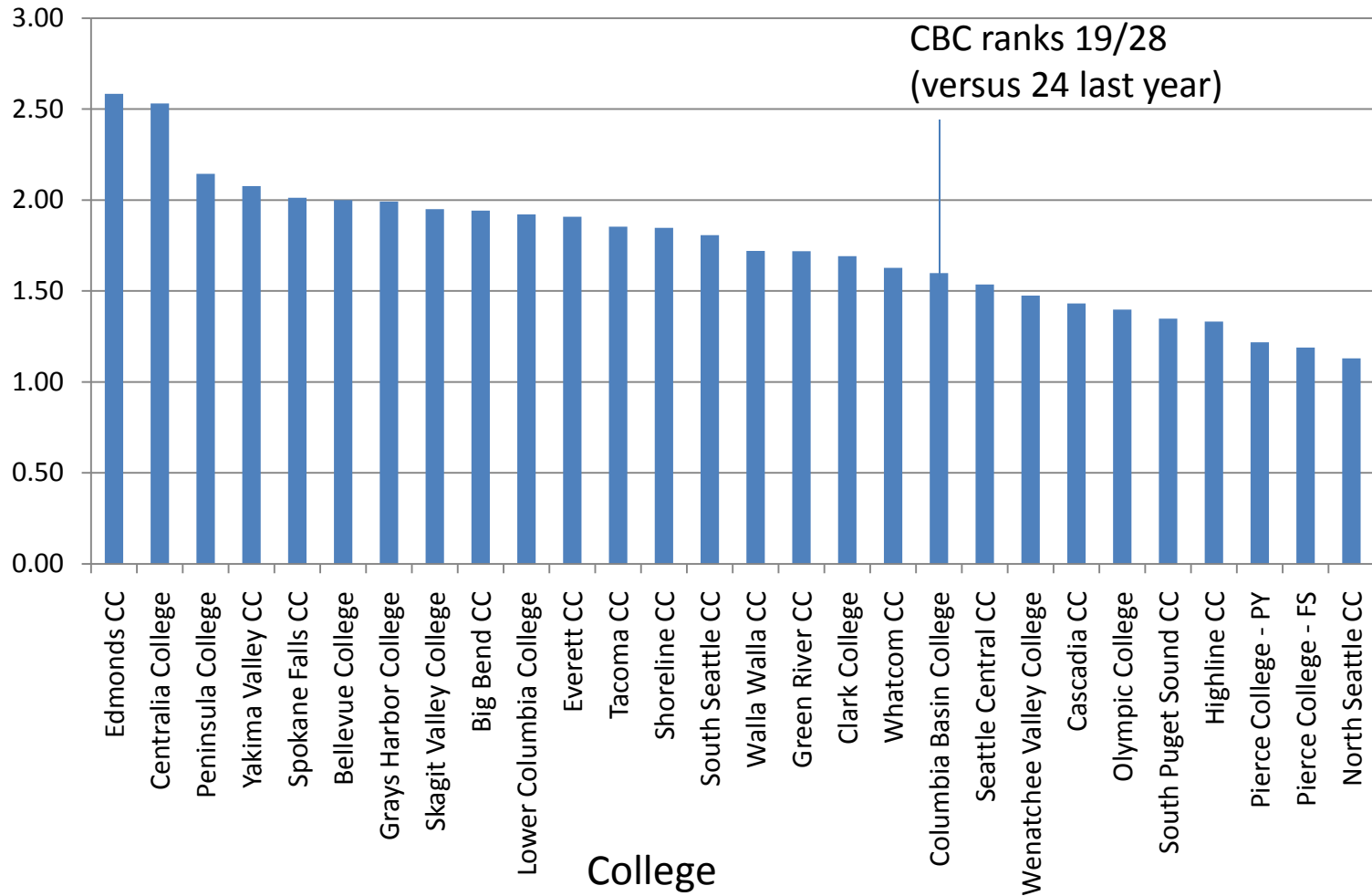
Data source: 2012 SBCTC Grant Extension Website

B4: SAI Points For ABE 1-3

College:	ABE 1-3 Head count	SAI Points	Points/ HC	Rank
Edmonds CC	216	558	2.58	1
Centralia College	309	782	2.53	2
Peninsula College	320	686	2.14	3
Yakima Valley CC	957	1988	2.08	4
Spokane Falls CC	813	1636	2.01	5
Bellevue College	230	460	2.00	6
Grays Harbor College	236	470	1.99	7
Skagit Valley College	222	433	1.95	8
Big Bend CC	207	402	1.94	9
Lower Columbia College	332	638	1.92	10
Everett CC	594	1133	1.91	11
Tacoma CC	309	573	1.85	12
Shoreline CC	184	340	1.85	13
South Seattle CC	182	329	1.81	14
Walla Walla CC	351	604	1.72	15
Green River CC	469	806	1.72	16
Clark College	674	1140	1.69	17
Whatcom CC	193	314	1.63	18
Columbia Basin College	356	569	1.60	19
Seattle Central CC	435	668	1.54	20
Wenatchee Valley College	156	230	1.47	21
Cascadia CC	65	93	1.43	22
Olympic College	415	580	1.40	23
South Puget Sound CC	334	450	1.35	24
Highline CC	325	433	1.33	25
Pierce College - PY	197	240	1.22	26
Pierce College - FS	196	233	1.19	27
North Seattle CC	100	113	1.13	28

- This year's rank of 19 for lower -level ABE is higher than last year's rank of 24. However, last year's data included ABE 1-2 and excluded level 3, so that the data are not completely comparable.
- Points per student were 1.6 this year versus about 1.25/student last year.

