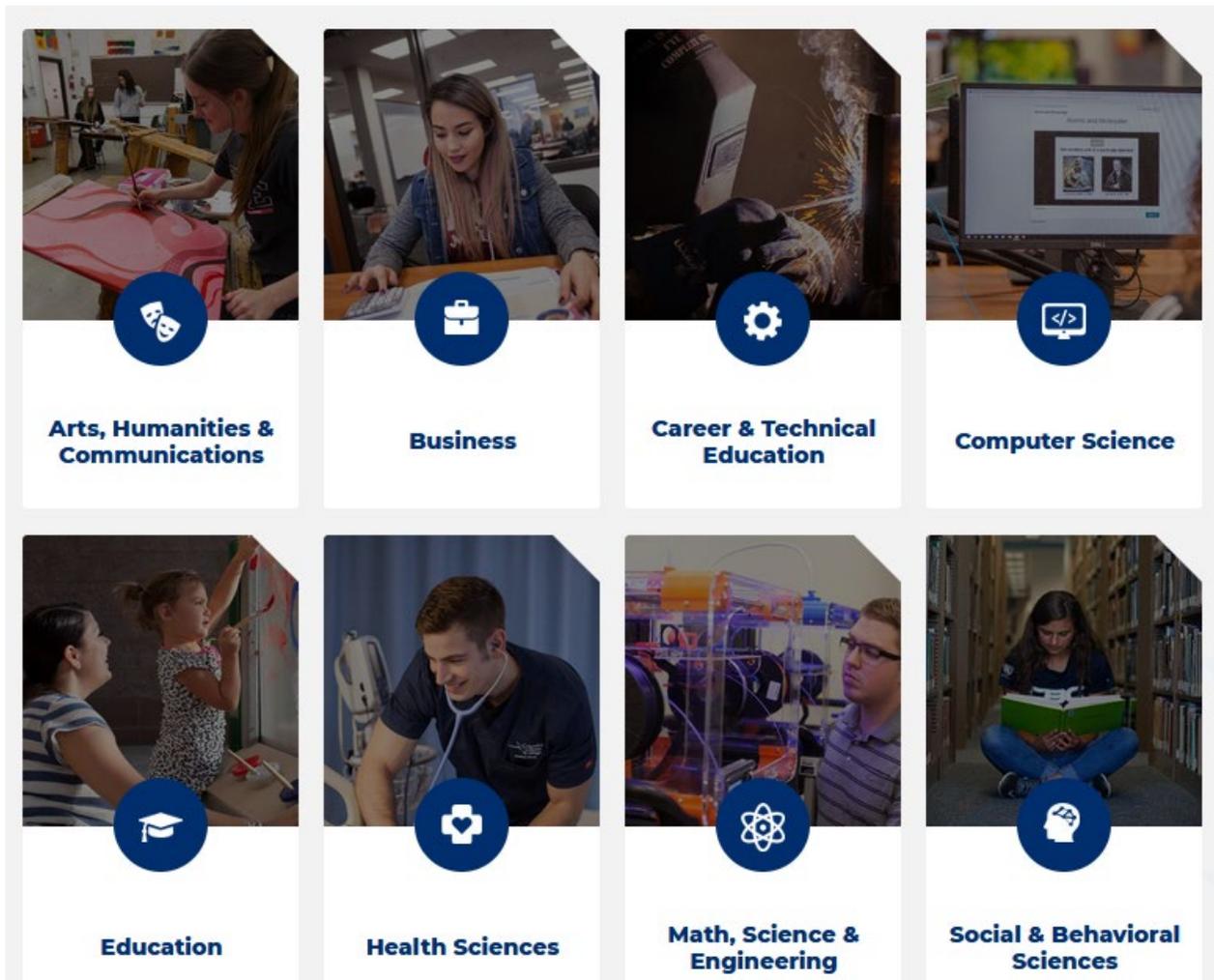


CBC Mission Fulfillment 2020-21



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Columbia Basin College
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Executive Summary

The 2020-21 Academic Year Summary

The 2020-21 academic year was the first full year affected by the COVID-19 pandemic - characterized by substantially increased online instruction and primarily remote operations.¹ Navigating COVID-19 has been the primary institutional challenge for CBC during the 2020-21 Academic Year and those challenges continue.



Figure 1. Recipe for Success: Guided Pathways at CBC

Yet, COVID has interceded in what otherwise has been a year of broad substantive change (regardless of COVID) in the maturation of CBC’s Guided Pathways. Our institutional focus has largely followed Guided Pathways as outlined by the Community College Research Center (CCRC) at Columbia University. Guided Pathways was built on the core idea that community college education needed to more firmly commit to providing degrees and certifications, and the philosophy, along with its companion interventions at CBC (Figure 1), has been the guide for the best performing community colleges nationwide.

Our college-wide strategic priorities (Appendix B: Strategic Priorities) target the most pressing demonstrated needs, the evidence base behind the need², and, consequently, the potential for impact at CBC. Many of these longer-term strategies have been in planning for a number of years, and implemented in just the last two years, including:

- the second full year of our restructured **developmental math** sequence,
- a revamped **directed self-placement** strategy for English and math,
- the first full year of identifying students in **meta-major “schools”**, and
- aggressive hiring of completion coaches to develop **caseload management** for advising, the second year of school “core teams”, and the second year of the guiding Student Success Leadership Committee (SSLC) to support that work.

These priorities encapsulate the specific activities and programs we want to cultivate college-wide, but we would be remiss not to mention much work that is in-progress and has been done elsewhere around the college. Most notably, there was a significant investment in research and dialogue around **Inclusivo: Hawks Soaring Together**, our equity-centered strategic plan – in particular its vision around student success speaks to this report most directly. Our colleagues around the nation, the SBCTC, and CCRC have acknowledged that Guided Pathways should benefit historically marginalized groups in particular. However, many colleges’ experience has shown that gaps in achievement often do not close without the specific and mindful effort that the strategic plan embodies.

We also acknowledge work being done in the Student Success Leadership Committee (HyFlex modality and equity work to name two), and elsewhere in the college around furthering instruction (two new instructional

¹ Online instruction in this period increased from 24% of student courses (2018-19) to 90% of student courses (2020-21)

² Evidence Base is predicated on either inclusion in the Institute for Education Sciences (IES) What Works Clearinghouse specifically for rigorous evidence standards or by the CCRC Guided Pathways theoretical framework.

designers have come on board in the last year and there have been a number of innovators in course design and transparency) and supports (entry student experience and re-establishment of a Career Center).

Mission Fulfillment Results (Overall Strengths and Opportunities)

As with any broad characterization of results, this summary is meant to highlight particular areas of strength and opportunity. This year has been particularly challenging to interpret given the size and scope of changes that have occurred in the last year. Much of the section “Key Findings and Discussion” touch on how we might best interpret this year in the midst of these changes.

Some very promising strengths have emerged and continued during this year. The first year student cohort of 2020-21 has made some impressive gains in key areas of college emphasis, most notably college credit completion, English college credit, and math college credit attainment.

This success may mask some areas of concern going forward. Notably, achievement for historically underserved populations, while also increasing, has not kept pace. This is evident in Transitional Studies and measures that we assembled to specifically track DEI progress within this report (groups that have been historically underserved are not seeing the kinds of gains that we are witnessing overall).

Notable Strengths (+):

- Math college credit completion in a student’s first year took another sizable jump this year (+8.1% for Academic Transfer students, 12.4% for Professional/Technical).
- English increased as well (+6.2% Academic Transfer, +9.7% Professional/Technical).
- First Year 30 College Level Credit Completion increased 4.8% overall from last year.
- Three Year Completion + Transfer rates increased this year, sharply reversing a downward trend we have experienced since 2015-16. The previous dip, and the rebound, was forecasted by our first year cohort results. Nonetheless, this increase is still an encouraging development and slightly more than expected (Figure 4).

In core college areas of emphasis, many of which are important predictors of future completion or transfer outcomes, the improvement has been nothing less than remarkable. College math credit attainment rates have increased from 17.1% to 31.2% over the course of the last two years of restructuring. College English has rebounded to levels it has not seen in five years (35.7% from 27.1% a year ago). College credit attainment overall has also increased in the 2020-21 cohort to 42.8%, 3.7% higher than our previous high in 2014-15.

Notable Opportunities (-):

- *Transitional Studies* metrics across the board experienced a trying year and the numbers reflected that. Enrollment, especially in English Language Acquisition fell dramatically (-27.5% overall year on year).
 - Measures that are highly dependent on re-enrollment (notably hours and retention) were down significantly. Students seeking a high school credential attained the 45 hour instruction benchmark less frequently (-5.3% from last year) and first to second year retention fell 5.3%.
 - Students who did commit to online instruction posted good skills gains and hours in instruction, but much fewer students were federally reportable (students registered, but many more did not log at least 7 hours of instruction, -14.9% from last year).

- College transition measures, which had shown great gains in 2019-20, snapped back to previous levels, another area potentially sensitive to losing students during online instruction.
- At the college level, *Retention rates* have been an area where CBC has historically outperformed its peers, and we still do well compared to our SBCTC college peers. This year, however, our retention rates dropped modestly overall in our Academic Transfer area in Winter and Spring while seeing some small gains with Professional/Technical students, including a strong rebound from the previous year’s Spring (our initial COVID term).
- Populations of particular equity interest (Hispanic students / bottom SES quintiles) saw gaps widen during 2020-21. Figures 4-7 and Figures XXX show some widening of gaps in areas where we did particularly well overall. Some target groups gained, but gained less significantly than their peers.
- Subpopulation results for Running Start and bachelor’s degree cohorts (first year 30 credit thresholds) also saw a drop this year from previous levels.

Again, a primary theme where CBC underperformed this year occurred often in areas that we might characterize as having either (a) a sensitivity to enrollment, or (b) a sensitivity to online instruction. Areas where we saw the biggest decreases in enrollment tended to perform less well. The good news here, if we can call it that: as we transition to a new endemic reality – or alternately, the “new normal” – if face-to-face class composition increases, enrollment increases, and comfort levels increase, the prospect of seeing a rebound in many of these areas is likely.

