

**COLUMBIA BASIN COLLEGE
BOARD OF TRUSTEES MEETING**

March 16, 2026

Beers Board Room & Virtual

4:30 p.m.

Agenda

Call to Order

Pledge of Allegiance

Agenda Changes*

Approval of Minutes*

Exhibit A: February 2, 2026, Board of Trustees Meeting

Remarks

By Administration

President Rebekah Woods, Exhibit B: CBC in the News – Feb 2026
Foundation Executive Director & CEO Erin Fishburn

By ASCBC Student Representative Haley Tapia

By Faculty Senate Chair Kiera Squires

By AHE Representative Rik Smith

By Board Members

Public Comments

- Anyone who would like to share public comment, for the record, please give your name and whether you are a student, employee or a member of the community. If you are participating through zoom, please raise your hand and we will promote you to a panelist so you may speak.
- Please limit your comments to 3 minutes.
- During public comment, the Board will focus on listening and treat all comments with equal attention and respect. We ask the same of all attendees.

Reports

Exhibit C: Cash Reserve Report

Exhibit D: Operating Funds Variance Report

Exhibit E: Mission Fulfillment 2024-25 (Year 2)

Discussion/Action*

Exhibit F: First Reading - Board Policies Board-Staff Linkage BSL-1, BSL-2, BSL-3, BSL-4, BSL-5

Consent Agenda*

Exhibit G: Board Policies Governance Process GP-4, GP-5, GP-6

Executive Session

RCW 42.30.110(1)(g): To review the performance of a public employee.

Discussion/Action*

Consider faculty candidates for continued probationary status and tenure.

Adjournment***(Requires motion/approval)**

If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 542-4802 as soon as possible to allow sufficient time to provide accommodations.

Exhibit A

**Board of Trustees
Community College District 19
Campuses in Pasco & Richland, Washington**

A regular meeting of the Board of Trustees of Community College District 19 was held on Monday, February 2, 2026. Board Chair Ofelia Rivas de Brecht presided. This meeting was held in the Beers Board Room, Building A, CBC Pasco Campus at 2600 N. 20th Avenue, Pasco, WA 99301 and remotely via Zoom.

MINUTES

Chair Rivas de Brecht called the business meeting to order at 4:30 p.m.

ROLL CALL

A quorum of the Board was present.

Board Present: Chair Ofelia Rivas de Brecht, Trustee Edison Valerio, Trustee Michelle Smith, and Vice Chair Kimberly Harper (virtual)

Board Secretaries Present: Rebekah Woods – President & Secretary to the Board, Ronda Rodgers – Recording Secretary

Administration & Staff Present: Eduardo Rodriguez, Elizabeth Burtner, Erin Fishburn, Michael Lee, Corey Osborn, Brian Dexter, Royce Cone, Rosario Rodriguez-Erechar, Mark Ellwein, Doug Hughes, Sarah McCalmant, Kiera Squires

Guests Present: Esfeidi Gutierrez (ASCBC), Sarah Rogers, Marissa Grigg, Gregory Dunn (Kadlec)

Virtual Attendees: Dan Quock, Kelsey Myers, Keri Lobdell, Andrea Dixon (Kadlec Director of Nursing Services), Michelle Loera (Providence), Rod Taylor

PLEDGE OF ALLEGIANCE

Trustee Rivas de Brecht led the Pledge of Allegiance.

APPROVAL OF AGENDA

MOTION: Trustee Valerio moved and Trustee Smith seconded a motion to approve the February 2, 2026 agenda as written. Approved unanimously.

APPROVAL OF MINUTES

MOTION: Trustee Smith moved and Trustee Valerio seconded a motion to approve the January 12, 2026 Board meeting minutes as written. Approved unanimously.

LINKAGE WITH COMMUNITY

The Board welcomed guests from Kadlec and Providence – Michelle Loera, Gregory Dunn, and Andrea Dixon. Kadlec partnered with the CBC Health Science Department and donated a large ventilator for the Respiratory Therapy Program and provided \$20,000+ in supplies and equipment for other health science courses. With the increased demand for health care workers, along with population growth in the Tri-Cities, public and private partnerships are so important for students and their continued success.

**Board of Trustees
Community College District 19
Campuses in Pasco & Richland, Washington**

CELEBRATING EXCELLENCE

The Board celebrated the work of the CBC Surgical Technology Team in the Health Sciences division. Representing the CBC Surgical Technology Team were Doug Hughes, Dean for Health Sciences, Sarah Rogers, Associate Professor & Director of Surgical Technology, and Marissa Grigg, Adjunct Professor for Surgical Technology. This team went through a rigorous accreditation process over a year ago and were recently notified they met all accreditation requirements. Currently the program has 29 operating room spots for students to rotate between and work with 19 clinical partners. The Surg Tech Program will be able to increase the cohort size in 2026-27 to 20 students per cohort.

REMARKS

By Administration, President

Rebekah Woods, CBC President, provided the following updates to the Board.

Martin Luther King, Jr. Annual Ceremony

A huge thanks to our committee members and community partners for their work on CBC's 37th Annual MLK Ceremony. Many thanks to Trustee Smith for stepping in to provide closing comments at the event.

Olympia Legislative Meetings

President Woods, Trustee Valerio, Elizabeth Burtner, and student/employee Carolene Hall traveled to Olympia to meet with legislators from the 8th, 14th, 15th and 16th districts. Dr. Woods was able to testify at the meeting of the Higher Education and Workforce Committee while at the Capitol.

SB6260 Running Start

This bill would reduce Running Start funding from the current level of 1.4 to 1.2 credits. Washington Community and Technical College presidents are asking legislators not to support this bill.

Washington, D.C. Visit

In February, CBC trustees and President Woods will be in Washington, D.C. to meet with legislators representing Washington State. Meetings have been set with Congressman Newhouse, Congressman Baumgartner, and Senators Murray and Cantwell.

Upcoming Events and Trustee Training Opportunities

WA Association of College Trustees (ACT) training at 8am on February 2

CBC Athletic Hall of Fame Banquet on February 20

Heart for the Arts community event on February 21

Leadership Tri-Cities has a fundraising event on February 28

Undocu Ally training provided for trustees prior to the April Board meeting at 3:30pm on April 13

Trustee tour of CBC's new student housing – Hawks Landing Hall – June 1, 2, 3 or 4

**Board of Trustees
Community College District 19
Campuses in Pasco & Richland, Washington**

By CEO, Foundation

Erin Fishburn, Foundation Executive Director & CEO, provided the Foundation report. Scholarships are currently open and will close February 28. Sixty percent of “started” scholarship applications complete the application process. Expected number of applications is approximately 1,200, with \$1.3M awarded throughout the year, with an average scholarship amount of \$1,500. The CBC employee giving campaign is scheduled for March.

By ASCBC

Esfeidi Gutierrez, ASCBC representative, provided updates of current ASCBC sponsored events. January activities included special speaker Wes Woodson on the topic of stress & mental health, bingo night and craft hour. Upcoming events include karaoke night and a special project open to all staff and students making soft chew toys for shelter animals.

By Faculty Senate Chair

Kiera Squires, Faculty Senate Chair, gave an update on Faculty Senate. At the last meeting, Faculty Senate provided feedback to Dean Hughes on the Artificial Intelligence (AI) charter draft. There was also conversation about disallowing AI devices to record Senate meetings. The Faculty Affairs Committee received nominations for the NISOD award, but the winners have not been announced yet. The next meeting will be Friday, February 6, 2026.

By AHE Representative

No AHE representative was present.

By Board Members

Trustee Kimbelry Harper is working at a booth for “The Day of the Girl” event on February 26.

Trustee Michelle Smith thanked Elizabeth Burtner for visiting Chiawana High School (CHS) to discuss Running Start. Trustee Smith is currently working with the Washington State Office of STEAM after CHS was designated as a high school for Radiological and Nuclear Technology. CHS is looking into an AI certification and reached out to WSUTC to know which programs are available at the collegiate level.

Trustee Edison Valerio visited Olympia with other CBC representatives to meet with nine legislators. Trustee Valerio will attend the ACT meeting on Tuesday, February 3 and the ACCT Bylaws Committee meeting on Saturday, February 7.