B4: SAI Points For ABE 1-3



Data source: 2012 SBCTC Grant Extension Website

Outcome= 1

Goal C: Students achieve goals in career and educational pathways

C1: Achieve Goal of Improving Basic Literacy Skills

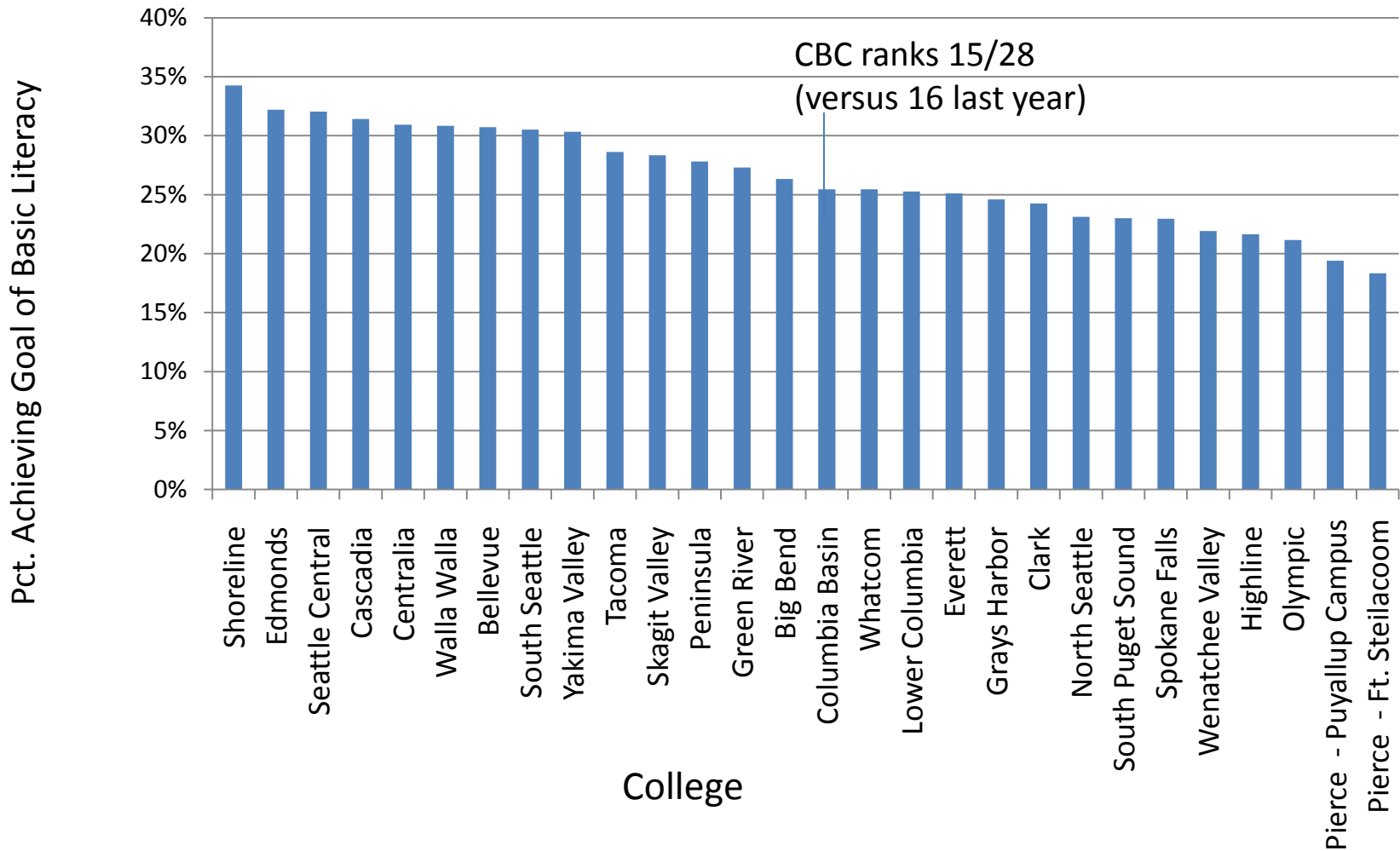
College:	No. with Goal	No. Completed	% Completed Goal	Rank
Shoreline Community College	429	147	34%	1
Edmonds Community College	686	221	32%	2
Seattle Central Community College	899	288	32%	3
Cascadia Community College	191	60	31%	4
Centralia College	766	237	31%	5
Walla Walla Community College	746	230	31%	6
Bellevue Community College	420	129	31%	7
South Seattle Community College	413	126	31%	8
Yakima Valley Community College	1,883	571	30%	9
Tacoma Community College	678	194	29%	10
Skagit Valley College	600	170	28%	11
Peninsula College	852	237	28%	12
Green River Community College	1,011	276	27%	13
Big Bend Community College	509	134	26%	14
Columbia Basin College	758	193	25%	15
Whatcom Community College	440	112	25%	16
Lower Columbia College	894	226	25%	17
Everett Community College	1,219	306	25%	18
Grays Harbor College	557	137	25%	19
Clark College	1,629	395	24%	20
North Seattle Community College	186	43	23%	21
South Puget Sound Community College	830	191	23%	22
Spokane Falls Community College	2,754	632	23%	23
Wenatchee Valley College	365	80	22%	24
Highline Community College	832	180	22%	25
Olympic College	799	169	21%	26
Pierce College - Puyallup Campus	438	85	19%	27
Pierce College - Ft. Steilacoom	502	92	18%	28

- The current rank of 15 is about the same as last year's rank of 16.
- This year 25% of students achieved this goal as compared to about 28% last year. The slight increase in rank but slight decrease in percentage suggests that, overall, performance has declined across colleges on this measure.