The Transitional Studies area, in particular, saw a marked decrease in English Language Acquisition (ELA) students and other High School level learners (ABE). Our Running Start student enrollment decreased as well, where a choice to return to the “home school” or dial down CBC credits and a 30 credit attainment may have potential to put downward pressure on performance. Retention rates this year, like last year, appear to reflect residual effects of lower enrollment. Not the least in this, although students who are historically underserved also appear to do fairly well compared to last year in many metrics, their performance lags behind their peers.

For more detail on these metrics, we include “Rating Results by Core Theme / End State”.

Overall Rating. Our overall rating for the 2020-21 Academic Year is **3.14**, an overall level of performance that is “Maintaining” in a year of some substantial change.

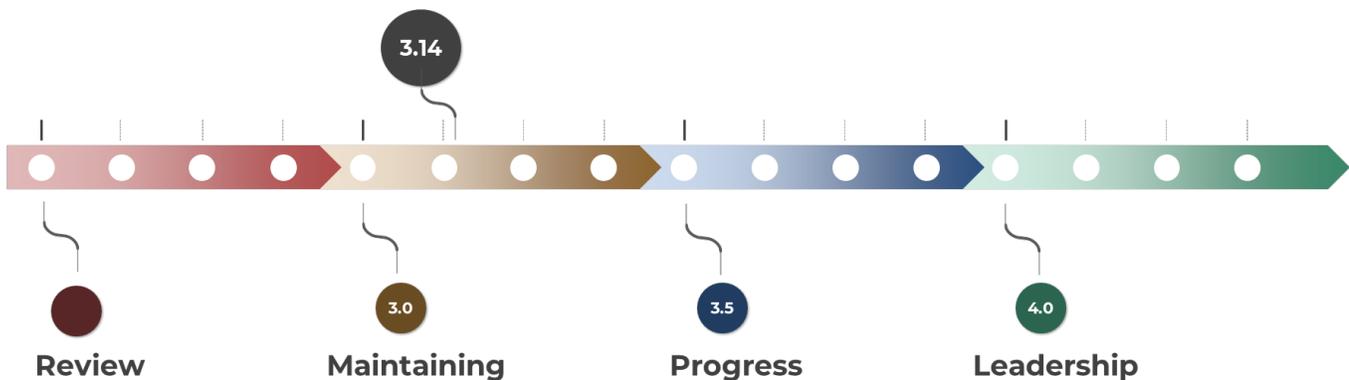


Figure 2. Overall 2020-21 Rating

End State Ratings	Transfer	Professional/ Technical	Transitional Studies
2017-18	2.69	3.00	2.88
2018-19	2.72	2.85	3.40
2019-20	2.76	2.40	4.06
2020-21	3.57	3.75	2.11

Figure 3. 2020-21 End State Ratings

Ratings by End State (Service Population). Our overall rating masks a larger variability of results this year that favored Transfer and Professional / Technical ratings and were less rosy for Transitional Studies. When we look at the results this way, having changed the benchmarks forward three years, some of the strength and weakness overall is in the context of a challenging few years leading up to 2020-21. That said, CBC looks to have made significant progress over this last year, especially in the first year cohorts of 2020-21 – even with significant challenges in this first full year of COVID, remote operations, and predominantly online instruction which have otherwise created some headwind for enrollment/re-enrollment as we examine these data.

“2029 Goal” Results

Because a comprehensive list is often too long to serve as an organizational touchstone, this short list of goals are those we publicize most broadly. We emphasize our Ten Year goals to 2029:

1. **3 year degree completion or transfer to 55% (Figure 4),**
2. **30 college credit attainment in a student’s first year to 55% (Figure 5), and**
3. **First year college credit attainment in our college’s main general education areas – English (to 60%) and math (to 40%) (Figure 6 & 7).**

Figures 4-7 detail our overall progress in each of these three goal areas. The charts detail the first year cohort performance of both Academic Transfer and Professional / Technical entering students for the 2020-21 Academic Year. We acknowledge that there are a number of different ways to look at students who may have a legacy of being systemically underserved, but one of the most salient ways in which we present this information to campus is to maintain focus on Hispanic/Latinx students. Similar to our overall CBC population, the percentage of our entering cohort is 43.8%, 2.3% more than our White students in this cohort. We are a *Hispanic Serving Institution* by designation, enroll more Hispanic students than any other CTC in our system, and our Hispanic students are often dealing with multiple systemic barriers due to our national and local history (72.3% of our 2020-21 incoming cohort are in the bottom two quintiles of income distribution, where other students in the incoming cohort are 35.9%).

- For Goal #1, our 34.2% bounce in completion rate overall has not occurred uniformly (6.5% difference),
- Goal #2, 30 College Credit Attainment progress to 42.8% shows an 5.4% difference, and
- Goal #3, math and English first year credit completion, with:
 - progress to 31.2% in math – a 9.2% difference and
 - progress to 34.4% in English – a 4.2% difference.

Goal #1: 3 Year Degree Completion or Transfer to 55%

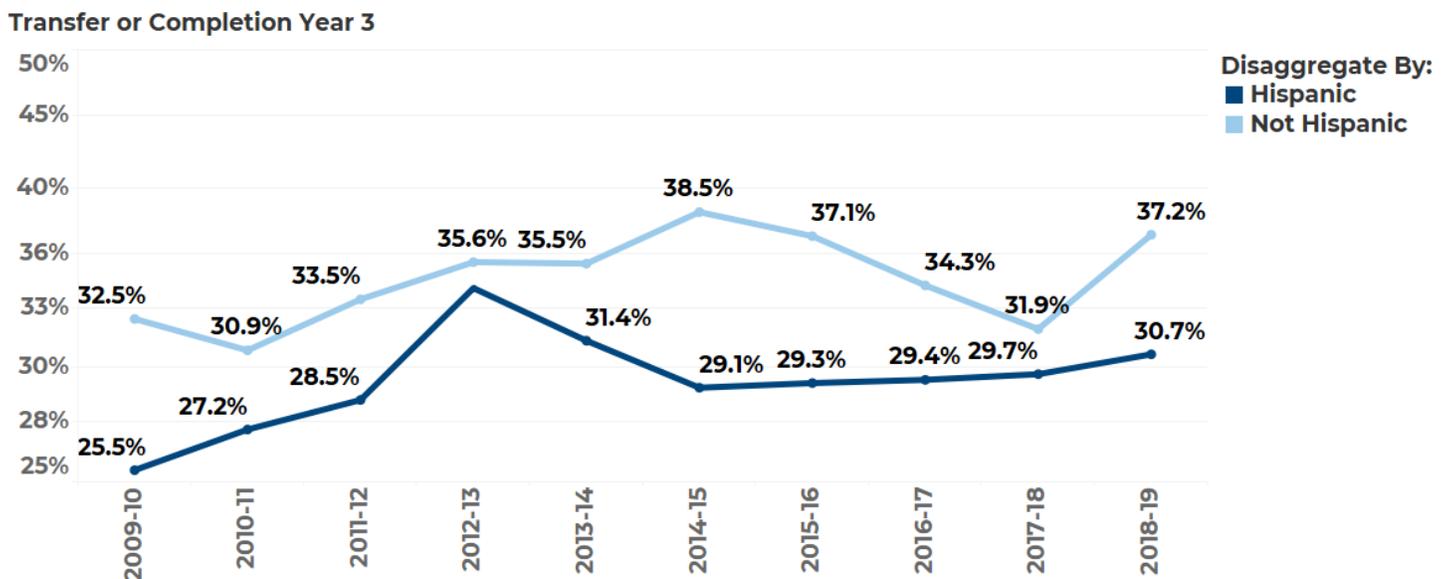


Figure 4. Degree or Transfer Completion (3-Year) – HSI Focus

Goal #2: First Year, 30 College Level Credit Attainment to 55%

FTEC Credit Attainment: 30 Credits or more

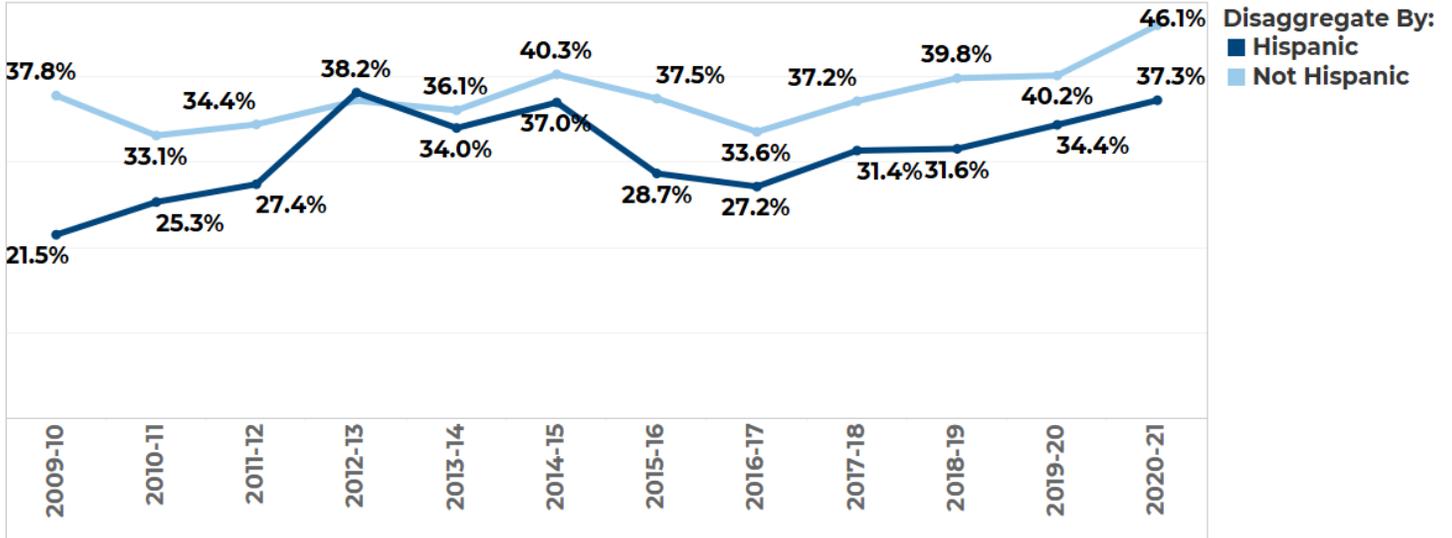


Figure 5. 30 College Credit Completion in First Year - HSI Focus

Goal #3a: First Year College Level English (to 60%)