Trustee Ofelia Rivas de Bredt participated in the Federal and State priorities meeting on January 22. The ACT Chair Affinity Group discussed the advocacy trip to Washington, D.C. and Trustee Rivas de Bredt prepared a paragraph on the PELL to share with legislators should she have the opportunity.

**Board of Trustees
Community College District 19
Campuses in Pasco & Richland, Washington**

PUBLIC COMMENTS

No public comments.

REPORTS

The Cash Reserve Report and Operating Funds Variance Report were provided by Eduardo Rodriguez, Vice President for Administrative Services.

President Woods provided the Board with Executive Limitations Monitoring Reports EL-4, EL-5 and EL-6.

DISCUSSION/ACTION

First Reading - Board Policies Governance Process GP-4, GP-5, GP-6

MOTION: *Trustee Smith moved and Trustee Harper seconded a motion to move Board Policies Governance Process GP-4, GP-5, and GP-6 to the March 16 consent agenda. Approved unanimously.*

CONSENT AGENDA

Board Policies Governance Process GP-1, GP-2, GP-3

MOTION: *Trustee Valerio moved and Trustee Harper seconded a motion to approve the consent agenda in its entirety. Approved unanimously.*

ADJOURNMENT

The CBC Board of Trustees business meeting adjourned at 5:21 p.m. by Chair Rivas de Bredt.

CHAIR:

ATTEST:

Ofelia Rivas de Bredt
Chair, Board of Trustees
Community College District 19

Ronda Rodgers
Recording Secretary, Board of Trustees
Community College District 19

Exhibit B

Columbia Basin College: In The News – February 2026

March 2nd , 2026

Apple Valley News:

[Columbia Basin College hosts human trafficking awareness event](#)

[Event at Columbia Basin College organized by local groups to raise awareness on human trafficking](#)

Non-Stop Local News:

[SWAT Training Will Take Place At Columbia Basin College campus](#)

[H2C invests \\$200,000 in Tri-Cities education and workforce development](#)

[Nuclear energy simulator boosts workforce training in Richland](#)

Tri-Cities Business News:

[Richland council announces finalists for vacancy](#)

KEPR-TV:

[Boehnke addresses offender housing, 'Millionaires Tax' at town hall](#)

[Columbia Basin College opens new observatory ahead of rare lunar eclipse watch party](#)

[New advanced nuclear energy simulator completed to train regional workforce](#)

Tri-City Herald:

[CBC hosts free events about human trafficking. Don't miss last day](#)

[WA legislator to give update at Tri-Cities weekend town hall](#)

[Students get boost to high-pay careers with Tri-Cities nuclear simulator](#)

[Reddish 'blood moon' lunar eclipse. Special way to watch in Tri-Cities](#)

GoSkagit

[Wednesday's SVC Roundup: Cardinals men edge Peninsula](#)

KONP News Radio

[LOCAL SPORTS: Pirate Men Clinch NWAC Berth Despite Heartbreaker; Women Roll Into Tournament Unbeaten in Conference](#)

Government Technology

[Washington State University Tri-Cities Opens Nuclear Simulator](#)

Exhibit C

Columbia Basin College

Cash Reserve Report

FY2026 - January

Assets			
Cash			
In Bank	1000070	\$	17,294,546
Petty Cash	1000020	\$	5,504
Total Cash		\$	17,300,050
Investments			
Short Term (0-365 days)	1000040-1000050		
	1020000-1020030	\$	5,177,469
Long Term (>365 days)	1110003-1110060	\$	17,141,391
Total Investments		\$	22,318,860
Accounts Receivable			
Current	1010100 + 1010030	\$	622,658
Unbilled	1010050	\$	390,382
AR - Other	1010240 + 1010060	\$	295,251
Allowance for AR	1010110 + 1010130	\$	(18,497)
Total AR		\$	1,289,795
Inter/Intra Gov Receivables			
Due from Fed	1010150	\$	762,101
Due from Other Gov	1010160	\$	701,816
Due from Other Agency	1010180	\$	25,944
Total Inter/Intra Gov Receivables		\$	1,489,861
Total Assets		\$	42,398,566
Liabilities			
Current Liabilities			
Accounts Payable	2000010	\$	452,218
Due to Other Agency	2012050	\$	102,110
Accrued Salaries Payable	2011010	\$	-
Sales/Use Tax	2010070	\$	37,642
Accrued Liabilities	2001070	\$	-
COP Current Year P&I Due	2050010	\$	1,050,875
Total Current Liabilities		\$	1,642,845
Total Liabilities		\$	1,642,845

Cash Balance			
(ASSETS less LIABILITIES)		\$	40,755,721
Dedicated Balances			
		Account	
Student Supported Capital	1000070	\$	1,327,218
3.5% - Institutional Financial Aid	1010190	\$	1,601,026
Students S&A	1000070	\$	4,106,770
Bookstore Operating Reserves	1000070	\$	2,750,202
Technology Fee	1010190	\$	2,525,588
Parking Fees	1010190	\$	1,179,006
Basic Food Employment and Training	1000070	\$	340,576
Total		\$	13,830,386
Reserves Policy - BOT Policies on Reserves			
Unplanned Capital Repair and Replacement		\$	2,000,000
Capital Facilities Projects		\$	13,646,755
Operating Reserve		\$	12,065,500
Emergencies		\$	2,000,000
Total		\$	29,712,255
Operating Reserves Balance			
Existing Reserve balance less Dedicated Reserves and Emergency Reserves		\$	(2,786,921)

*Note: Due to ongoing reconciliation efforts dating back to conversion, some amounts may differ from actuals. As account reconciliations progress, these discrepancies

Exhibit D

Fiscal Year 2526 Operating Funds Variance

As of Fiscal Month End: January

				EXP/BDGT	EXP/REV	REV/BDGT
State Alloc	001, 24J, 08A	EXP BDGT	\$ 43,612,738	53.81%	58.62%	91.79%
		EXP	\$ 23,468,731			
		REV (Alloc)	\$ 40,033,705			
Local Fees	148	EXP BDGT	\$ 4,154,130	56.13%	74.46%	75.39%
		EXP	\$ 2,331,880			
		REV	\$ 3,131,681			
Local Tuition	149	EXP BDGT	\$ 25,201,044	47.83%	89.76%	53.29%
		EXP	\$ 12,053,479			
		REV	\$ 13,429,023			
Contracts	146	EXP BDGT	\$ 2,633,532	63.50%	27.53%	230.64%
		EXP	\$ 1,672,395			
		REV	\$ 6,073,991			
YTD Total	*Includes Interfund Transfers	EXP BDGT	\$ 74,381,663	53.14%	63.07%	84.25%
		EXP	\$ 39,526,485			
		REV	\$ 62,668,400			
Approved Budget Total		BDGT	\$ 72,440,166	Key: Spend rate less than 5% below FY % Spend rate with in + or - 5% of FY% Spend rate more than 5% above FY%		

YTD Target Rate 58.33%

Notes:

Account	BDGT	EXP	EXP/BDGT	State Allocation Schedule #6
Salaries and Wages	5000003 \$ 45,005,329	\$ 24,370,667	54.15%	
Benefits	5010003 \$ 15,922,528	\$ 8,431,108	52.95%	
Contracted Services	5050003 \$ 3,215,521	\$ 1,530,316	47.59%	
Goods & Routine Services	5030003 \$ 3,078,358	\$ 1,326,440	43.09%	
Other Expenses	5081004 \$ 2,716,457	\$ 1,614,781	59.44%	
Utilities	5060003 \$ 1,851,100	\$ 870,104	47.00%	
Travel	5080004 \$ 832,821	\$ 269,015	32.30%	
Capital Expenses	5040003 \$ 230,174	\$ 34,019	14.78%	
Grants, Scl. ships, Fellowships	5020003 \$ 1,052,631	\$ 604,160	57.40%	
Debt Expenditures	5110003 \$ 1,696,525	\$ 475,875	28.05%	
Interfund Transfers/ Salary Savings Adj	\$ (1,219,781)	\$ -	0.00%	
YTD Total	\$ 74,381,663	\$ 39,526,485		

Print Date: 3/2/2026

Exhibit E



Mission Fulfillment 2024-25 Year 2



Board of Trustees End State Monitoring
March 16, 2026

Contents

Background	3
Guided Pathways: More Essential Than Ever.....	3
Equity, Scale, and the Next Phase of Guided Pathways	4
Current State of Guided Pathways Work.....	5
The 2024-25 Academic Year – Enrollment Expansion.....	5
Year 2 of Revised End States.....	6
Results Summary (Overall Strengths and Opportunities).....	7
Rating Results by End State	8
2024-25 Key Findings and Extended Discussion	11
Modified 2029 Goals.....	11
Benchmark Comparisons.....	18
Ending Notes	23
Appendices.....	27
Appendix A: About This Report.....	27
Measures / Indicators.....	28
Targets.....	29
Summarizing Results.....	30
Appendix B: Data Dictionary.....	31
Appendix C: Measuring Equity and Return on Investment	34

Background

Guided Pathways: More Essential Than Ever

Since the Community College Research Center (CCRC) formally articulated Guided Pathways in 2015, CBC and our peer institutions have evolved in how we understand students and how we can best make progress in transforming their lives through education.