Outcome= 1

Data source: SBCTC Program Administrator for GED Testing/WABERS

C1: Achieve Goal of Improving Basic Literacy Skills



Data source: SBCTC Program Administrator for GED Testing/WABERS

Outcome= 1

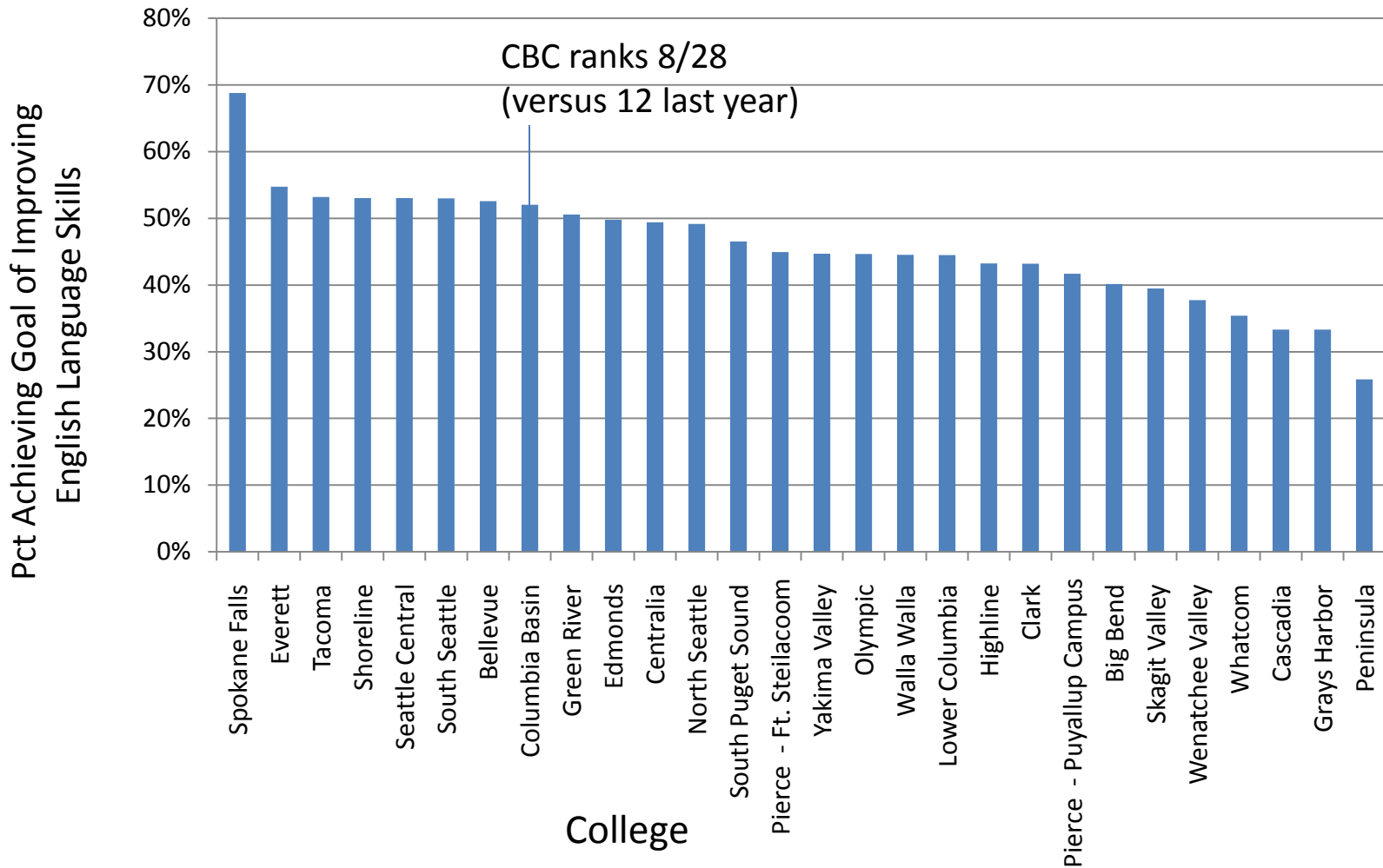
C2: Achieve Goal of Improving English Language Skills

College	No. with Goal	No. Completed	% Completed Goal	Rank
Spokane Falls	1,063	731	69%	1
Everett	1,350	739	55%	2
Tacoma	436	232	53%	3
Shoreline	675	358	53%	4
Seattle Central	2,122	1,125	53%	5
South Seattle	1,498	794	53%	6
Bellevue	1,227	645	53%	7
Columbia Basin	1,121	583	52%	8
Green River	1,133	573	51%	9
Edmonds	2,415	1,202	50%	10
Centralia	338	167	49%	11
North Seattle	1,196	588	49%	12
South Puget Sound	402	187	47%	13
Pierce - Ft. Steilacoom	525	236	45%	14
Yakima Valley	1,101	492	45%	15
Olympic	318	142	45%	16
Walla Walla	456	203	45%	17
Lower Columbia	245	109	44%	18
Highline	4,096	1,771	43%	19
Clark	1,519	656	43%	20
Pierce - Puyallup Campus	391	163	42%	21
Big Bend	426	171	40%	22
Skagit Valley	608	240	39%	23
Wenatchee Valley	281	106	38%	24
Whatcom	342	121	35%	25
Cascadia	387	129	33%	26
Grays Harbor	267	89	33%	27
Peninsula	120	31	26%	28

- This year's rank of 8 was higher than last year's rank of 12 on this indicator.
- This year, 52% of students with this goal achieved it, as compared to about 46% last year.

Data source: SBCTC Program Administrator for GED Testing/WABERS

C2: Achieve Goal of Improving English Language Skills



Outcome= 2

Data source: SBCTC Program Administrator for GED Testing/WABERS

C3: Achieve Goal of Earning GED or HS Diploma

College:*	No. with Goal	No. Completed	% Completed Goal	Rank
Green River Community College	121	119	98.3%	1
Spokane Falls Community College	748	618	82.6%	2
Grays Harbor College	116	94	81.0%	3
Wenatchee Valley College	50	40	80.0%	4
Big Bend Community College	90	64	71.1%	5
Lower Columbia College	103	72	69.9%	6
Clark College	52	34	65.4%	7
Olympic College	268	155	57.8%	8
South Seattle Community College	128	71	55.5%	9
Peninsula College	155	81	52.3%	10
Columbia Basin College	172	85	49.4%	11
Edmonds Community College	408	174	42.6%	12
Everett Community College	593	219	36.9%	13
Pierce College - Ft. Steilacoom	147	54	36.7%	14
Tacoma Community College	306	99	32.4%	15
Whatcom Community College	198	62	31.3%	16
South Puget Sound Community College	435	134	30.8%	17
Skagit Valley College	309	93	30.1%	18
Highline Community College	46	13	28.3%	19
Shoreline Community College	116	31	26.7%	20
Seattle Central Community College	248	62	25.0%	21
Walla Walla Community College	374	92	24.6%	22
Yakima Valley Community College	622	143	23.0%	23
North Seattle Community College	83	18	21.7%	24
Bellevue Community College	185	35	18.9%	25
Pierce College - Puyallup Campus	234	42	17.9%	26
Centralia College	360	58	16.1%	27