FTEC Gateway Course Completion: English Year 1

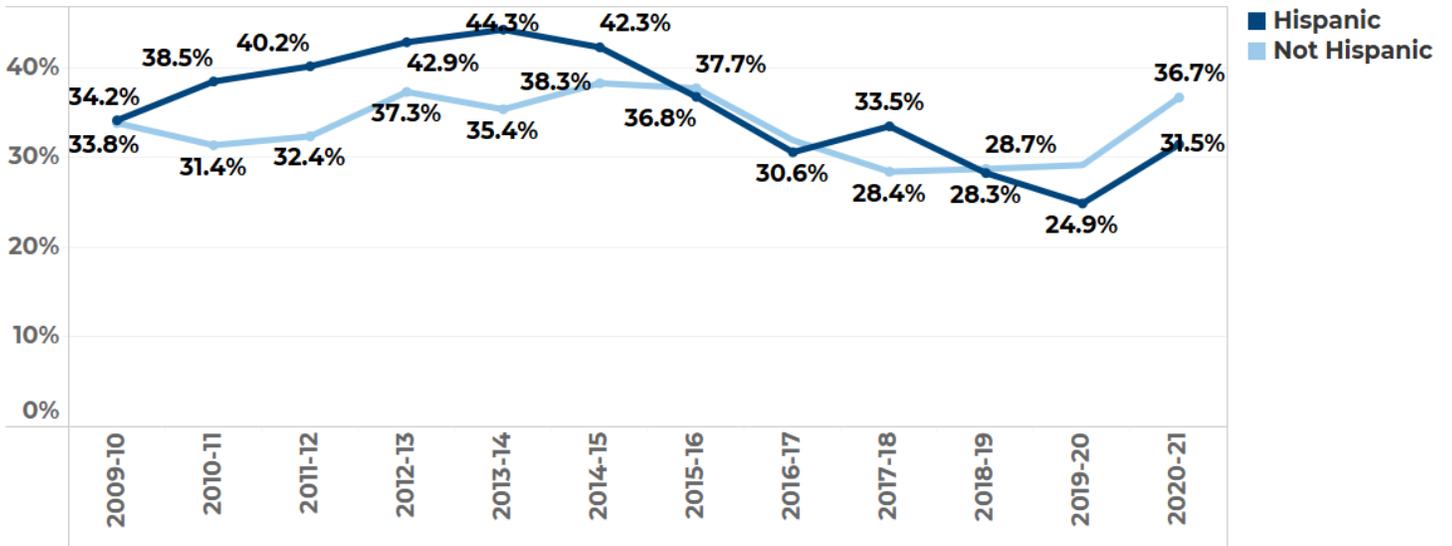


Figure 6. First Year College Level English Completion - HSI Focus

Goal #3b: First Year College Level Math (to 40%)

FTEC Gateway Course Completion: Math Year 1

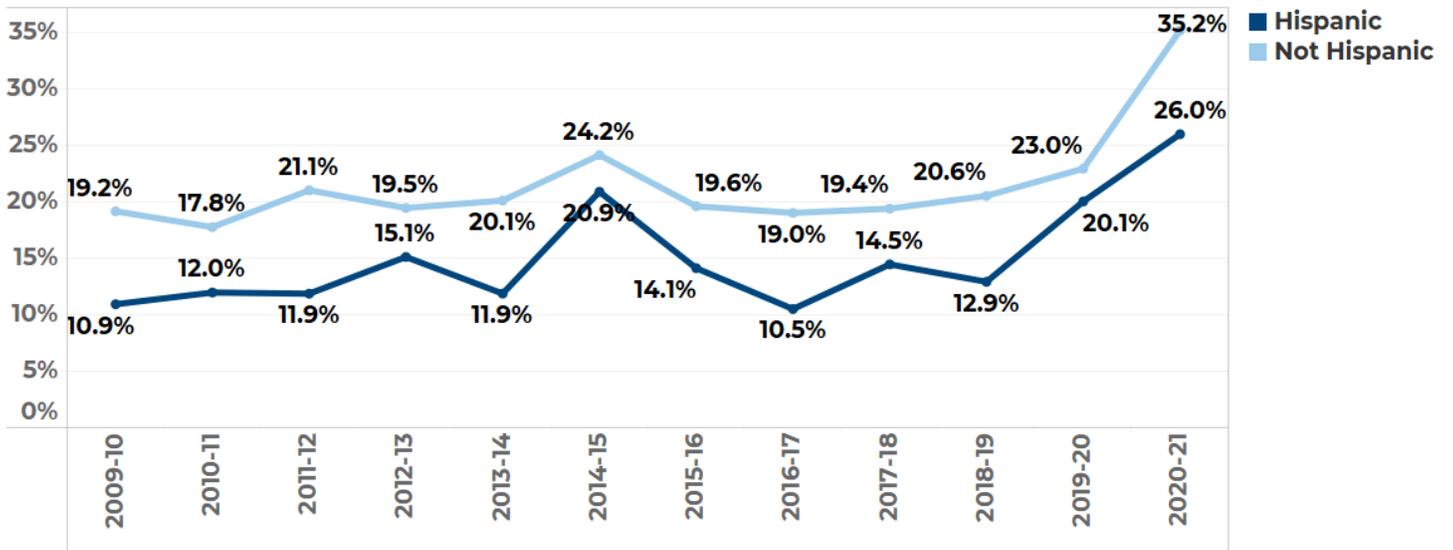


Figure 7. First Year College Level Math Completion - HSI Focus

Rating Results by Core Theme / End State

Our **Academic Transfer** objective average ratings have increased overall (**3.57**) from previous years, primarily on the strength of Gateway Courses and Completion objectives.

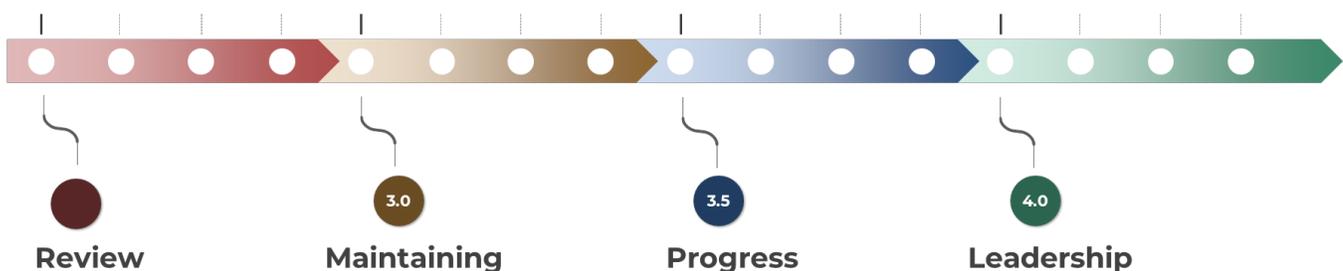
Professional/Technical objective average ratings are also higher overall (**3.75**). Many of these metrics are highly dependent on face-to-face instruction or continued face to face in some way, and the effects of online instruction shifts / lower enrollments did not appear to have affected this area quite as much. In addition, with less than half as many students as our Academic Transfer entering cohorts, these measures may be more volatile. Still, every one of the six objective rated a 3.00 or higher.

In **Transitional Studies**, the objective average is down this year (**2.11**) after, and in a few measures because of, a very strong 2019-20. Everyone of the four objectives scored below 3.00, and within every objective, there was weakness, much of which is exacerbated by weak enrollment.

Table 1 shows the summary ratings as of the end of the 2020-21 school year followed by tables that detail individual metrics.³ Of these students, the percentage of total enrollment college-wide in these areas for Fall 2019-20 were 53.0% Academic, 36.9% Professional/Technical, and 10.1% BEdA/ELA. First time entering cohorts heavily favor Academic Transfer students, where roughly 1,000 students enter each cohort in an AA track and 300-400 students typically enter on a Professional/Technical track each year.

Table 1. Overall Summary of Mission Fulfillment Measures

Objectives by End State	Academic Transfer (53.0%)	Professional/ Technical (36.9%)	Transitional Studies (10.1%)
Course Completion and Success	3.50	3.75	--
Gateway Course Completion	5.00	5.00	--
Retention	2.33	3.33	--
Credit Attainment	3.40	3.40	--
Completion	4.00	3.00	2.50
Post-CBC / Post-Transitional Outcomes	3.20	4.00	2.00
Transitional Studies Yearly	--	--	2.67
Transitional Studies 3 Year Cohort	--	--	1.33
Average Rating:	3.57	3.75	2.11



³ Includes updated CBC warehouse (Enrollment, Transcripts, WABERS Transitional Studies, and NSC data as of 8/2020) and current reported SBCTC where referenced (11/2020)

2020-21 Discussion

The 2020-21 academic year was characterized by the COVID-19 pandemic, with the vast majority of courses online throughout this evaluation year (overall, roughly 90% of student courses were online during the year, compared to under 30% in the years prior). The effects of our adjustments to COVID-19 are still being assessed college-wide, and we have recently spent time in the research area monitoring enrollment changes more closely, gathering information on how students have adjusted during this time (both in enrollment patterns/preference and, when enrolled, how students are adjusting to the variety of simultaneous challenges due to changes in modality, comfort with instruction, and the changes in environment more broadly during the pandemic), and looking at how those changes might affect student performance so we can minimize disruption in students' academic career trajectories.

Interpreting our results: likely impacts of a COVID year on student progress

While there are a number of studies that examine the impact of online instruction, a few might help put this last year into context. In hindsight, we will likely know more clearly what has happened over time, but previous research does give us clues to help contextualize our experience right now.