Community colleges were originally designed primarily around universal access rather than student progression. Simply creating local, open access post-secondary venues was considered a success and self-evident. Rewind to 10-20 years ago, and proving our benefit meant being accountable to providing opportunity, and improving the reach and quality of what we provide. We are obligated to show and explain how and why we contribute – because we can, and because our communities expect it. In that context, Guided Pathways has been one of the best available tools for improvement, serving as the most widely adopted framework for aligning our work with what research tells us should work, and implementing it in a way that is authentic to us.

Early Guided Pathways work focused on clarity: program maps, course sequencing, onboarding, and reducing choice overload. These ideas are still necessary, but experience has shown they are not sufficient. The CCRC contributors' recent work culminates in *More Essential Than Ever* and places greater emphasis on institutional capacity: advising at scale, integrated data use, faculty engagement in learning improvement, and continuous redesign rather than one-time reform. Guided Pathways is no longer framed as a “redesign project” with a beginning and end, but as an operating model that must be revisited as student demographics, labor markets, and delivery modalities evolve. We have heard Guided Pathways called the “iPhone” of the 21st century community college – same core, same appliance, but updated regularly as our collective experience has taught us.

Another significant shift since 2015 is the explicit centering of equity and value. While equity was always implicit in the original framework, it is now a first-order design constraint rather than an expected byproduct of better systems. Colleges have learned—often through hard evidence—that career pathways can improve overall outcomes while leaving inequities intact *unless equity is deliberately built* into what we do. Completion alone is no longer treated as a singular endpoint; greater attention is paid to early credit momentum, gateway course success, learning outcomes, and post-college value. Likewise, the field has moved away from overly rigid interpretations of “full-time, on cycle” progress; recognizing that flexibility, part-time pathways, and multiple entry points are essential for today's students. In this sense, Guided Pathways has matured from a corrective response to institutional fragmentation into a more nuanced, equity-centered framework for sustaining student success. In our state system, Guided Pathways work is understood as equity work for all students.

This new Guided Pathways approach resonates strongly with CBC's experience. It began as a response to low completion rates and fragmented student experiences. Today, it functions as a stabilizing structure amid enrollment volatility, changing student demographics, modality shifts, workforce realignment, and heightened accountability for equity and value. In short, Guided Pathways is no longer optional improvement work—it is essential infrastructure.

Institutional Research often characterizes Guided Pathways and its companion evidence-based reforms as the “Moneyball” of community colleges¹: a disciplined focus on the small number of conditions that matter most for student success. At CBC, those conditions remain remarkably consistent:

- Enrolling in coursework,
- Succeeding in coursework,
- Re-enrolling, and
- Succeeding again.

Although simple, this framework captures the cumulative nature of student progress and aligns directly with our mission to create durable value for students, families, and the broader community.

Equity, Scale, and the Next Phase of Guided Pathways

National and regional trends make this work increasingly urgent. Since roughly 2013, community college enrollment nationwide has shifted steadily toward students of color, first-generation students, and students from households with limited accumulated wealth. CBC not only mirrors these trends but, in many areas, leads them. As a Hispanic Serving Institution, with Hispanic students now 51.7% of our student body, our future institutional outcomes are inseparable from the success of students who have historically faced the greatest structural barriers. Advancing social mobility is both a mission priority and a practical necessity for our role in regional higher education. Students who are most likely to be the next generation of CBC students come to us because they want to stay in the region, value affordable / accessible / quality education, and are drawn to our comprehensive program offerings. Staying in tune with these students is more than our mission, it is vital to the college's operational health.

The equity-centered evolution of Guided Pathways acknowledges a critical lesson from earlier reform waves: while well-designed systems improve outcomes on average, they do not automatically eliminate inequities. Intentional design, targeted supports, and culturally responsive practices are required to ensure that gains are shared broadly and sustainably.

CBC's *Inclusivo* strategic plan, and particularly Culture and Systems Strategic Priority #3, reflects this maturation of our work. Over the past year, inclusive culture has moved from an aspirational value to an operational priority, visible in initiatives such as La Casa, expanded Title V staffing, bilingual campus efforts, and faculty-driven instructional innovation through the Teaching and Learning Center for Excellence. These investments align closely with the fourth Guided Pathways pillar—Ensure Students Are Learning—and reinforce the idea that equity is not an add-on, but a core dimension of quality.

¹ This is the CBC Institutional Research phrase that references *Moneyball* the book – and the subsequent film – in its appeal to the research fundamentals, which for baseball was a renewed focus on what matters for success. The core of the successful student experience is enrolling, having a successful experience, and re-enrolling.

Current State of Guided Pathways Work

Many initiatives support Guided Pathways across the college. While this report focuses on significant, institution-wide investments, it cannot fully capture the countless departmental efforts that drive student success daily. In that spirit, we need to acknowledge work being done across campus that supports the direction of both culture and student learning in individual departments and divisions on campus. Again, these are underway, yet too numerous to itemize here – for example, through the Student Success Leadership Council, individual program goals, and the numerous strategies included in *Inclusivo*.

In term of the broadest college-wide efforts for which we have targeted key long-term investments, our **caseload management model** of advising is certainly one of the biggest lifts – which includes caseload management communication software support with implementation of EAB Navigate² and InsideTrack coach training (increased professionalization). Accelerated **English I-BEST support** for introductory English Composition is another. *Inclusivo: Hawks Soaring Together*, our equity-centered strategic plan, is another investment in Guided Pathways work, and extends to many changes throughout the college. In particular, the goals in the Student Success Strategic Priority #1 speak to this report most directly.

Although Guided Pathways is an important, college-wide strategy, smaller targeted changes can also produce a significant impact—especially when they address a critical need, follow evidence-based practices, or are implemented effectively. A good example of this was the reform of the English and math placement process, which created results far greater than its size might suggest.

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. Student learning assessment work is a prime example of this. “Ensure Students Are Learning,” the fourth pillar of Guided Pathways, is also an important aspect of fulfillment of the College’s mission,³ and a strategic priority in *Inclusivo* is Teaching and Learning. When students are learning, it 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. The faculty conversations around assessment, pedagogy, and curriculum continue to be an important part of this work.

The 2024-25 Academic Year – Enrollment Expansion

In 2024–25, CBC enrollment increased, driven by strong marketing, institutional reputation, regional population growth, and broader state and national trends. Spikes and dips are not historically uncommon as an open access institution – we serve the student who comes through the doors, and those numbers can and do vary. Right now, students are coming in numbers that have outpaced our expectations, even though enrollment in the last five years has been a bumpy ride. Our National Student Clearinghouse (NSC) and SBCTC reporting comparisons show we have

² This includes Early Alert re-introduction in 2023-24 and a few more developments in 2024-25 which include more appointment scheduling, predictive data for targeting students, and student access to an EAB app.

³ 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 learning outcomes. We know that learning is 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.

mirrored the ups and downs of our state enrollment but have consistently outperformed on the upside of state and national averages.⁴ The trajectory of our institutional growth is now consistent with the kind of enrollment we saw pre-COVID and is poised, largely, to sustain growth along with the Tri-Cities.