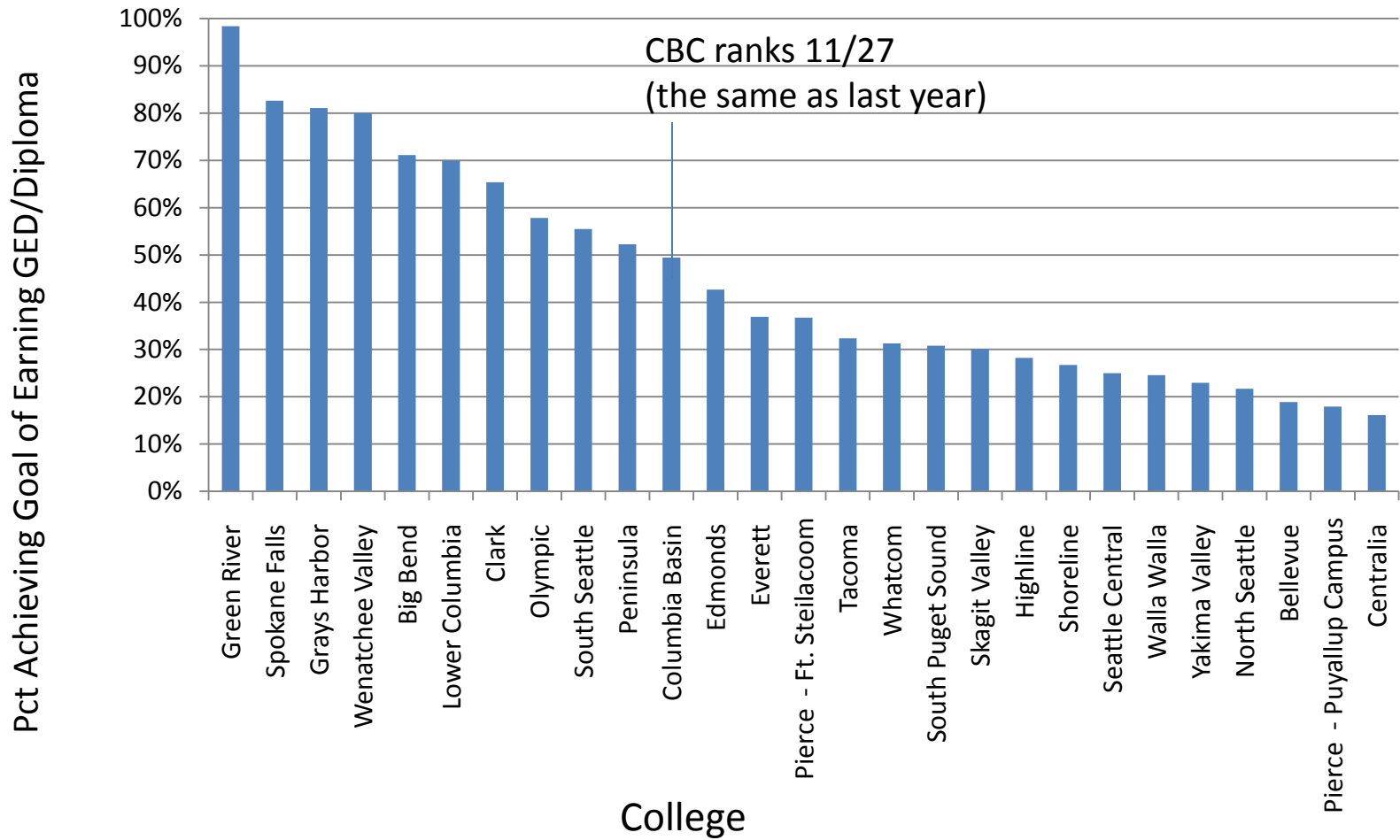
- CBC ranked 11 on this indicator, the same ranking as was obtained last year.
- This year's value of 49.4% was only slightly lower than last year's value of about 51%.

* Cascadia was excluded due to a low number of students

Data source: SBCTC Program Administrator for GED Testing/WABERS

Outcome= 2

C3: Achieve Goal of Earning GED or HS Diploma



Data source: SBCTC Program Administrator for GED Testing/WABERS

Outcome= 2

C4: Achieve Goal of Entering Post-Secondary Education

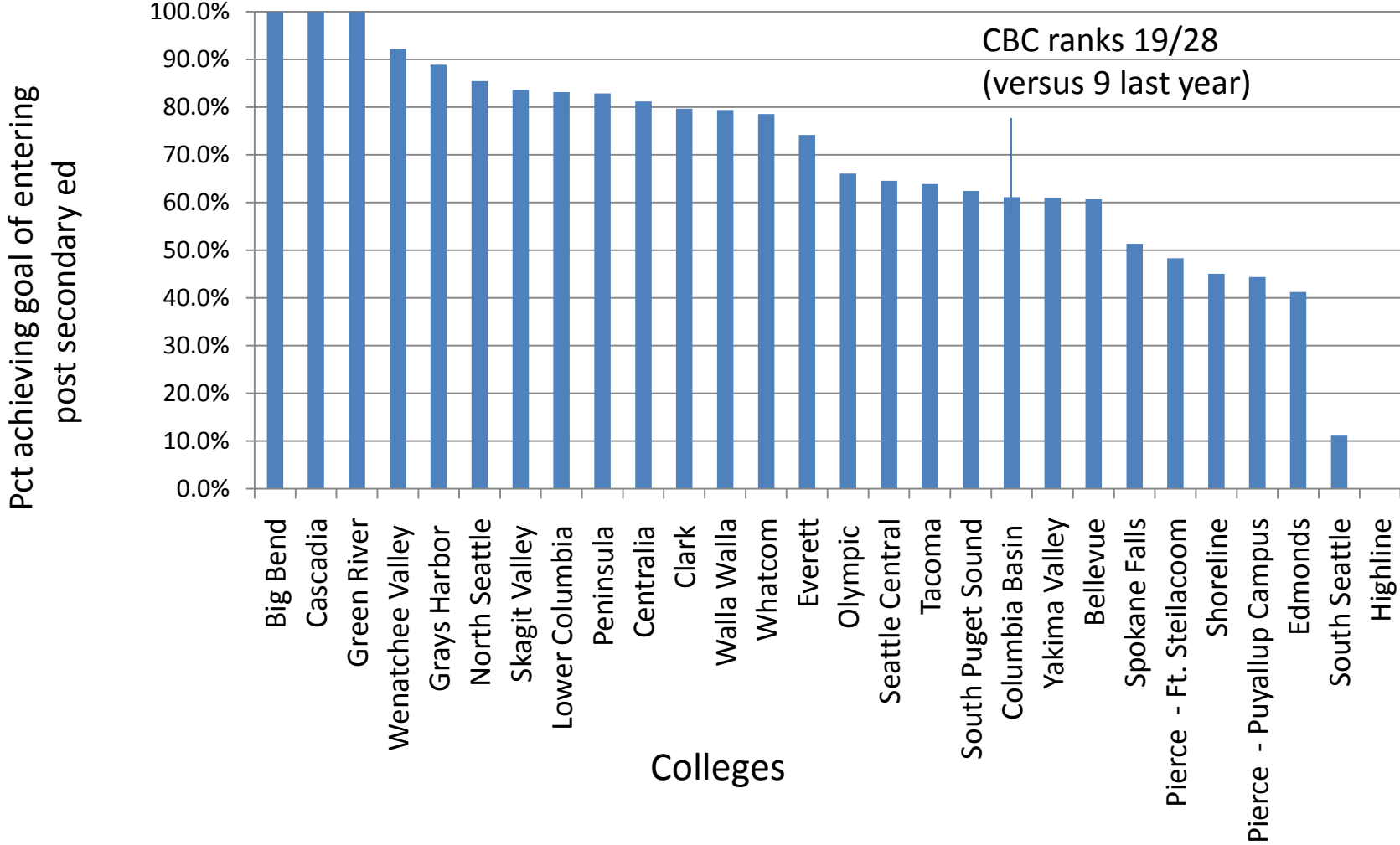
College	No. with Goal	No. Completed	% Completed Goal	Rank
Big Bend	151	151	100.0%	1
Cascadia	31	31	100.0%	2
Green River	277	277	100.0%	3
Wenatchee Valley	64	59	92.2%	4
Grays Harbor	108	96	88.9%	5
North Seattle	96	82	85.4%	6
Skagit Valley	306	256	83.7%	7
Lower Columbia	89	74	83.1%	8
Peninsula	437	362	82.8%	9
Centralia	170	138	81.2%	10
Clark	167	133	79.6%	11
Walla Walla	218	173	79.4%	12
Whatcom	135	106	78.5%	13
Everett	228	169	74.1%	14
Olympic	159	105	66.0%	15
Seattle Central	347	224	64.6%	16
Tacoma	213	136	63.8%	17
South Puget Sound	423	264	62.4%	18
Columbia Basin	144	88	61.1%	19
Yakima Valley	315	192	61.0%	20
Bellevue	361	219	60.7%	21
Spokane Falls	594	305	51.3%	22
Pierce - Ft. Steilacoom	209	101	48.3%	23
Shoreline	91	41	45.1%	24
Pierce - Puyallup Campus	160	71	44.4%	25
Edmonds	757	312	41.2%	26
South Seattle	18	2	11.1%	27
Highline	-	-	0.0%	28