One in particular might be most appropriate to our context, and it reflects the broader research to date more generally,⁴ suggesting that the main effects of online vs face-to-face instruction have shown a small, but meaningful negative effect:

- **Course Success.** Our SBCTC system data suggest that we might expect a modest and meaningful decrease in course success for online instruction. While our raw data on student grades does not bear this out (overall course success results), we might still be concerned that these effects be more prevalent for students who are historically underserved, first year students, and/or students who might not be as engaged or committed when online. There is some evidence in the opposite direction (higher success overall), but we might still be concerned that our gains occur more frequently and impactfully for students who are not historically underserved. In these studies, the implication is that these successful peers demonstrate systemic advantage - more commitment to a degree and are more accustomed to online instruction – and, unless specifically addressed, that modality change exacerbates this advantage.
- **Enrollment Composition.** We might also be concerned that our enrollment has declined in these three terms (Year over year: -7.3% in Fall, -9.8% in Winter, and -6.5% in Spring), and the composition of the remaining enrollment may be more heavily skewed toward students who are most comfortable with online study, or lack other barriers or challenges. Our BEdA student enrollment fell 27.5% during last year. Our first year student cohort (above high school enrollees), in particular, also fell from 1,390 students in 2019-20 to 1,218 in 2020-21 (-12.2%, and down more sharply than our overall enrollment during this period, year on year). This can contribute to both an overall positive bias (students who choose not to enroll who otherwise might have), and an increase in achievement gaps (students who choose to enroll anyway despite an increase in personal challenges/barriers to study during a pandemic). To the latter, Xu & Jaggars (2013) suggests that students who remain enrolled might experience differences that might correlate highly with historical disadvantage.

Additionally, our own survey work has highlighted a few student concerns over this time:

⁴ Xu, D., & Jaggars, S. S. (2013). The impact of online learning on students' course outcomes: Evidence from a large community and technical college system. *Economics of Education Review*, 37, 46-57.

- Student Satisfaction with online instruction. In Spring of 2020, students reported preferring face to face courses (65.5%) vs Online Courses (18.2%), with the remainder not having a preference. While roughly 38% of students in that same Spring were uncomfortable with online coursework, that discomfort fell to 17% by the following Fall. This is an improvement to be sure, but 17% is still a large enough number that, for a subset of students at least, their own performance, engagement, and enrollment likelihood may suffer as a result.
- Stress and Basic Needs. Students are not immune to the stress of the wider world, and we might have expected more difficulties due to life changes and the world around. In our Fall Survey, over half of students reported some mental health problems. Additionally, the #RealCollege survey we participate in each Fall has highlighted nearly 40% of our student body with some gap in basic needs.

Having outlined these possible influences, negative and positive, what we see in our results has the hallmarks of both the positive influence and the negative potential influence on our results. Namely, rising rates of performance for students who come and are comfortable with online instruction, and lower rates of performance in areas that can reflect choices not to re-enroll and for students who are not as prepared to access online coursework and thrive in a remote environment – and this may fall more heavily on underserved populations.

Positive potential COVID impacts:

- students who are more keenly engaged and have the resources will do well, possibly better, and
- students who are more keenly engaged will tend to enroll more often than those who are less comfortable with online instruction

Negative potential COVID impacts:

- students may choose not to enroll, stop out, drop out, or may accelerate alternate plans in an online environment, and
- students who remain may have increased performance divisions that can be associated with stress, comfort, access, and/or difficulty meeting basic needs.

Interpreting our results: Key comparisons to SBCTC comparison schools

One way we might answer whether our students are withdrawing or experiencing uniquely positive or negative bias due to COVID-19 is to take a look at how state averages (all SBCTC comparison schools) performed over the same period. *If the gains we experienced during 2020-21 were simply “bias”, that same bias might be evident across the state in other community colleges.*

For brevity, we consider our core “2029 Goals” metrics in Figures 8-11, those for which we saw the strongest evidence of progress, to examine whether or not our indicators might be an artifact of enrollment or instruction during COVID that is part of every college’s experience.

- In every one of these 2029 goal areas, our institutional performance closed the gap between CBC and SBCTC college performance.
- State average differences were closed 4% in Completion, 2% in 30 Credit Completion, 6% in English, and 7% in math (now exceeding state averages)
- SBCTC college averages during the COVID cohort year (30 credits, math, and English) were also up for this year, but far more modestly (+3%, +1%, and +2% respectively).

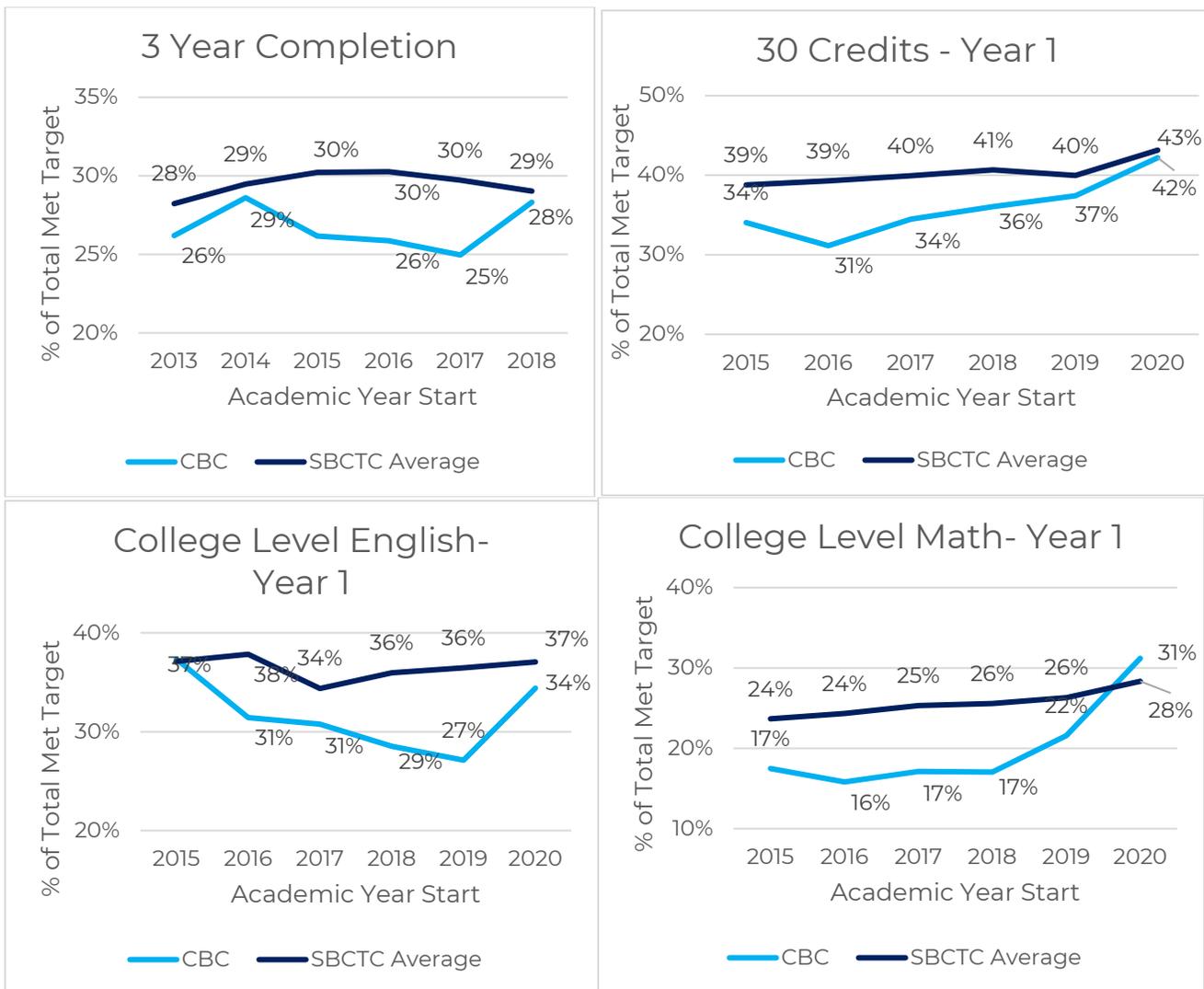


Figure 8-11. CBC and SBCTC College Comparisons on 2029 Goals

Another measure for which we have comparable state benchmarks, similarly uneven performance was noted at the state level. *New college students statewide saw decrease in retention rates* in each of Fall to Winter, Fall to Spring, and Fall to Fall measures, though these were, like our own data, less regular by duration – each season exhibiting unique retention patterns.⁵ Overall, we might conclude that CBC has mostly followed state average trend here overall.

When we look at Hispanic/Latinx students (identifying as Hispanic/Latinx only) compared to state averages, our gaps with the state closed in 3 of 4 of the 2029 goal measures (+1% in 3 Year Completion, +6% in English, and 4% in math, but -2% in 30 Credit Completion). The difference in credit completion appears to stem from *notable weakness in Hispanic/Latinx student retention*, exceeding a 5% drop in each of – Fall 2019 to Fall 2020, Fall 2020 to Winter 2021, and Fall 2020 to Spring 2021.

⁵ For college access only (faculty and staff), CBC has access to First-Time Entering Student Outcomes dashboards.

Interpreting our results: Guided Pathways

The disappointment of this year for those who follow our institutional data is that COVID impacts have made it more difficult to interpret or be confident about the real results that are embedded in these data. A number of our larger CBC Guided Pathways ideas were implemented and continued this year. Some of these have been several years in the making, and are likely having a significant effect on our results.

- Caseload advising, organized by school and using program maps, is in the first full year of use and the importance of early English and math completion has been communicated more urgently to students. This has likely contributed to an increase in first year students taking ENGL&101 in Fall and Winter.
- In math, the restructure of the developmental sequence has had an undeniable impact. Even assuming a very high level of bias in this cohort (due to COVID), the increase this year and last year are too large to be negated by any known bias.
- The addition of Directed Self Placement (DSP), while difficult to evaluate directly, can and do affect likelihood of completing coursework in English and math, and are probably doing so significantly. Of students who took English in this year's incoming student cohort, 77.4% took a college level course as their first English course (compared to 55.4% last year). Similarly, 42.8% of students in math (compared to 29.1% last year, and 25.2% before math redesign).
- Consequently, it is hard to discount the likely effect accelerated English and math also contribute to quicker college credit accumulation.