Recently, families have become more cost-conscious. We are aware of the narrative doubting the value of college nationwide. Students *are* seeing much higher annual incomes after college, but the reality of income increases have come in tandem with difficulty of students being able to translate income gains from college into lasting gains in wealth. Borrowing is scary – and studies by Ruffalo/ Noel Levitz see family perceptions of college value have gotten more negative - as students and after families go from prospective students to enrolled students.⁵

We are, right now, potentially beneficiaries of student and family tendencies to both economize and avoid debt. Tuition sticker costs at community colleges (and CBC) are substantially lower than our public 4-year peers (in-state), and lower still than out-of-state or private non-profits. Additionally, cost of living can be generally lower with home options and lower housing costs in the Tri-Cities than elsewhere in the state – and having lower opportunity costs (wages foregone which are usually omitted in college sticker price).

Year 2 of Revised End States

The Board of Trustees, from advice in training for our Carver model of institutional governance, views and frames its goals on a high level – which has prompted a revised “Ends” reporting to dovetail with this three-year review cycle.

As a result of review, the Board of Trustees updated the End States last year to reflect areas of college emphasis: equity and representation, educational transitions, professional/technical tracks, transfer tracks, and value for the student and community.

1. Students enrolled, and students who successfully complete represent the demographics of Benton and Franklin Counties.
2. Students complete GED and HS-Equivalent credentials which allow students to transition to college or begin, continue or change their chosen careers.
3. Students complete professional and technical programs which enable them to begin, continue or change their chosen careers.
4. Students complete transfer programs which enable them to begin their chosen careers or transfer to 4-year schools to complete their bachelor’s or higher degree programs.
5. Graduates obtain in-demand jobs with family-sustaining wages within Benton and Franklin Counties, thereby benefitting the community with a well-trained and educated workforce and positive financial return, as well as economic mobility that strengthens graduates and their families.

These end states mirror Guided Pathways ideas and reflect institutional priorities. The Board of Trustees continues to evaluate three primary enrollment categories (Transfer students, Professional/Technical students, and Transitional Studies students) with two added sections. These sections, not surprisingly, are directly mapped to the Community College Research

⁴ By measure of our State Allocation Model, our enrollment through the COVID era to date is the highest in the CTC system (99% of pre-Covid, higher enrollment expectations vs a median of 80% statewide). Compared to national community college gains of 3.0% year on year in Fall 2025 (NSC), where the state system gained 4%, and CBC gained 7% (SBCTC enrollment and allocation report).

⁵ From Ruffalo Noel Levitz 2024 Prospective Family Engagement Study to 2024 University Family Engagement Study.

Center’s evolving community college vision. These new sections concentrate on (a) equity, and (b) our value as an institution to students as they look to their prospects on the labor market with a CBC education.

Results Summary (Overall Strengths and Opportunities)

This summary highlights areas of strength and opportunity. The following discussion interprets this year’s results.

How We Rate Ourselves. One change and clarification about these results is that they represent the results in our current reporting year (2024-25) and compare these results against our “past selves” – how we did in years prior. We use the 2018–19 through 2022–23 average as a baseline and evaluate **measurable progress** over three years (typically 2%), with a **target level of progress** (exceeding expectations) of approximately 5%. These expectations are based on the effect sizes that are typically seen in education at our scale.

Comparison Years

Year 1

Year 2



Overall Rating. Our overall rating for the 2024-25 Academic Year is **3.68** (Table 1 and Figure 1), an overall level of performance that is “Progress” – and compares favorably with our benchmark years.

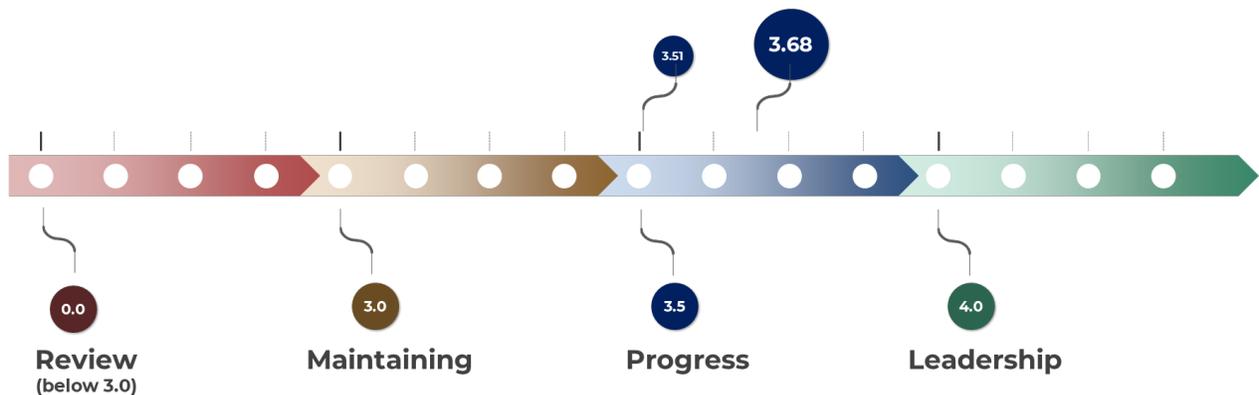


Figure 1. Overall Rating for 2024-25 (Weighted Average)

Rating Results by End State

Overall performance is similar to last year (3.51 last year compared with 3.68 this year), and the same general areas of strength and opportunity remain. Several key patterns noted last year continue in the current results.

Notable Strengths (+):

- **Transfer Outcomes in our Goal Areas.** On balance, our performance in our primary goal areas have been very good. Put together, we have seen long term gains in math, credit attainment, and see a new baseline for degree completion.
- **Return on Investment.** On a similar note, student annual Return on Investment (ROI) –in real dollars - has increased for the average, typical, and the lower bound of students that we believe can benefit most from a Guided Pathways orientation. A lot of this is directly attributable to performance in strong early predictors of success – credit completion and re-enrollment,⁶ English and math completion, and course success rates. We should acknowledge these particular predictors as mapping directly onto our “institutional goals”.
- **Equity in Enrollment.** Enrollment parity has been strong – and while this is somewhat indicative of larger demographic trends in the Tri-Cities that may pull this upward, success in this area is still *above expectation*. The strength here is encouraging – over 10% above baseline for incoming cohorts (non-RS) and over 3% for Running Start – with room to grow there. The implication of this is that a larger portion of our future enrollment health post-COVID is attributable to this gap narrowing.

Notable Opportunities (-):

- **English College Credit Attainment.** English credit continues to be a performance area where we have seen systemic weakness in our measures over time. It continues to be an area of focus, and the 2024-25 academic year was our second scaling of I-BEST for students in our first college-level English course. The elimination of developmental coursework, the continued development of I-BEST English (both with high evidence base), and new hiring this year to increase capacity have set expectations higher in this category in 2024-25. We are reminded that these changes take 3-5 years to mature, but it has not yet shown in college-wide metrics. *However, our evaluation of the I-BEST program itself shows clear evidence of success* – both in the success rates of students and the equity distribution of that success. Ten more FTE than baseline in I-BEST is substantial if viewed through the lens of headcount (five times as many students than a typical class). The new I-BEST English 101 support course is a larger impact item for both English goals and for Transitional Studies. And while I-BEST is not confined to English – there are opportunities for expansion elsewhere – I-BEST English evidence has proven the quality of this support.
- **Equity – Special Populations.** Full-Time vs Part-Time and Off-cycle vs On-cycle entrants are discussed in the final appendix, and remain a new area of focus, learning, and discovery for us. Part-time students and off-cycle entrants are structurally more difficult to serve equitably – and these students will more likely be disadvantaged in other ways (many would prefer to be full time or start in the Summer or Fall but have barriers we cannot capture in our data). Our history has shown that we have outperformed other institutions

⁶ These measures in conjunction are interwoven, but the most vital predictors. Getting credits and coming back to school every term go hand-in-hand.

with part-time students on regional and national benchmarks, yet this is still a population we could serve better. Striving to improve early retention and credit attainment for these groups is crucial since they are not a small population - over 1/3 of our annual new student cohort is “off-cycle” – 796, and under 1/3 of our Summer and Fall cohorts are part time - 396.