- This year's rank of 19 was lower than last year's ranking of 9.
- Roughly 61% of students with this goal achieved it, compared to about 90% last year.

Outcome= 1

Data source: SBCTC Program Administrator for GED Testing/WABERS

C4: Achieve Goal of Entering Post-Secondary Education



Outcome=1

Data source: 2012 SBCTC Grant Extension Website

C5: I-BEST Completions

I-BEST COMPLETETIONS FOR 2010-2011 BY PROGRAM*			# of Opportunity Grant students per program
I-BEST Program:	# Completions	% Completions	
Solid Modeling	4/8	50%	4
Phlebotomy	9/10	90%	6
Medical Secretary	9/13	69%	6
Child Development Associate	18/21	89%	11
B012 Nursing Asst. Certificate	11/11	100%	10
B013 Nursing Asst. Certificate	9/10	90%	3

Data Source: CBC I-BEST Program Director, Daphne Larios

Note: Data for Nursing Assistant for spring, 1011, was not included due to program cancellation for that quarter.

- Completions for each program were well above 50%, except for Solid Modeling.
- Note that no I-BEST completion data was reported last year, for comparison purposes.

Outcome= 2

Goal D: Students transition to higher-level education programs

D1: Transition Success: Basic Skills Students

Achieving 45 Credits in 3 years

College	# Federally Reportable	Earned 45 + Credits without Award	% Earned	Rank
South Puget Sound Community College	1,083	70	6.46%	1
Peninsula College	1,019	64	6.28%	2
Tacoma Community College	1,262	75	5.94%	3
Shoreline Community College	1,186	59	4.97%	4
Whatcom Community College	832	34	4.09%	5
Green River Community College	1,946	77	3.96%	6
Bellevue Community College	1,485	58	3.91%	7
Yakima Valley Community College	3,740	145	3.88%	8
Seattle Central Community College	2,373	85	3.58%	9
Grays Harbor College	988	33	3.34%	10
Lower Columbia College	973	29	2.98%	11
Wenatchee Valley College	953	28	2.94%	12
South Seattle Community College	2,060	58	2.82%	13
Big Bend Community College	1,227	29	2.36%	14
Skagit Valley College	1,435	33	2.30%	15
Walla Walla Community College	991	21	2.12%	16
North Seattle Community College	1,539	32	2.08%	17
Olympic College	1,169	23	1.97%	18
Clark College	2,318	45	1.94%	19
Edmonds Community College	3,059	56	1.83%	20
Pierce College - Ft. Steilacoom	1,204	21	1.74%	21
Highline Community College	4,291	71	1.65%	22
Centralia College	1,237	19	1.54%	23
Everett Community College	2,739	37	1.35%	24
Spokane Falls Community College	4,209	54	1.28%	25
Pierce College - Puyallup Campus	818	8	0.98%	26
Columbia Basin College	2,790	23	0.82%	27
Cascadia Community College	527	2	0.38%	28

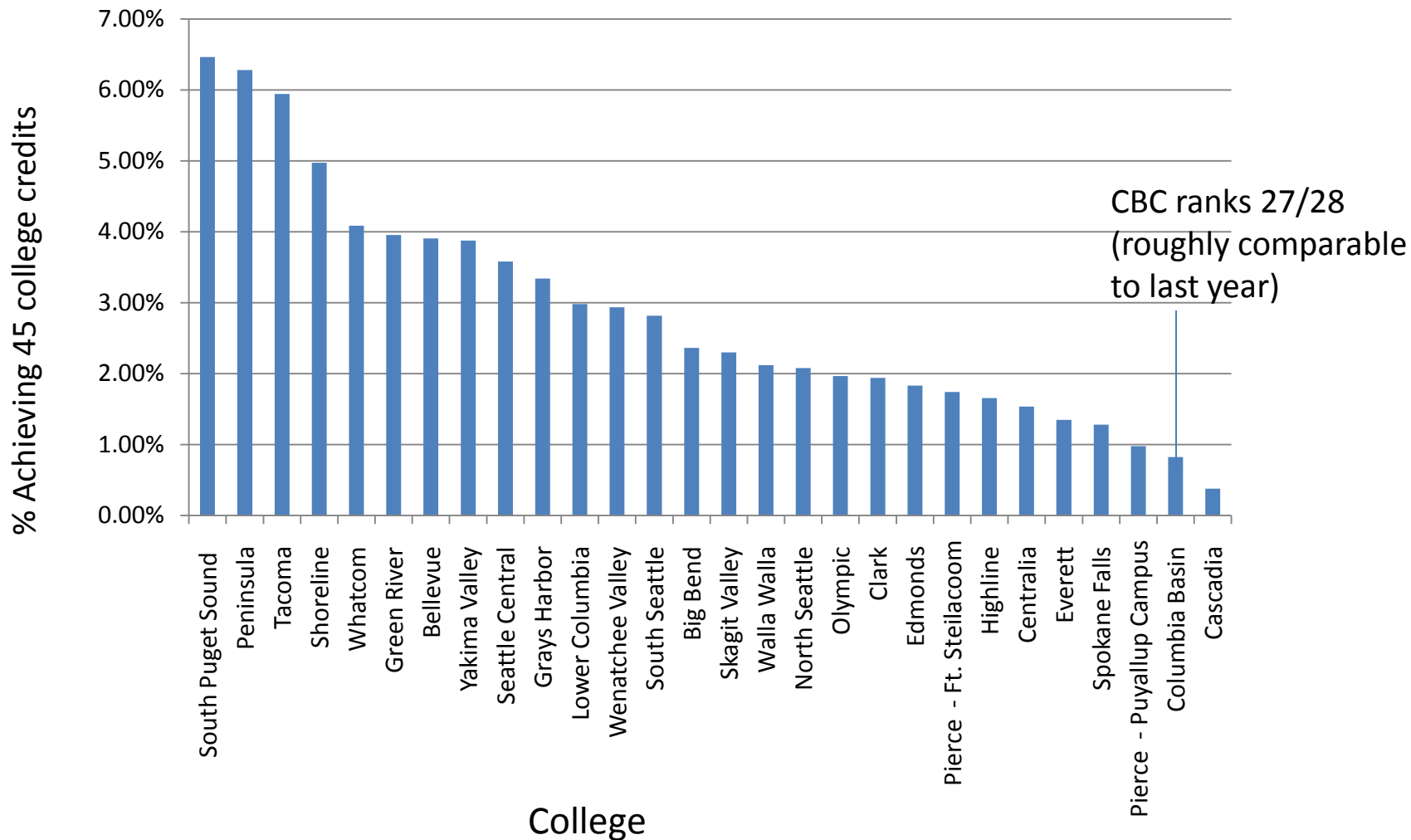
Cohort consists of students from 2008-09 tracked for three years.