Disentangling “what exactly has worked and how much” is less clear. With several changes occurring simultaneously, it is difficult to be too precise and we might caution that this year may include results that are both related to COVID (not typical of “business as usual”) and related to our work in Guided Pathways. Having cautioned appropriately, the SBCTC benchmark data here are cause for optimism. Where the rest of the state system has gained modestly in these measures, CBC has gained more quickly – bridging the historical gap, and in the case of math, exceeding state averages. This seems to point strongly in the direction that the large-scale changes we are making as an institution are starting to have a real impact on student performance. More encouraging, these kind of large-scale changes do not typically mature until years 3 through 5 of implementation and all of them are in their second year or earlier.

It is also worth noting that progress may not only be the result of large-scale or long term changes. Smaller changes where critical needs exist can have effects that outpace their size. Placement is a perfect example. The adjustments to placement, while being considered or piloted for some time, was (a) a change that affected a smaller number of students, and (b) was accelerated in one term to respond to our need to place students without in-person standardized assessments. Not technically large scale, long term, or comparatively costly overall - these changes nonetheless had positive impacts that exceeded expectations.

Similarly, it is worth noting that some of the work we are furthering in Guided Pathways often cannot be measured in the same way as the metrics in these reports, but are, nonetheless, critical to student success. Assessment work is a prime example of this. “Ensure Students Are Learning” is the fourth pillar of Guided Pathways and is also an important aspect of fulfillment of the College’s mission.⁶ When students are learning it

⁶ Also a key feature of accreditation due to assessment’s critical role in student learning, and the difficulty that every college encounters when trying to characterize overall progress in institutional learning outcomes, program learning outcomes, and course

impacts their achievement, whether it be in that particular course or with the knowledge, skills and abilities that they gain and then apply in future courses. Student learning is assessed by faculty at the course, program, and institutional levels and the Assessment, Teaching and Learning (ATL) Committee continues to lead the student learning assessment efforts.

Last year through the program review process, faculty reported on assessment activities in their departments. Some examples of the work being done include:

- Faculty in the BAS in Applied Management made a substantial number of revisions to the program which involved all of the full-time faculty working collaboratively to re-evaluate each and every major area course to update course descriptions, course learning outcomes, and assessable activities/assignments.
- The Early Childhood Education (ECE) program received a grant from University of Washington which allowed them to meet with community partners in order to review the learning outcomes for every core ECE class.

Results from these and other assessment activities are used by faculty to make improvements in their courses and programs in order to help students reach their academic goals.

learning outcomes. We understand learning to be the bedrock of what happens at CBC and that quantifying this quality can be challenging in ways that conventional institutional measures (as in this report) are not.

2020-21 Metrics by Objective Tables

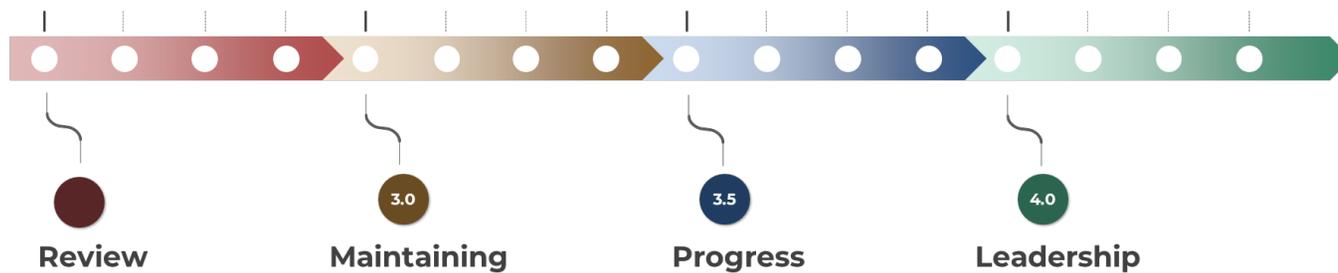
Academic Transfer

Table 2. Academic Transfer - Course Performance, Gateway Courses, and Retention

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	3-Year Benchmark	Change over Benchmark	Rating
Course Completion Term 1	75.4%	77.7%	79.6%	78.0%	79.4%	74.5%	79.0%	-4.5%	2
Course Completion Year 1	60.7%	59.9%	60.3%	58.7%	60.9%	58.2%	60.0%	-1.8%	3
Course Completion Year 1 (Hispanic >2.0)	51.9%	53.7%	54.1%	55.4%	54.0%	52.5%	54.5%	-2.0%	2
Course Completion Year 2+	68.5%	72.0%	73.9%	73.6%	76.6%	74.3%	74.7%	-0.4%	3
Course Success Term 1 (>2.0)	60.8%	60.1%	57.2%	58.4%	58.8%	61.7%	58.1%	3.6%	4
Course Success Year 1 (>2.0)	38.9%	37.2%	33.9%	35.6%	38.7%	41.4%	36.1%	5.3%	5
Course Success Year 1 (Hispanic >2.0)	30.5%	27.0%	24.4%	31.0%	30.9%	33.1%	28.8%	4.3%	4
Course Success Year 2+ (>2.0)	48.2%	50.8%	53.3%	52.2%	58.0%	60.8%	54.5%	6.3%	5
Course Performance									3.50
Gateway Course Year 1 (Math)	18.4%	18.7%	18.3%	17.9%	24.5%	32.6%	20.2%	12.4%	5
Gateway Course Year 1 (English)	41.7%	35.6%	33.5%	31.0%	31.4%	37.6%	32.0%	5.6%	5
Both Gateways Year 1 (Math + English)	11.6%	11.0%	10.3%	9.3%	12.2%	17.8%	10.6%	7.2%	5
Both Gateways Year 1 (Lower SES Quintiles)	9.7%	8.9%	7.7%	8.6%	10.4%	15.3%	8.9%	6.4%	5
Gateway Courses									5.00
Retention Year 1 (Fall to Winter)	77.8%	77.5%	78.0%	78.6%	80.2%	76.4%	78.9%	-2.5%	2
Retention Year 1 (Fall to Spring)	68.9%	66.5%	67.3%	68.1%	68.8%	63.5%	68.1%	-4.6%	2
Retention Year 1 (Fall to Fall)	51.7%	52.7%	50.4%	51.8%	52.5%	52.2%	51.6%	0.6%	3
Retention									2.33

Table 3. Academic Transfer - Credit Attainment, Completion, and Post-CBC Outcomes

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	3-Year Benchmark	Change over Benchmark	Rating
15 Credits College Level (Year 1)	65.0%	61.6%	64.7%	63.7%	68.3%	65.6%	65.6%	0.0%	3
30 Credits College Level (Year 1)	33.8%	31.5%	34.7%	36.1%	41.5%	42.5%	37.4%	5.1%	5
30 Credits Winter/Spring Enrollees (Year 2)	17.6%	19.1%	24.4%	22.1%	22.0%	25.1%	22.8%	2.3%	4
30 Credits Running Start (Year 1)	70.1%	65.9%	62.6%	67.8%	71.1%	59.8%	67.2%	-7.4%	1
45 Credits College Level (Year 2)	40.7%	37.3%	36.9%	38.2%	40.2%	41.0%	38.4%	2.6%	4
Credit Attainment									3.40
Completion or Transfer (3 Years)	34.0%	34.6%	33.5%	30.7%	29.5%	34.0%	31.2%	2.8%	4
Degree Completion (3 Years)	24.3%	26.9%	23.9%	22.8%	22.4%	26.1%	23.0%	3.1%	4
Completion									4.00
Employment % vs State	n/a	6%	9%	6%	8%	9%	7.7%	1.3%	4
Wages State Difference (1,000/yr)	n/a	-1	-2	-3	-2	-3	-2	-1	2
4-Year Transfer	30.7%	29.8%	28.7%	28.8%	26.4%	22.3%	28.0%	-5.7%	1
“Transfer-Preferred” GPA Year 1 (>3.0)	20.2%	19.7%	21.5%	24.0%	25.4%	28.6%	23.6%	5.0%	5
“Transfer-Preferred” GPA (Hispanic)	13.5%	10.3%	14.2%	20.0%	19.2%	21.4%	17.8%	3.6%	4
Post-CBC Outcomes									3.20
Academic Transfer Average Rating									3.58



Professional / Technical

Table 4. Professional Technical - Course Performance, Gateway Courses, and Retention

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	3-Year Benchmark	Change over Benchmark	Rating
Course Completion Term 1	79.5%	85.9%	84.9%	80.7%	78.9%	80.9%	81.5%	-0.6%	3
Course Completion Year 1	67.1%	75.0%	70.6%	64.6%	64.7%	69.6%	66.6%	3.0%	4
Course Completion Year 1 (Hispanic >2.0)	60.3%	71.5%	64.8%	56.1%	55.2%	63.4%	58.7%	4.7%	4
Course Completion Year 2+	75.0%	76.8%	81.1%	78.6%	79.7%	77.4%	79.8%	-2.4%	2
Course Success Term 1 (>2.0)	73.5%	74.0%	72.4%	69.8%	64.3%	73.7%	68.8%	4.9%	4
Course Success Year 1 (>2.0)	52.7%	54.6%	54.3%	47.8%	46.8%	55.0%	49.6%	5.4%	5
Course Success Year 1 (Hispanic >2.0)	45.5%	53.1%	50.5%	38.9%	38.5%	46.0%	42.6%	3.4%	4
Course Success Year 2+ (>2.0)	60.4%	60.8%	63.6%	63.7%	65.8%	67.3%	64.4%	2.9%	4
Course Performance (Student Risk)									3.75
Gateway Course Year 1 (Math)	15.0%	8.2%	14.4%	14.9%	16.7%	29.1%	15.3%	13.8%	5
Gateway Course Year 1 (English)	25.1%	20.3%	24.3%	22.1%	20.0%	29.7%	22.1%	7.6%	5
Both Gateways Year 1 (Math + English)	8.7%	3.4%	6.1%	6.9%	7.0%	16.7%	6.7%	10.0%	5
Both Gateways Year 1 (Lower SES Quintiles)	10.1%	3.1%	6.9%	7.5%	5.6%	13.9%	6.7%	7.2%	5
Gateway Courses									5.00
Retention Year 1 (Fall to Winter)	76.0%	75.7%	75.9%	74.7%	73.1%	75.9%	74.6%	1.3%	3
Retention Year 1 (Fall to Spring)	59.6%	55.1%	60.5%	57.1%	56.4%	63.1%	58.0%	5.1%	5
Retention Year 1 (Fall to Fall)	62.3%	45.2%	43.0%	50.6%	48.9%	42.8%	47.5%	-4.7%	2
Professional Technical - Retention									3.33