A **3.68** overall rating constitutes “Progress”. This is our summary measure and compares quite favorably to our history. Again, the metrics and results this year do not vary tremendously from one End State to another – a low of 3.22 in Equity and our high rating in Academic Transfer of 4.00 is far less of a spread than in years past.

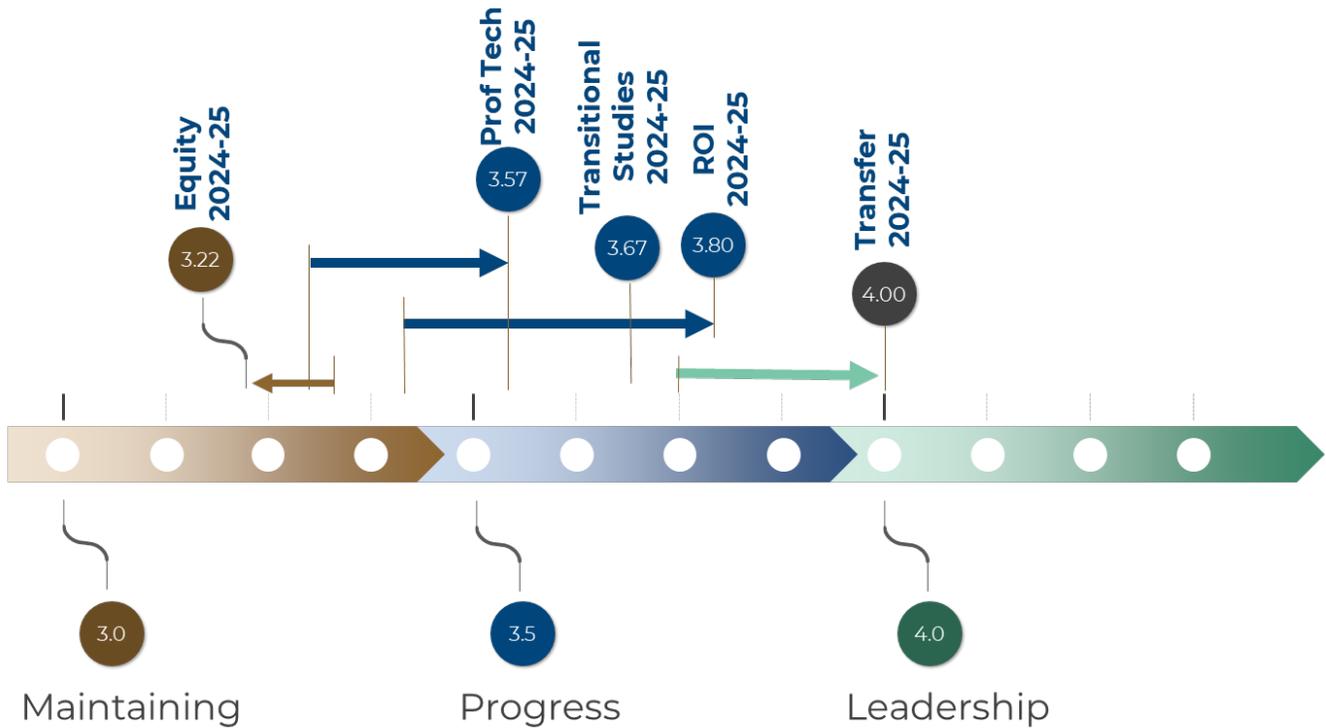


Figure 2. Objective Ratings for 2024-25 (3 higher, 1 Unchanged, 1 lower)

Table 1. Mission Fulfillment Measures by Objective and Year

Objectives by End State	Equity (20%)	Academic Transfer (35%)	Professional / Technical (25%)	Transitional Studies (10%)	Return on Investment (10%)
Average Rating 2023-24	3.33	3.75	3.29	3.67	3.40
Average Rating 2024-25	3.22	4.00	3.57	3.67	3.80

Our **Equity average rating (3.22, -0.11)** is “Maintaining” on our scale, though it contains notable strengths and challenges, some of which we have identified. (1) *Equity can bounce around from year to year* – large increases and decreases can be common in the short term. This group of measures is designed to be more resilient to year-to-year jumps or slides that can happen in any specific metric. (2) *Decreases in our level of achievement overall can theoretically occur in rising equity environments – and the other way around.*

Professional/Technical average rating (3.57, +0.28) is “progress” with some particular strengths and areas for improvement. Course success and credit completion are strong, and retention has emerged strong this year – which has been a more recent challenge. Gateway courses in English and math are areas that have been relatively flat (and even modestly down in English). This said, the program review focus and progress to improve this has been evident and as we pursue different strategies (like CTE-centered math), we might expect progress there in the coming years.

Transitional Studies average rating (3.67, +0.00) shows “progress”, with some strength in a few areas and continuing with two main areas of opportunity. I-BEST is one significant area which was expected (expanded in English), but other gains in Measurable Skills Gains, a key threshold, were seen in ELA and ABE as well. Pressure points remain in the “Completion + Transfer” area, which peaked in 2019-20 (40.6%) and haven’t returned to that level (28.9%). Next year, new processes and onboarding designed to increase access and commitment to programs have started for ELA students. This may (and likely will) change measures like “Federally Reportable” which evaluates the step between registration and follow-through.

In **Return on Investment (3.80, +0.40)** shows “progress”, our measures are largely increasing based on stronger results over the last two years in our goal areas.

Lastly, our **Academic Transfer average rating (4.00, +0.25)** shows “leadership” this year on the continued strength of gateway math, credit completion, and year 3 completion + transfer. Among these results, the most encouraging this year is the continued strength in completion and transfer outcomes. As our transfer results were augmented by the SBCTC addition of their NSC match rates (a process that improved from last year’s local, ad-hoc matching), last year’s rates were revised to 46% and are 41% this year

To animate and interpret what is happening in these ratings, the following sections expound on a few of the key findings from this year in **“2024-25 Key Findings and Extended Discussion”** which detail:

- **“Modified 2029 Goals”**. CBC’s goal metrics adopted this year (and changed in two areas from years past)
- **“Benchmark Comparisons”**
 - a. Statewide - Comparisons to SBCTC-Wide Metrics
 - b. Regional - Peer Comparisons
 - c. National – Comparisons to latest ASPEN 150 and National Averages

2024-25 Key Findings and Extended Discussion

Modified 2029 Goals

At every all-campus event and in New Employee Orientation, CBC has presented our goals, which we have referred to as the “Blue Slides”. These goals have been the college’s primary publicly communicated targets since 2019: (a) 3-year degree completion or transfer to 55%⁷, 30 college credit attainment in a student’s first year to 55%, and first year college credit attainment in our college’s main general education areas – English (to 60%) and math (to 40%).

This year we revisited our choice of early metrics and assessed our college goals in light of where we are now and what we may want to account for and highlight.

In December 2025, the Student Success Leadership Council was presented with why the goals were picked in 2018-19, some potential options, and were asked to comment on any changes that might be necessary since these were developed and presented first 7-8 years ago. A lot may have changed with us and to keep ourselves current and to reflect our best thinking, Institutional Research was charged with informing and presenting the task, helping SSLC by structured discussion, answering questions, and providing feedback. In January 2026, with more answers and recommendations, the SSLC voted to make changes to our goal metrics. Our next task – likely in the Spring 2026 – will include recommendations for targets on these measures.