- Overall, less than 1% of Basic Skills students achieved 45 credits in three years, resulting in a ranking of CBC at 27.
- Data were reported in a somewhat different format last year (broken out by ESL or ABE level and by 15, 30, or 45 college credits). CBC generally ranked in the mid- to high-20s on these indicators.

Outcome= 0

Data source: 2012 SBCTC Grant Extension Website

D1: Transition Success: Basic Skills Students Achieving 45 College Credits in 3 years



Data source: 2012 SBCTC Grant Extension Website

Outcome= 0

D2: Basic Skills Students Earning 2-Yr Degree/Certificate

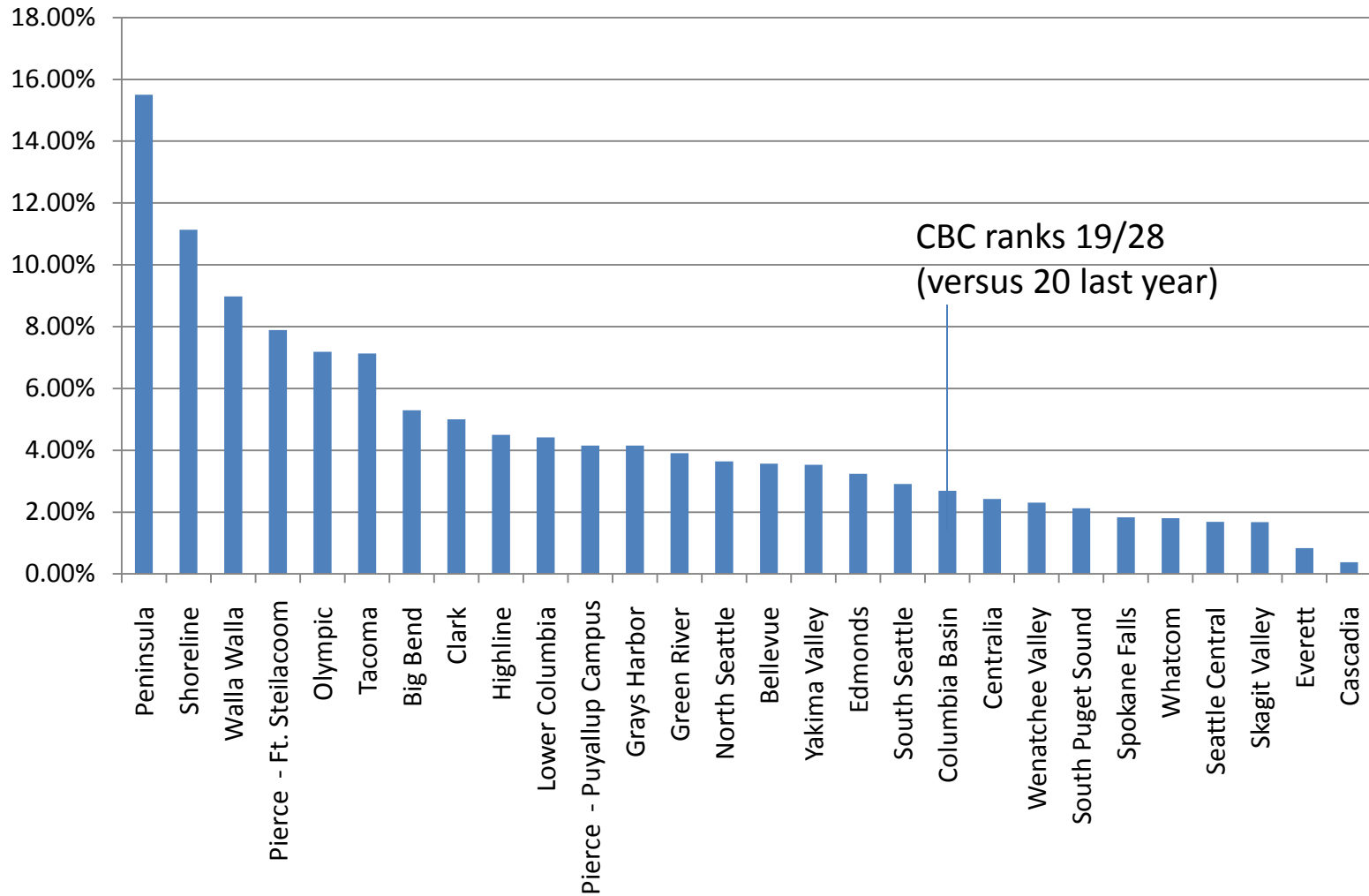
College	# Federally Reportable	Earned 2-Year Certificate or Degree	% Earned	Rank
Peninsula	1,019	158	15.51%	1
Shoreline	1,186	132	11.13%	2
Walla Walla	991	89	8.98%	3
Pierce - Ft. Steilacoom	1,204	95	7.89%	4
Olympic	1,169	84	7.19%	5
Tacoma	1,262	90	7.13%	6
Big Bend	1,227	65	5.30%	7
Clark	2,318	116	5.00%	8
Highline	4,291	193	4.50%	9
Lower Columbia	973	43	4.42%	10
Pierce - Puyallup Campus	818	34	4.16%	11
Grays Harbor	988	41	4.15%	12
Green River	1,946	76	3.91%	13
North Seattle	1,539	56	3.64%	14
Bellevue	1,485	53	3.57%	15
Yakima Valley	3,740	132	3.53%	16
Edmonds	3,059	99	3.24%	17
South Seattle	2,060	60	2.91%	18
Columbia Basin	2,790	75	2.69%	19
Centralia	1,237	30	2.43%	20
Wenatchee Valley	953	22	2.31%	21
South Puget Sound	1,083	23	2.12%	22
Spokane Falls	4,209	77	1.83%	23
Whatcom	832	15	1.80%	24
Seattle Central	2,373	40	1.69%	25
Skagit Valley	1,435	24	1.67%	26
Everett	2,739	23	0.84%	27
Cascadia	527	2	0.38%	28

- This year's rank of 19 is a little higher than last year's rank of 20.
- Here, 2.69% of the CBC cohort earned a 2-yr degree or certificate compared to 2.1% last Year.