Table 5. Professional Technical - Credit Attainment, Completion, and Post-CBC Outcomes

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	3-Year Benchmark	Change over Benchmark	Rating
15 Credits College Level (Year 1)	58.7%	54.4%	61.0%	59.3%	57.9%	65.1%	59.4%	5.7%	5
30 Credits College Level (Year 1)	34.7%	30.1%	34.0%	36.0%	30.4%	39.8%	33.5%	6.3%	5
30 Credits Winter/Spring Enrollees (Year 2)	20.6%	23.2%	17.9%	22.4%	21.0%	24.6%	20.4%	4.2%	4
30 Credits BAS (Year 1)	78.6%	68.8%	73.9%	72.0%	76.3%	58.4%	74.1%	-15.7%	1
45 Credits College Level (Year 2)	44.4%	33.5%	32.7%	37.6%	40.0%	32.4%	36.8%	-4.4%	2
Credit Attainment									3.40
Completion or Transfer (3 Years)	31.3%	33.0%	32.6%	34.0%	31.0%	32.5%	32.5%	0.0%	3
BAS Completion (3 Years)	91.7%	81.3%	82.6%	74.8%	74.6%	77.7%	77.3%	0.4%	3
Completion									3.00
*Employment % State Difference	n/a	4%	8%	6%	4%	9%	6.0%	3.0%	4
*Wages State Difference (1,000/yr)	n/a	2	-3	1	1	2	-0.3	2	4
Post CBC Outcomes									4.00
Professional Technical Average Rating									3.75

Transitional Studies

Table 6. Transitional Studies

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	3-Year Benchmark	Change over Benchmark	Rating
+Federally Reportable (%)	73.3%	78.6%	83.5%	80.8%	76.5%	61.6%	80.3%	-18.7%	1
+++I-Best Enrollment (Term FTE)	42	100	65	48	53	63	55.3	7.3	3
++Measurable Skills Gains	n/a	n/a	59.6%	49.2%	57.9%	59.8%	55.6%	4.2%	4
Yearly									2.67
45 Hours or more ABE	63.8%	65.7%	70.2%	66.1%	61.6%	56.3%	66.0%	-9.7%	1
45 Hours or more ELA	74.2%	74.5%	77.2%	78.5%	74.3%	73.9%	76.7%	-2.8%	2
Made ELA Gains	44.8%	46.9%	50.4%	52.8%	52.1%	46.3%	51.8%	-5.5%	1
Retention (First to Second Year)	25.4%	28.0%	32.7%	27.8%	23.3%	16.4%	27.9%	-11.5%	1
3 Year									1.25
HS Credential / Any College Courses	38.5%	14.6%	33.3%	37.8%	40.6%	32.5%	37.2%	-4.7%	2
Completed HS Equivalent / GED	24.5%	4.6%	21.5%	27.8%	23.2%	22.5%	24.2%	-1.7%	3
Completion									2.50
Completed any College Level Credits	10.4%	8.5%	6.7%	8.6%	18.1%	8.3%	11.1%	-2.8%	2
15 College Level Credits	5.7%	7.7%	3.0%	4.4%	12.5%	3.6%	6.6%	-3.0%	2
30 College Level Credits	4.2%	4.6%	1.5%	3.9%	10.3%	1.8%	5.2%	-3.4%	2
College Transition									2.00
Transitional Studies Average Rating									2.11

Ending Notes

Data work, here at CBC and at the State Board (SBCTC), develops each year. The comprehensive Student Achievement Initiative (SAI) dashboards and growing public and college-only access compilations increases our ability to do this work and analyze our trends every year. The newer FTEC cohort accounting, following the excellent work being done in SBCTC research, is the basis for many of our measures in this cycle – and allow us to more closely track our results with our Washington peers. We believe this arrangement is a step forward to clarifying some of the often ambiguous areas of defining when a student is “new” and will leverage the good work of our state Data Services and Research teams toward meaningful peer comparisons. This has come with some change in the levels on which these metrics have been reported, but we have been pleased that the ups and downs in our historical data tell similar, if not mostly identical, stories about our institutional performance and history.

A key feature of this report is the timing and representation of students at CBC. Though we strive to balance measures, the weight of this report is skewed to students in their first year of study. This is by design. The first year of a student’s post-secondary work is a pivotal year, where students make a difficult transition from secondary (9-12) work to a different social environment, different expectations, and different life challenges and norms of conduct. Beyond “just theory”, we see this pattern play out in our CBC data, losing roughly half of our students by the fall of their second year.

First year measures have an additional advantage. The foundation of the degree completion is largely laid in a student’s first year and measuring first year student outcomes has the fastest turnaround time. Additionally, these first year measures forecast our completion numbers very well. This year is no different, and draws on a rebounding first year cohort (2018-19) to fruition in 2020-21 with a corresponding upward turn in degree completion and transfer.

This year, we have embarked on mindfully including areas where CBC could improve in serving students who have been historically disadvantaged. A unique challenge of institution-wide reporting is to try to assess our whole progress while being mindful and respectful of students’ lived experience that do not fit neatly into aggregates.

Jason Engle – Dean for Organizational Learning, Columbia Basin College

Special thanks to Josh Ellis, Melissa McBurney, Tom Mankovich (SBCTC Research), Faculty Senate, and all the faculty/staff who have animated CBC’s understanding of these data during Welcome Week and Jedi sessions

About This Report

The CBC Mission Fulfillment report is an annual summary of key institutional metrics that track yearly progress toward three-year goals to 2022-23. These indicators are assembled with respect to the Mission Statement and Board Policies for Mission Fulfillment. The latter was revised in May 2018 and covers objectives outlined in our strategy for Mission Fulfillment, with performance targets defined and approved in April 2020. An update of key aspects of Mission Fulfillment will be released in May 2022.

The primary target of the CBC Mission is degree completion or transfer, which embodies the successful college experience in three primary areas of college enrollment and emphasis.⁷ Additionally, we acknowledge that completion requires several successive, and predictive, milestone markers across a student’s career, which we call **critical basic conditions** to success.⁸ Most of these milestones occur in the critical first year of a student’s career, and their inclusion and weight in the report reinforce that importance and gives CBC more timely results to make course corrections where needed. Additionally, within these milestones are periods of skill attainment and learning that revolve around specific course and program goals (Program Review and Student Learning Outcomes).

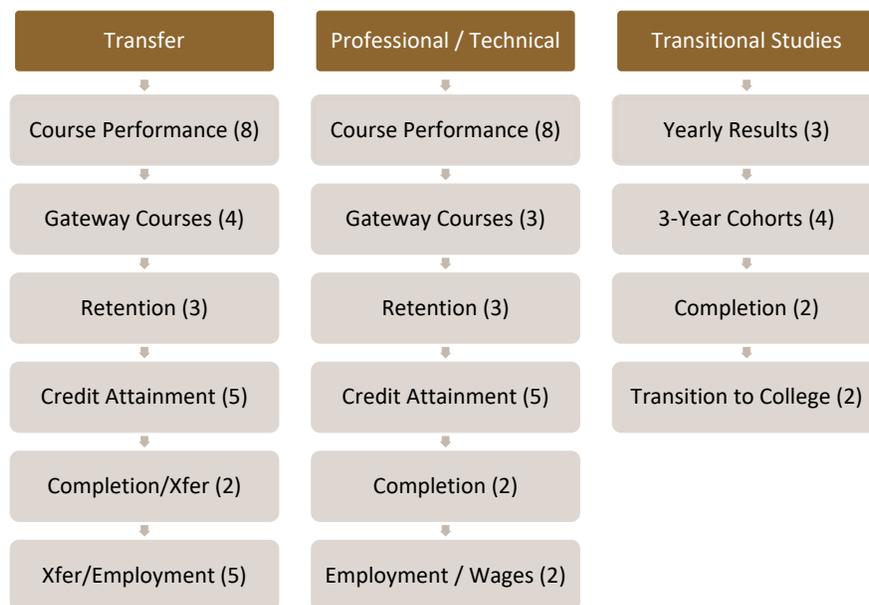


Figure 12. Enrollment Areas (3), Objectives (16), and Number of Measures (62) in 2020-21 Mission Fulfillment

Data Sources and Measurement Changes. The following report uses CBC Data Warehouse data, State Board college access dashboards, and other data sources (National Student Clearinghouse for enrollment outside CBC and WABERS+ for Transitional Studies / BEdA students). These data sources are the basis for a set of indicators that provide the most direct and reliable available evidence for

⁷ An EMSI college impacts study for CBC (2016) reported average student benefits over a career are 4:1 (16.7% annual ROI) and taxpayer return to be 3.7:1 (11.5% annual ROI), much of which ties to degree completion.

⁸ Among others, the more accessible reference highlights these conditions: Moore, C., Offenstien, J., & Shulock, N. (2009). *Steps to success: Analyzing milestone achievement to improve community college student outcomes*. California State University, Sacramento, Institute for Higher Education Leadership & Policy.

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

Measurement changes in this report follow the changes outlined in April 2020, presented to, and informed by the Research and Data group, and approved by the Board. This acknowledges changes in the source material for a number of measures, mainly through the discontinued SBCTC reporting/dashboards in these areas - which are replaced with similar measures from the updated source (First Time Entering Cohort - FTEC).

Why These Three Metrics Were Chosen. These three goals were chosen intentionally based on research in student completion. When indicators of community college success are evaluated by predictive power, 13 variables emerge as most significant, predicting 75-80% of outcome variance. By research standards in educational and social/behavioral sciences, this explanatory power is quite large. Of these 13 measures, first-year college credit attainment (equivalent to 30 credits at CBC) and gateway math and English credit attainment in the first year are important predictors of those 13.⁹ Consistent with the most powerful predictors we have at CBC (Table 7), each of these milestones add to the likelihood of success, sometimes considerably, and the data show the potential of each of these metrics to move student completion.