Our new college-wide measures are:

1. **4-year degree completion or transfer (Figure 3),**
2. 30 college credit attainment in a student’s first year (Figure 4),
3. First year college credit attainment in our college’s main general education areas – English and math (Figures 5 & 6), and
4. **Fall to Fall retention (or the rare completion) from a student’s first year to the second Fall.⁸ (Figure 7)**

Completion and Transfer remains our primary outcome and is now measured over a four-year timeframe—long enough to capture more students (especially part-time students) without shifting attention away from the critical first year. Completion and Transfer are the biggest drivers of student college value. CBC has taken pride in being a “high value” institution, demonstrating a significantly high Return on Investment (ROI) for graduates.⁹ While skill attainment is absolutely necessary, credential attainment constitutes the large majority of college value. And that value comes in the form of students’ future earning power – with an average return over 6:1 in raw dollars, and over 19% annual student ROI discounted over a student’s lifetime (EMSI/Lightcast 2022). It deserves restating, too, that goals beyond Completion and Transfer (the 2nd – 4th of our 4 goals) have been powerful predictors of completion, which can be most useful in monitoring **in the first year.**

⁷ While we do not include dual credit students in much of these numbers, Completion or Transfer rates within 3 Years for Running Start exceeds 55%.

⁸ Retention (Fall to Fall) to begin a second year benefits from being our “latest” early indicator - the closest measure of intent to a pivot point of a student’s career where sunk costs are higher than continuing. Fall to Fall retention and 30 credits are different measures, but can be very closely related – each occur together in the first year.

⁹ Georgetown University Center on Education and the Workforce (<https://cew.georgetown.edu/cew-reports/collegeroi/#data-tool>). We have also fared quite well on other accountability metrics instituted by the USED for monitoring college value – overall and on the strength of some of our BAS and Health Sciences programs that carry high “after college” wage rates.

Table 2 demonstrates more clearly why these metrics are important to us. They most cleanly separate students' chance of degree completion or transfer in a way that is most visible year to year – connecting what we have done to their impacts most directly. In bold green is the percent of students who complete or transfer in three years *if the goal is met*, and in bold red *if the goal is not met*.

Table 2. Student Likelihood of Completion or Transfer in Three Years (Success) by Goal Attainment (Five Years)

Goal	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Projected 4-Year Completion / Transfer Rate if Goal Met	Projected 4-Year Completion / Transfer Rate if Goal NOT Met	
30 College Credits	37.4%	42.2%	43.5%	45.1%	47.2%	44.4%	74.0%	24.2%	3.1x
Math Completion	21.6%	31.3%	34.7%	32.8%	32.4%	34.5%	68.8%	33.7%	2.0x
English Completion	27.0%	34.4%	34.1%	34.5%	29.5%	29.5%	65.3%	36.0%	1.8x
*Fall to Fall Retention	55.8%	52.0%	49.6%	55.2%	51.9%	56.5%	67.2%	19.9%	3.4x

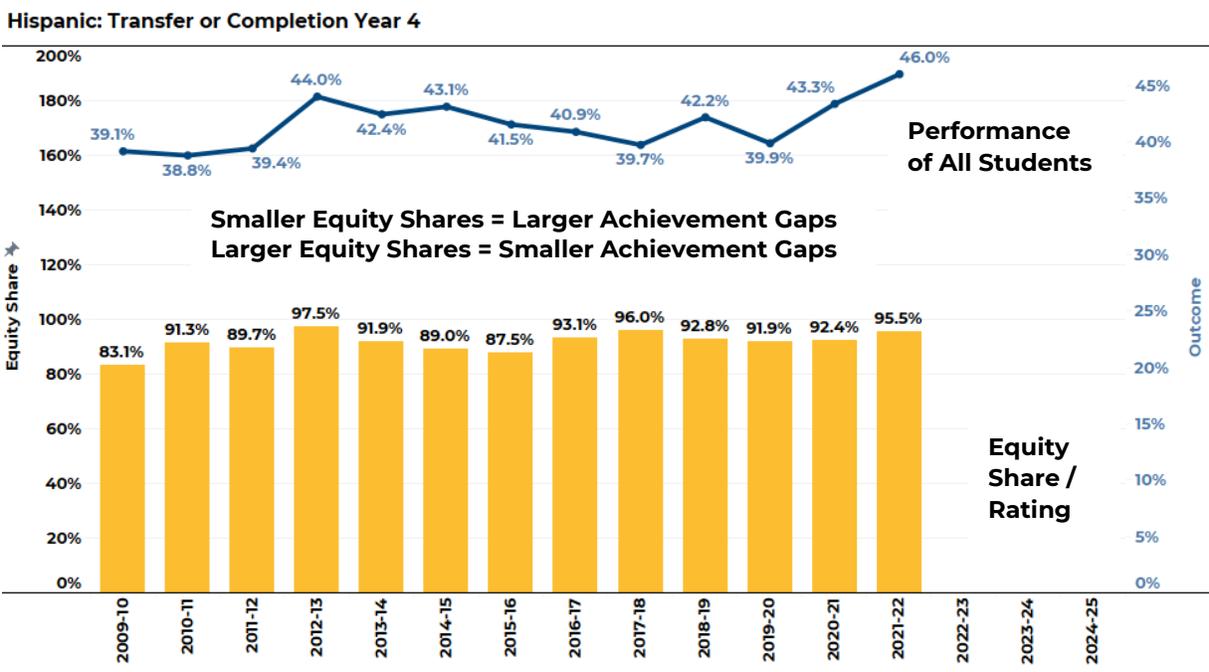
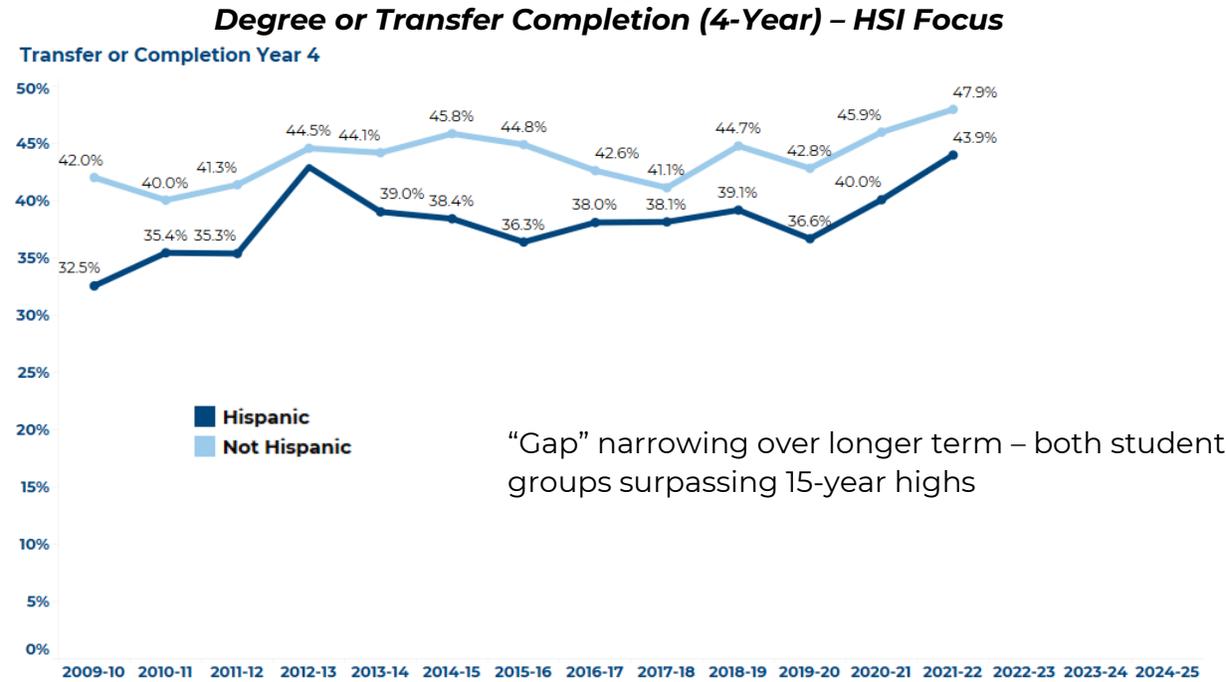
*New Metric – Decision to Enroll in Second Year happens after first year and is highly correlated with credit completion

**For 2024-25, the “implied 4 year completions rates” (these students have not yet completed their second year as of writing) for these metrics range from 44.6%-46.6%, with our ROI predictive model estimating 46.7%

On the pages that follow, figures 3 through 7 detail our overall progress in each of these four NEW goal areas. The charts detail the first-year cohort performance of combined Academic Transfer and Professional/Technical students, updated through the 2024-25 academic year. We acknowledge that there are several different ways to study students who may have a legacy of being systemically underserved, but as an HSI, one of the most salient ways in which we present this information to campus is to maintain focus on Hispanic/Latinx students. The percentage of our new students entering college who are Hispanic/Latinx has still been increasing, we are a *Hispanic Serving Institution* by enrollment and recognition, enroll more Hispanic/Latinx 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 – including being in the bottom quintile in our state’s SES measures. On levels that include equity concerns of race/ethnicity and SES alone, there is ample reason to highlight and concentrate efforts to be inclusive. Again, we are reminded that this effort is more than inclusion – it constitutes both. Hispanic students are the majority of our enrolled students. Looking at the numbers alone, our collective success is bound closely to our success in effectively recruiting and serving Hispanic students and other students with unique life challenges. Yes, it is the right thing to do, and it speaks to the greatest needs, but it is also our greatest opportunity for long term organizational and financial health.