Data source: 2012 SBCTC Grant Extension Website

Outcome= 1

D2: Basic Skills Students Earning 2-Yr Degree/Certificate



Data source: 2012 SBCTC Grant Extension Website

Outcome= 1

D3: Basic Skills Students Transferring to a 4-Yr Institution

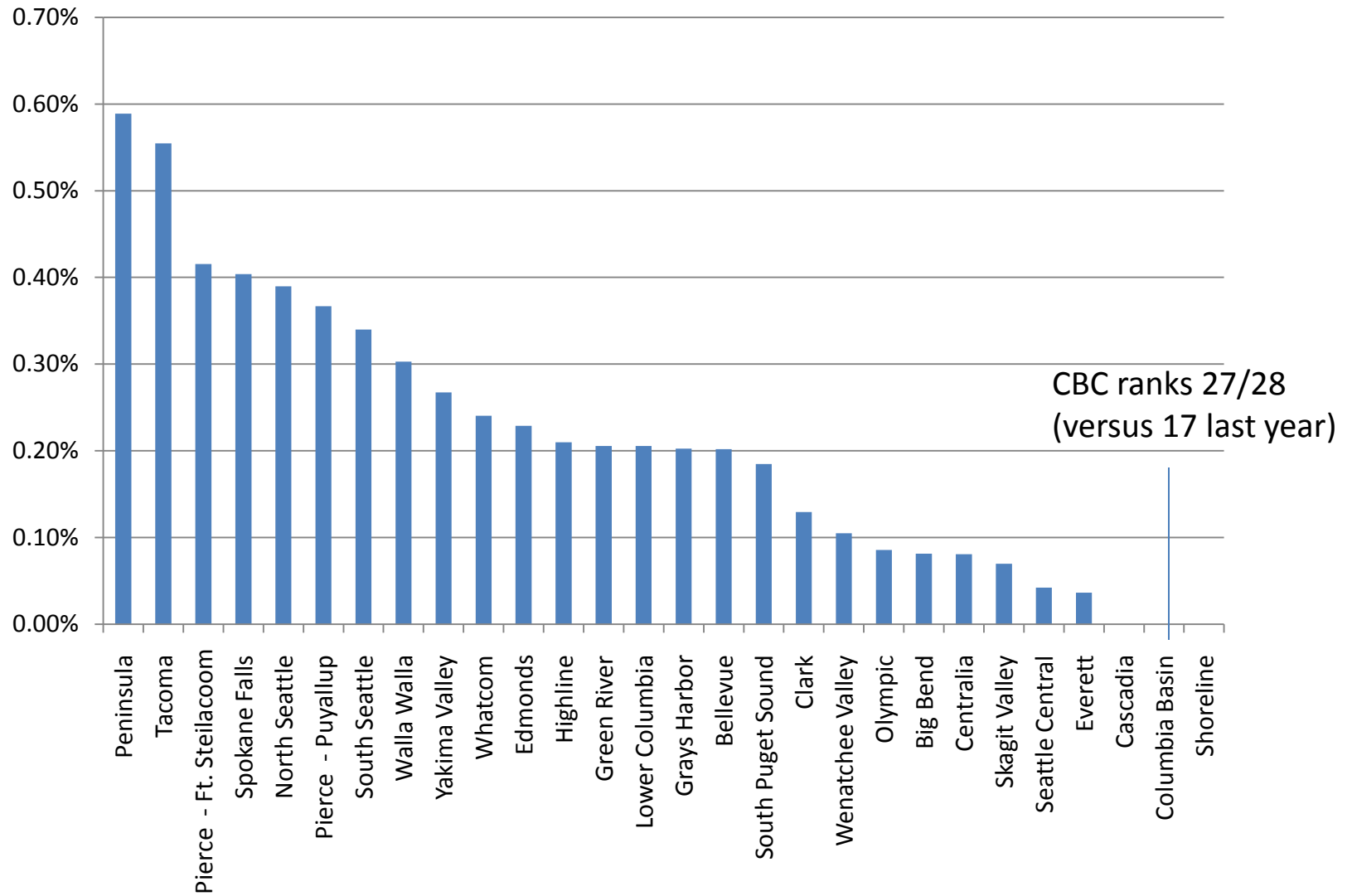
College	# Federally Reportable	Transferred to a 4-Year Institution	% Transferred	Rank
Peninsula	1,019	6	0.59%	1
Tacoma	1,262	7	0.55%	2
Pierce - Ft. Steilacoom	1,204	5	0.42%	3
Spokane Falls	4,209	17	0.40%	4
North Seattle	1,539	6	0.39%	5
Pierce - Puyallup	818	3	0.37%	6
South Seattle	2,060	7	0.34%	7
Walla Walla	991	3	0.30%	8
Yakima Valley	3,740	10	0.27%	9
Whatcom	832	2	0.24%	10
Edmonds	3,059	7	0.23%	11
Highline	4,291	9	0.21%	12
Green River	1,946	4	0.21%	13
Lower Columbia	973	2	0.21%	14
Grays Harbor	988	2	0.20%	15
Bellevue	1,485	3	0.20%	16
South Puget Sound	1,083	2	0.18%	17
Clark	2,318	3	0.13%	18
Wenatchee Valley	953	1	0.10%	19
Olympic	1,169	1	0.09%	20
Big Bend	1,227	1	0.08%	21
Centralia	1,237	1	0.08%	22
Skagit Valley	1,435	1	0.07%	23
Seattle Central	2,373	1	0.04%	24
Everett	2,739	1	0.04%	25
Cascadia	527	-	0.00%	26
Columbia Basin	2,790	-	0.00%	27
Shoreline	1,186	-	0.00%	28

- CBC ranked 27 on this indicator compared to 17 last year.
- The percentage this year was about the same as last year: 0% of the Basic skills cohort group transferred to a four-year institution, compared to the 0.04% last year.