In Table 7, we report a five year average of first year cohort students. While, overall, 34.1% of students in those cohorts completed a degree or transferred,

- 65.7% who take and pass first year college math end up Completing or Transferring,
- 47.2% who take and pass first year college English end up Completing or Transferring, and
- 62.1% who take and pass 30 college credits end up Completing or Transferring.

To continue, among Running Start students (who begin at college level), **56% Complete or Transfer.** By setting a 55% goal, the implication is that we can and do aspire to equalize the gap between those who start “college ready” and those who may not.

⁹ Yanagiura, T. (2020). Should Colleges Invest in Machine Learning? Comparing the Predictive Powers of Early Momentum Metrics and Machine Learning for Community College Credential Completion. CCRC Working Paper No. 118. *Community College Research Center, Teachers College, Columbia University.*

Table 7. If a student passes a milestone, how likely are they to complete? (Steps to Success: 5 year averages)

Milestone (2013-14 through 2017-18 cohorts)	Likelihood of Success (Completion or Transfer in 3 Years)
Overall Completion + Transfer in 3 Years	34.1%
45 College Level Credits Attained (by end of Year 2)	86.0%
30 College Level Credits Attained (by end of Year 1)	62.1%
15 College Level Credits Attained (by end of Year 1)	45.3%
Completed College Level English in Year 1	47.2%
Completed College Level Math in Year 1	65.7%
Retention (Fall to Fall – Year 1)	44.4%
Retention (Fall to Spring – Year 1)	40.4%
Retention (Fall to Winter – Year 1)	36.4%
Succeeded in Coursework (2.0 or Better in Every Class)	46.8%

Why 55% 2029 Targets Were Chosen. The percentage targets for these measures were chosen for a couple reasons. One embodies our State and National expectations. The Washington Student Achievement Council (WSAC) has set a goal to have 70% of adults under 45 years of age achieve a post-secondary credential. Benton and Franklin Counties stand at roughly 35% currently. To make meaningful progress locally, with some increasing local enrollment, we believe we could make a 10% impact locally by 2030 at 55% completion or transfer. The second factor concerned whether these goals were realistic. While it is sometimes necessary to set “aspirational” goals, our survey of the steps we were taking, the effects of those cumulatively given prevailing research, and an examination of community colleges who are more mature in following CCRC guidance, 55% Completion + Transfer was not unrealistic. Achieving that goal would mean that we would be among the top tier community colleges nationwide.

Appendix A. Mission Fulfillment Methodology / Procedures

Institutional self-assessment requires three elements:

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

Clear Mission: Board Policy

This report serves as End State reporting for Board of Trustees oversight, public transparency, and aid in continuous improvement.

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

The primary structure of Mission Fulfillment is evaluated through:

- End States / Core Themes (3 End States: Transfer, Professional/Technical, and Transitional Studies) which contain multiple Goals / Objectives
- Goals / Objectives (16 Goals) and are tracked by multiple Indicators
- Indicators (62 separate metrics with corresponding performance ratings)

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

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

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

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

Measures / Indicators

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

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

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

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

For purposes of reporting here and for the Northwest Commission (NWCCU), it has been convention to separate similar indicators into “Objectives” that have similar meaning. These objectives outline different outcomes we want to track in each Core Theme (Transfer, Professional/Technical Trades, and

Transitional Studies). Based on our mission, our indicators across the quarterly report fit neatly into 16 distinct objectives (Figure 12), each consisting of several indicators.

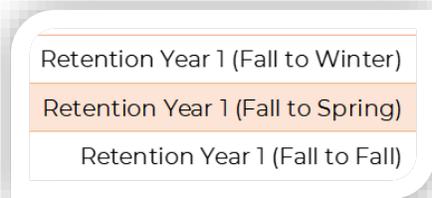
- **Under 3 Core Themes > 16 Objectives > 62 Indicators**

Why Group Indicators into Objectives? Aside from the convention of Goal-Setting that accreditation looks for, grouping indicators this way lends clarity to the purpose of the Mission Fulfillment report, composed of intermediate groups of goals that culminate in the CBC mission. Several studies show this grouping in terms of stair steps. This graphic displays how the completion goals depend on successful navigation of the previous step (Critical Basic Conditions). Completion of a degree requires several successive milestone markers across a student’s career, which we call critical basic conditions to success.¹⁰

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

For example, the 3 different indicators (measures of progress) of “Retention” (Figure 13) represent a single objective of “Retention”. These indicators point toward a single goal, but including individual measures of student retention from Fall to Winter, Fall to Spring, and Fall to the second year Fall.

Indicators for Retention



***Grouped
Into***



Retention Objective



Figure 13. Course Completion Indicators “Roll Up” into the Course Performance Objective

Targets

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

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

These serve a couple functions: one is to ground our analysis in what we can best know is obtainable. From surveying the extent to which other schools in similar situations might expect to obtain levels of

¹⁰ Moore, C., Offenstien, J., & Shulock, N. (2009). See also Washington State Board for Community and Technical Colleges (2007).

success¹¹, and results of similar “whole school” initiatives that have been evaluated and published.¹² The other is to define, as well as research can help us, a threshold that is more than reasonable improvement, but an exemplary performance that is typical of similar 2-year colleges that are recognized state and national leaders.

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

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

Each Indicator receives a rating based on targets for improvement:

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

And the ratings are based upon improvement over 3-Year Averages:

- | | |
|-------------------------------------|--|
| 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 |

¹¹ Bloom, H. S., Hill, C. J., Black, A. B., and Lipsey, M. W. (2008). Performance Trajectories and Performance Gaps as Achievement Effect-Size Benchmarks for Educational Interventions. *Journal of Research on Educational Effectiveness*, 1(4): 289-328.

Borman, G. D., Hewes, G. M., Overman, L. T., & Brown, S. (2003). Comprehensive school reform and achievement: A meta-analysis. *Review of educational research*, 73(2), 125-230.

Lipsey, M. W., Puzio, K., Yun, C., Hebert, M. A., Steinka-Fry, K., Cole, M. W., & Busick, M. D. (2012). Translating the Statistical Representation of the Effects of Education Interventions into More Readily Interpretable Forms. National Center for Special Education Research.

¹² A *sustained* quality improvement that exceeds 0.05 ES (effect size) is in the positive range that can be detected here. Exceeding 0.15 ES for institutional initiatives has represented institutional improvement that is equivalent of taking a median school performance into a top decile (Lipsey et al 2012). Though each measure may exhibit unique properties, these thresholds represent these two levels of quality improvement.

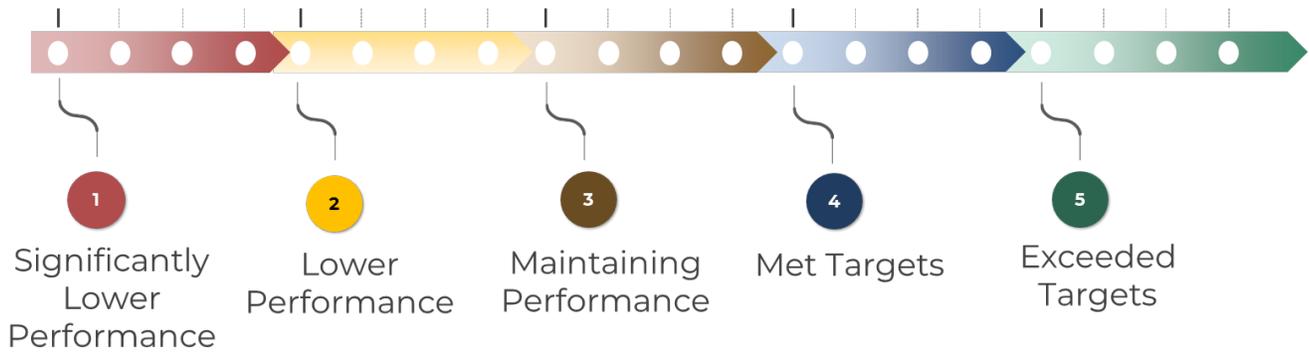


Figure 14. Individual Indicator Performance Scale

Summarizing Results

For Mission Fulfillment Summary, we:

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

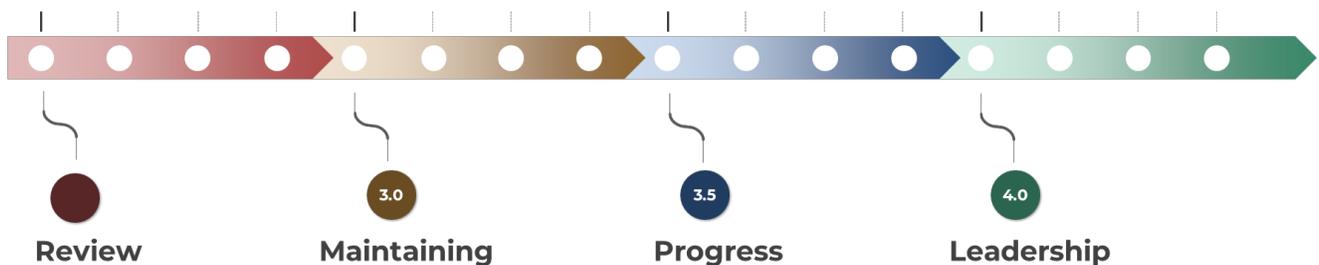


Figure 15. Summary Performance Scale

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

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

Appendix B: CBC Strategic Priorities

Table B1. Institutional Strategic Priorities: Description, Progress, and Evidence Base

Strategic Priority	Progress	Evidence Base / Demonstrated Need ¹³
Organize / Develop Pathways Academic Maps and Meta-Major “Schools”	-Maps Started in Fall 2019 for use in advising and departments -SSLC governance started Fall 2019 -Recording of Meta-major “Schools” started in Winter 2020	High Need / High Evidence Base* High Potential Impact
Institute Advising and Case Management model	-Started Fall 2020 with completion coaches assigned to “Schools” -Individual Academic Plans Started in Fall 2021	High Need / High Evidence Base* High Potential Impact
Restructure Math Developmental Coursework	-Coursework started Fall 2019	High Need / High Evidence Base** High Potential Impact
Restructure English Developmental Coursework	-Evidence-based Guided Pathways aligned model under development in 2021-22.	High Need / High Evidence Base* High Potential Impact
I-Best	-Supplemental support instruction	High Need / High Evidence Base** Targeted Service Population
Placement Enhancements	-Self-Placement Procedures in Math and English in Spring 2020 -Development continues on Transcript Analysis	Moderate Need / Theoretical Evidence Base* Targeted Service Population Efficiency / Accuracy Potential
Early Alert Advising / Risk Information	-EA Expanded September 2018 from math to other divisions -Student Success Dashboard instituted in 2018 for completion coaches	High Need / Theoretical Evidence Base* Moderate / Targeted Service Pop Can Assist Case Management

¹³ Evidence Base is predicated on either inclusion in the Institute for Education Sciences (IES) What Works Clearinghouse **specifically** for rigorous evidence standards (***) or by the CCRC Guided Pathways theoretical framework (*).