Goal #1: 4 Year Degree Completion or Transfer. Figure 3 shows our completion or transfer rates by a student's **fourth** year by entering cohort. This year reflects the success of our 2021-22 entering cohort. This measure had remained relatively flat over time and had underperformed its leading indicators a few years ago but has strengthened since. This year, gains in this measure were more in line with expectations based on strong first year cohort performance.¹⁰

Figure 3. Overall Hispanic 4 Year Completion and Transfer Gaps Have Narrowed in 2024-25 and Has Seen Steady Recent Increase

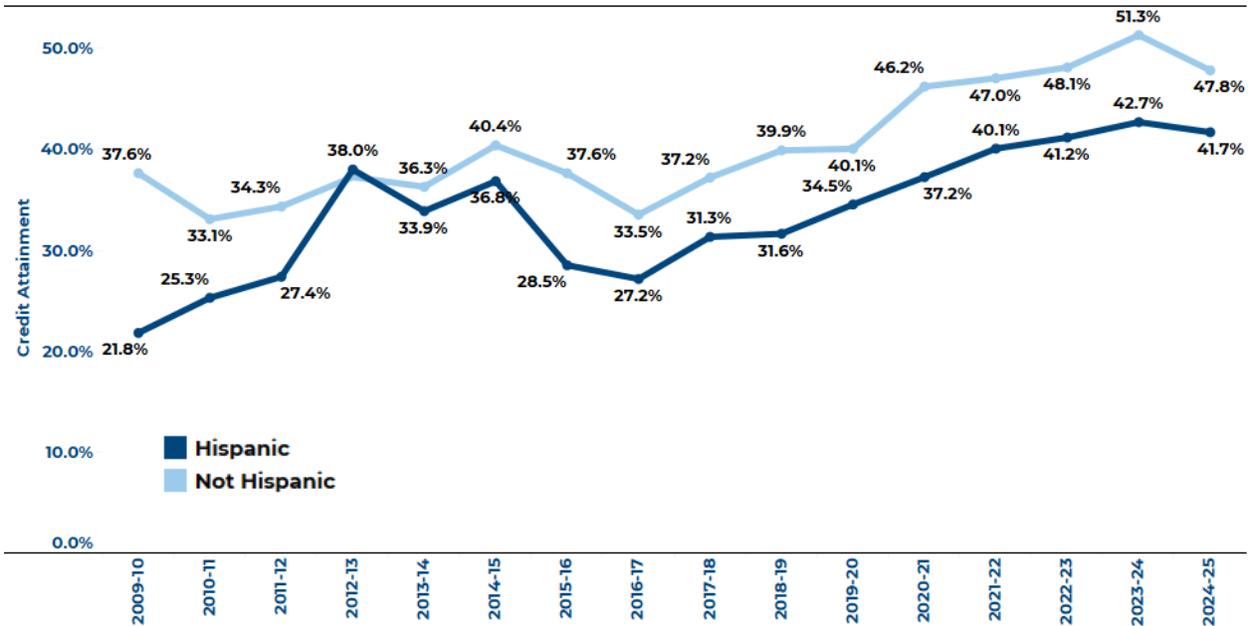


¹⁰ The change in measure to 4 (four) years and the adoption of FTEC Completion, and moreso transfer, success accounting improvements in SBCTC and NSC shows a story that is more inline with our previous expectations based on year 1 metrics.

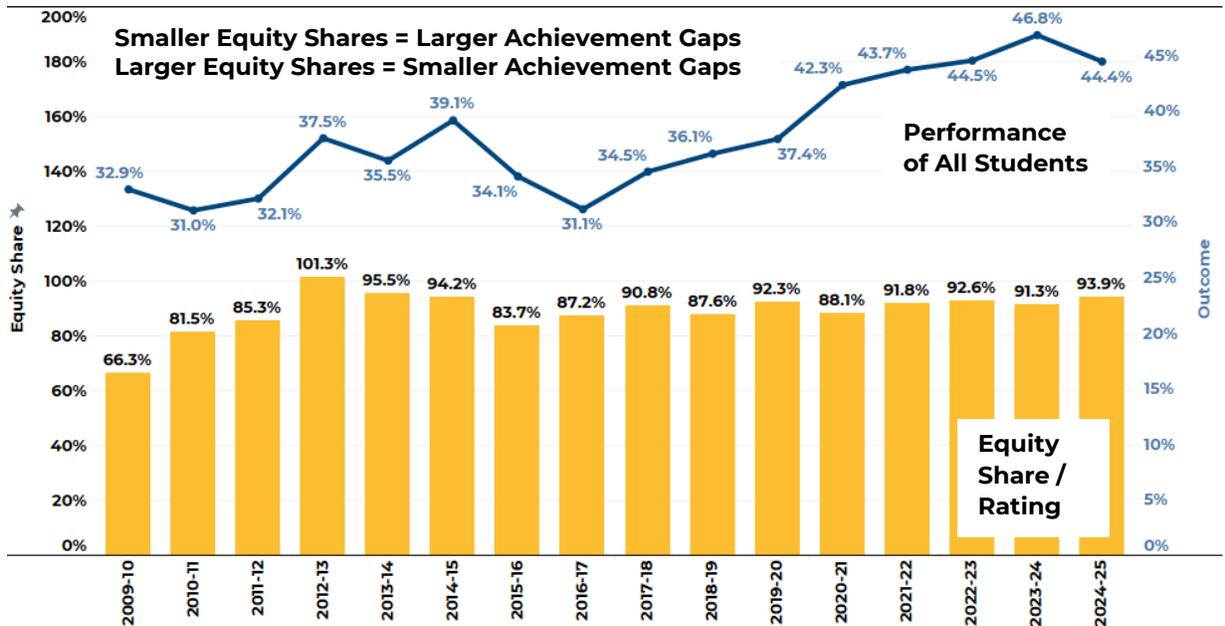
Goal #2: First Year, 30 College-Level Credit Attainment to 55%. Figure 4 shows our 30 college-level credit completion by a student's first year over time. The performance gap here has been rising consistently, though down this year. For all students, we have gained over 13 percentage points since 2016-17 and are seeing the same 6 percentage point gap.