Data source: 2012 SBCTC Grant Extension Website

Outcome= 0

D3: Basic Skills Students Transferring to a 4-Yr Institution



Data source: 2012 SBCTC Grant Extension Website

Outcome= 0

Nichols Table for Basic Skills

Goal A: Basic Skills programs are run efficiently and effectively	Indicators:	Results	Outcome	Improvement Actions
	A1: Pct of students who are federally reportable	Rank= 11	2	
	A2: Student perceptions of the value of their Basic Skills education	Mean= 4.18 (high)	2	
	A3: Student perceptions of faculty pedagogy	Mean= 4.16 (high)	2	
	A4: Achieving the Student Learning Outcomes	Mean= 3.75 (Moderate)	2	
	A5: IBEST enrollment trend	Rank= 6	2	

Goal B: Students demonstrate progress through their programs (SAI points)	Indicator:	Results	Outcome	Improvement Actions
	B1: Basic Skills SAI points/student	Rank= 15	1	Increased goal setting, advising, and transition planning
	B2: SAI points/student ESL 1-3	Rank= 13	1	
	B3: SAI points/student for ESL 4-6	Rank= 11	2	
	B4: SAI points/student for ABE 1-3	Rank= 19	1	Increased goal setting, advising, and transition planning

Nichols Table for Basic Skills (2)

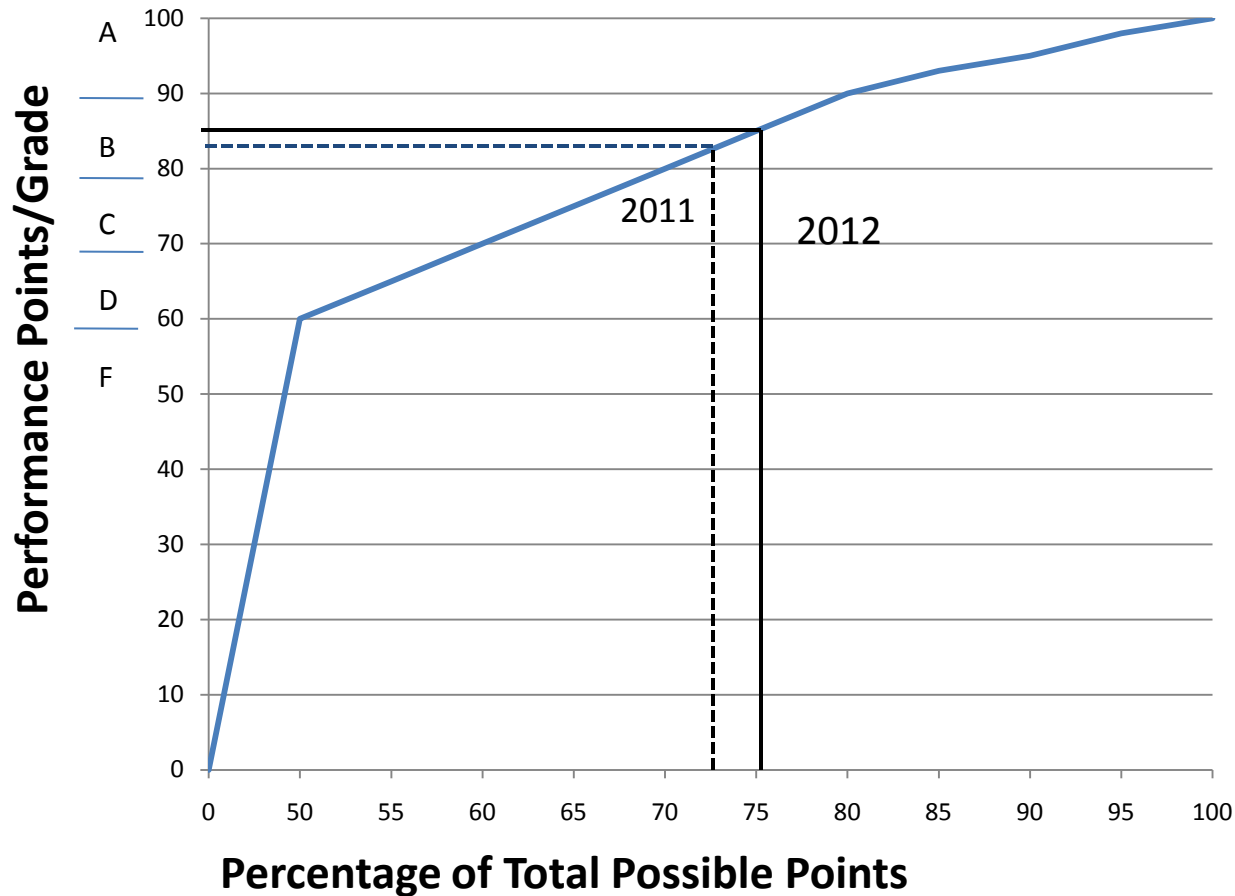
Goal C: Students achieve their educational goals	Indicators:	Results	Outcomes	Improvement Actions
	C1: Achieve goal of completing basic literacy skills	Rank= 15	1	Review data with WABERS
	C2: Achieve goal of completing English language skills	Rank= 8	2	
	C3: Achieve goal of earning GED or HS Diploma	Rank= 12	2	
	C4: Achieve goal of entering post-secondary education	Rank= 19	1	Goal setting, advising, transition planning
	C5: IBEST completions	High completion rates	2	

Goal D: Students transition to higher-level education programs	Indicators:	Results	Outcomes	Improvement Actions
	D1: Achieving 45 or more college credits in 3 years	Rank= 27	0	Increase I-BEST offerings, transition planning, advising, improve institutional tracking/advising of these students
	D2: Basic Skills students earning a 2-yr degree or certificate	Rank= 19	1	
	D3: Basic Skills student transferring to a 4-year institution	Rank= 27	0	
	Overall Outcome		0	

Computing Total Score for 2012

Goal:	Indicators	Possible Points	Points	% of Possible Points
Goal A: Program efficiency and student satisfaction	5	10	10	100.00%
Goal B: Students demonstrate progress	4	8	5	50.00%
Goal C: Student achieve their educational goals	5	10	8	80.00%
Goal D: Students transition to higher-level education	1	2	0	0.00%
Totals	15	30	23	76.6%

Overall Evaluation of Basic Skills Performance



For 2011:

Total points: 22
Total possible points: 30
Pct obtained: 73.3%
Performance Points: 83
Grade: **B**

For 2012:

Total points: 23
Total possible points: 30
Pct. obtained: 76.6%
Performance Points: 84
Overall grade: **B**

EXHIBIT E

CBC 101: "Go to College Day" 2012

Date: TBA

8:30 to 9:00	Coffee and light breakfast	
9:00 to 9:10	Overview of the day Rich Cummins	Board Room (Administration)
9:10 to 10:10	Campus community discussion with chairs, faculty & select administrators	Board Room (Administration)
10:20 to 11:20	Class visit (see class schedule on reverse)	Various
11:20 to 11:50	Student Services walk-through	HUB & SS Addition
Noon to 1:00	Lunch with students	Board Room (Administration)
1 PM	Adjourn	