Appendix C: Data Dictionary

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

Table C1. Critical Basic Conditions (by Objective). These indicators are milestones/steps in a student’s career at CBC that must typically be satisfied in order to remain eligible for a degree or, when not done, represent a serious risk factor for non-completion of a degree. These indicators represent more recent data that may result in lower/higher achievement over a longer period – often occurring in the transitional, important first year of study.

Course Performance	
Course Completion Term 1	<p>A student earned credit in ALL courses attempted (over 4 credits) in their first term. Earned credit can include grade points of 1.0 (D-) or higher.</p> <p>Data Source: CBC Data Warehouse (Transcripts EARN_IND) State Benchmarking Source: (none)</p>
Course Completion Year 1	<p>A student earned credit in ALL courses attempted (over 4 credits) in their first year. Earned credit can include grade points of 1.0 (D-) or higher.</p> <p>Data Source: CBC Data Warehouse (Transcripts EARN_IND) State Benchmarking Source: (none)</p>
Course Completion Year 1 (Hispanic >2.0)	<p>A student earned credit in ALL courses attempted (over 4 credits) in their first year. Earned credit can include grade points of 1.0 (D-) or higher. (Hispanic Students)</p> <p>Data Source: CBC Data Warehouse (Transcripts EARN_IND) State Benchmarking Source: (none)</p>
Course Completion Year 2+	<p>Course completion rate in student enrollment years 2 and above. Earned credit can include grade points of 1.0 (D-) or higher.</p> <p>Data Source: CBC Data Warehouse (Transcripts EARN_IND) State Benchmarking Source: (none)</p>
Course Success Term 1 (>2.0)	<p>A student earned a C (2.0) or better in ALL courses attempted (over 4 credits) in their first term. Of all students who enrolled in all classes during the year (not withdrawn). To graduate, a C (2.0) average in course GPA is required.</p> <p>Data Source: CBC Data Warehouse (Transcripts) State Benchmarking Source: (none)</p>
Course Success Year 1 (>2.0)	<p>A student earned a C (2.0) or better in ALL courses attempted (over 4 credits) in their first year. Of all students who enrolled in all classes during the year (not withdrawn). To graduate, a C (2.0) average in course GPA is required.</p> <p>Data Source: CBC Data Warehouse (Transcripts)</p>

	State Benchmarking Source: (none)
Course Success Year 1 (Hispanic >2.0)	A student earned a C (2.0) or better in ALL courses attempted (over 4 credits) in their first year . Of all students who enrolled in all classes during the year (not withdrawn). To graduate, a C (2.0) average in course GPA is required. (Hispanic Students) Data Source: CBC Data Warehouse (Transcripts) State Benchmarking Source: (none)
Course Success Year 2+ (>2.0)	Course success rate in student enrollment years 2 and above. Earned credit includes grade points of 2.0 (C) or higher. Data Source: CBC Data Warehouse (Transcripts EARN_IND) State Benchmarking Source: (none)

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

Retention	
Retention Year 1 (Fall to Winter)	A student enrolled in the Fall term is Retained when they enroll in courses in the first Fall term and subsequently re-enroll in: Winter, Spring, or the following Fall. Degree completions included as retention.
Retention Year 1 (Fall to Spring)	Data Source: FTEC Outcomes
Retention Year 1 (Fall to Fall)	State Benchmarking Source: SBCTC FTEC College Data Access

Credit Attainment	
15 Credits College Level (Year 1)	College level (non-developmental) credit milestones achieved since the start of a student's enrollment in their first year. These measures are 15 credits (the equivalent of a full-time 3 course load per term), 30 credits, and 45 credits (45 credits are by end of Year 2). Data Source: FTEC Outcomes State Benchmarking Source: SBCTC FTEC College Data Access
30 Credits College Level (Year 1)	
45 Credits College Level (Year 2)	
30 Credits Winter/Spring Enrollees (Year 2)	Credit Attainment: Students whose first enrollment are in the Winter or Spring. These students will tend to have other barriers to study.
30 Credits Running Start (Year 1)	Credit Attainment: Students whose first enrollment is as a Running start dual enrolled student. These students are predominantly college ready in coursework.

Table C2. Completion, Transfer, and Post-CBC Outcomes. These indicators are the more developed targets over student careers, representing dedicated effort over time. Often, they show sustained student effort and institutional performance, but over a period of 3 (or more) years.

Completion	
Completion or Transfer (3 Years)	For Transfer and Professional/Technical students, whether a student has completed a degree or certificate (including short term) OR Transferred to a Four Year College within 3 years. Data Source: FTEC Outcomes + National Student Clearinghouse (NSC) Enrollment Tracking State Benchmarking Source: No state benchmarking for this metric
Degree Completion (3 Years)	For Transfer and Professional/Technical students, whether a student has completed a degree or certificate (including short term) within 3 years. Data Source: FTEC Outcomes State Benchmarking Source: SBCTC FTEC College Data Access
BAS Completion (3 Years)	For applied baccalaureate students, whether a student has completed a bachelor's degree or certificate (including short term) within 3 years. Data Source: CBC Data Warehouse (Student Enrollment and Completion) State Benchmarking Source: No state benchmarking for this metric

Employment and Transfer	
Employment % vs State	<p>First Washington State full-time employment, employed 2 years after exit within 4 years, and 4 calendar quarters after exit. (6 Year metric that lags by two years)</p> <p>Data Source: SBCTC FTEC College Data Access (Employment Security Division WA State) Data Linking for Outcomes Assessment State Benchmarking Source: SBCTC Guided Pathways College Data Access</p>
Wages State Difference (1,000/yr)	<p>Median of highest yearly full-time Washington State earnings, 2 years after exit within 4 years, and 4 calendar quarters after exit. (6 Year metric that lags by two years)</p> <p>Data Source: SBCTC FTEC College Data Access (Employment Security Division WA State) Data Linking for Outcomes Assessment State Benchmarking Source: SBCTC FTEC College Data Access</p>
4-Year Transfer	<p>Transfer: a student transfers within 4 years of start at CBC to a 4-year institution.</p> <p>Data Source: FTEC Outcomes (from NSC) State Benchmarking Source: FTEC College Access</p>
“Transfer-Preferred” GPA Year 1 (>3.0)	<p>A student earned a 3.0 Grade Point Average in their first year. Of all students who enrolled in all classes during the year (not withdrawn). A 3.0 average in course GPA, while not required at four year institutions, can be a mental hurdle (student) or organizational milestone for transfer consideration. Our transfer outcomes in WA State are below those of our CBC national comparables – and is a priority. Additionally, we see notable gaps in this measure and in our transfer outcomes by Hispanic/latinx designation.</p>
“Transfer-Preferred” GPA (Hispanic)	<p>Data Source: CBC Data Warehouse (Transcripts) State Benchmarking Source: (none)</p>

Table C3. Transitional Studies Progress Indicators. These indicators are more specific to the structure of Basic Education for Adults and English Language Acquisition. Because of WIOA requirements, some of these may change as the reporting structure of BEdA evolves.

Yearly and 3 Year Indicators	
+Federally Reportable (%)	<p>Student is federally reportable upon receiving 12 hours of instruction. This percentage indicates a baseline of students who enroll and enter CBC.</p> <p>Source: WABERS/WABERS+ databases</p>
+++I-Best Enrollment (Term FTE)	<p>Total “Term Enrollment” of I-BEST Students</p> <p>Source: IR Enrollment Reports</p>
++Measurable Skills Gains	<p>This SBCTC metric identifies students who have made measurable progress – which can be measured in CASAS testing (less emphasized) OR by other credit or milestone attainment as reported through the WABERS + system (45 hours). CBC looks at these as a percentage of federally reported students.</p> <p>Source: WABERS/WABERS+ databases (Performance Summary Gains, Completions, or 45 Hours)</p>
45 Hours or more BEdA	<p>Percent of federally reportable BEdA or ELA students started in year who were enrolled for at least 45 hours or achieved level gains within 3 years.</p> <p>Source: WABERS/WABERS+ databases</p>
45 Hours or more ELA	
Made ELA Gains	<p>Percent of federally reportable ELA students started in year who achieved level gains within 3 years.</p> <p>Source: WABERS/WABERS+ databases</p>
Retention (First to Second Year)	<p>Percent of federally reportable BEdA/ELA students started in year who came back in the next calendar year. Completions omitted (no double-count).</p> <p>Source: WABERS/WABERS+ databases</p>

Table C4. Transitional Studies Completion and Transition Indicators. These indicators represent completion (degree attainment) and transitional outcomes.

Completion and Transition Indicators	
HS Credential / Any College Courses	Percent of Students in ABE Levels (4-6) started in year who completed a high school equivalent or GED within 3 years. Source: WABERS/WABERS+ databases
Completed HS Equivalent / GED	Percent of Students in ABE Levels (4-6) started in year who completed a high school equivalent or GED within 3 years. Source: WABERS/WABERS+ databases
Completed any College Level Credits	Percent of Students in ABE Levels (4-6) started in year who completed any college level credits within 3 years.
15 College Level Credits	Percent of Students in ABE Levels (4-6) started in year who completed 15 or more college level credits within 3 years.
30 College Level Credits	Percent of Students in ABE Levels (4-6) started in year who completed 30 or more college level credits within 3 years.