**Figure 4. Overall Hispanic 1 Year 30 College Credit Gaps Similar in 2024-25
30 College Credit Completion (1-Year) – HSI Focus**

FTEC Credit Attainment: 30 Credits or more



Hispanic: 30 Credits or more

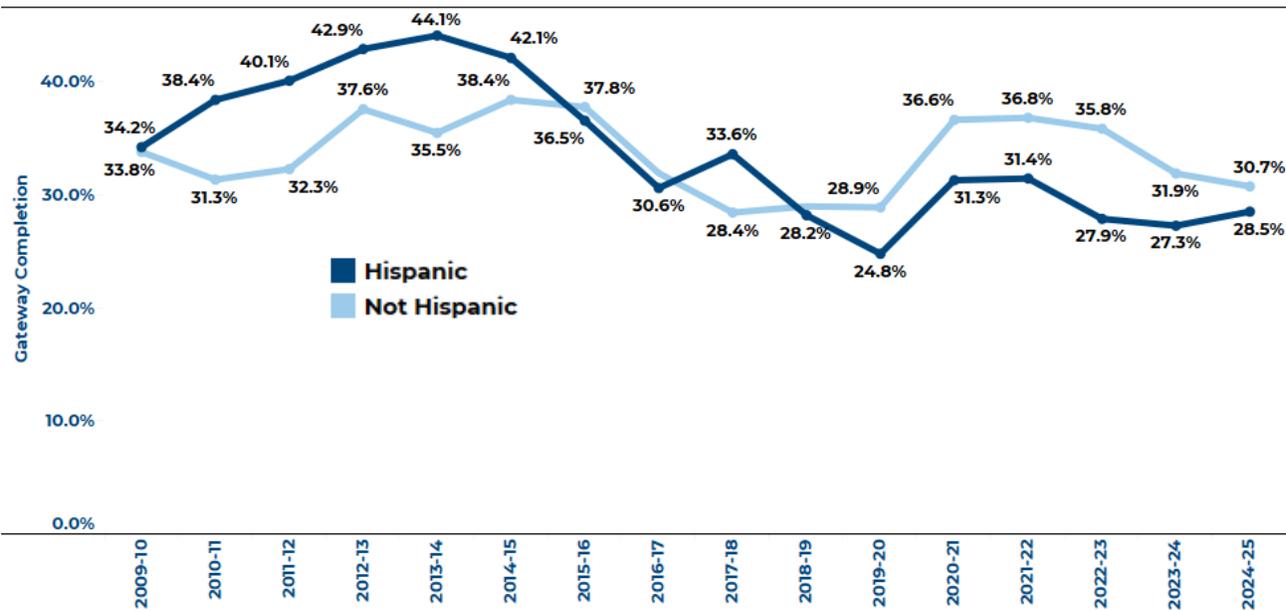


Goal #3a and Goal #3b: First Year College-Level English. Figures 5 and 6 show our progress in college-level English and math respectively. Rate of students completing college-level English had rebounded some in 2020-21 and 2021-22, coinciding with a sharp increase in college-level placement, though has given back much of that gain by 2023-24 and 2024-25.

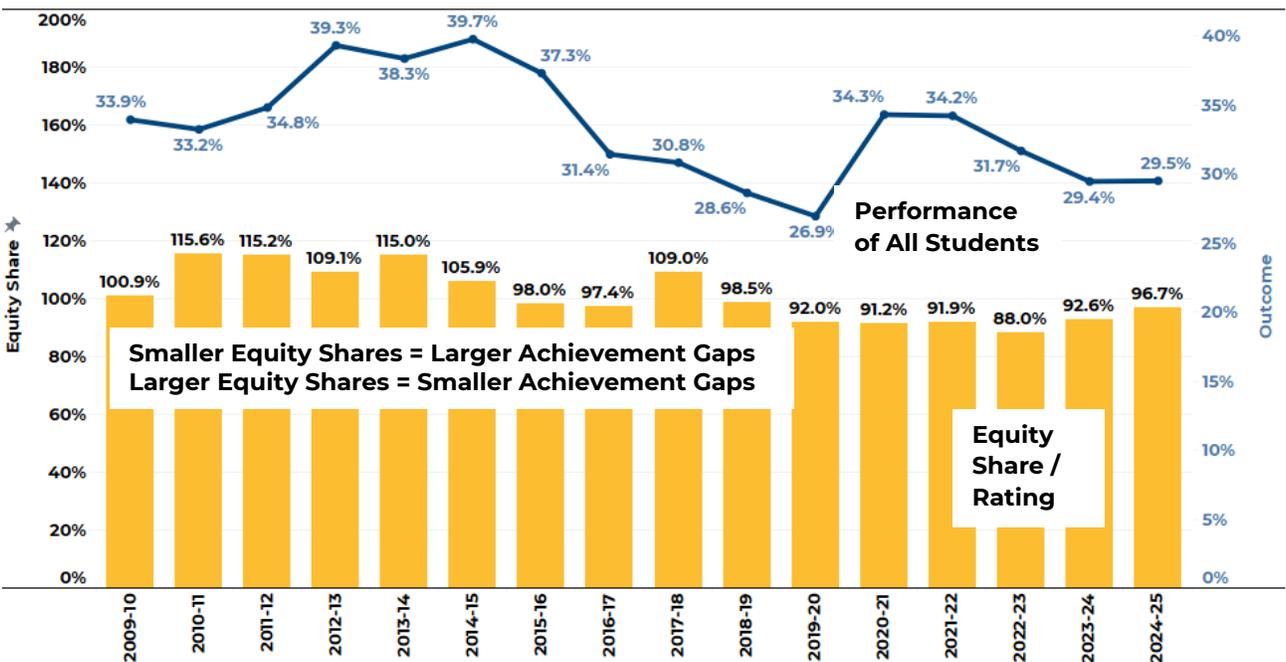
While flat overall in this last year, we do notice an encouraging gap closure which mirror what we what we might have expected with our newer I-BEST support class.

**Figure 5. Overall English Credit Gaps Slightly Better in 2024-25
First Year College-Level English Completion (1-Year) – HSI Focus**

FTEC Gateway Course Completion: English Year 1



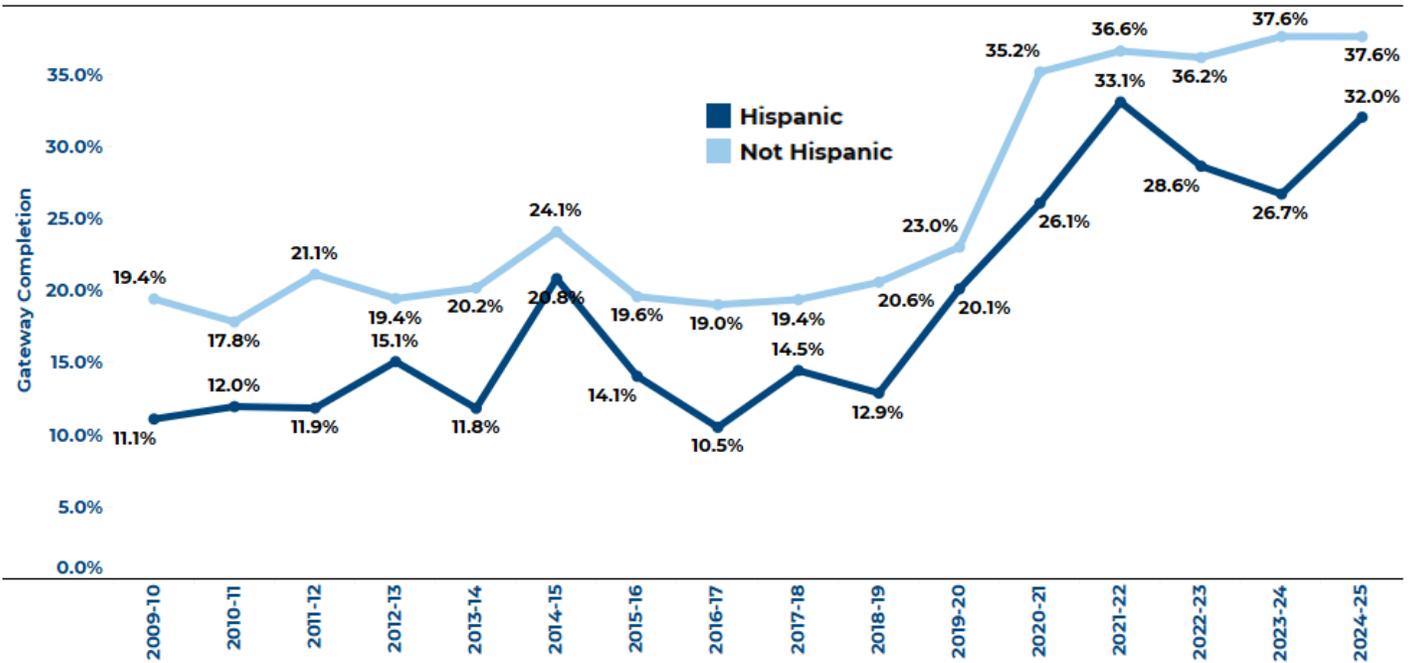
Hispanic: English Year 1



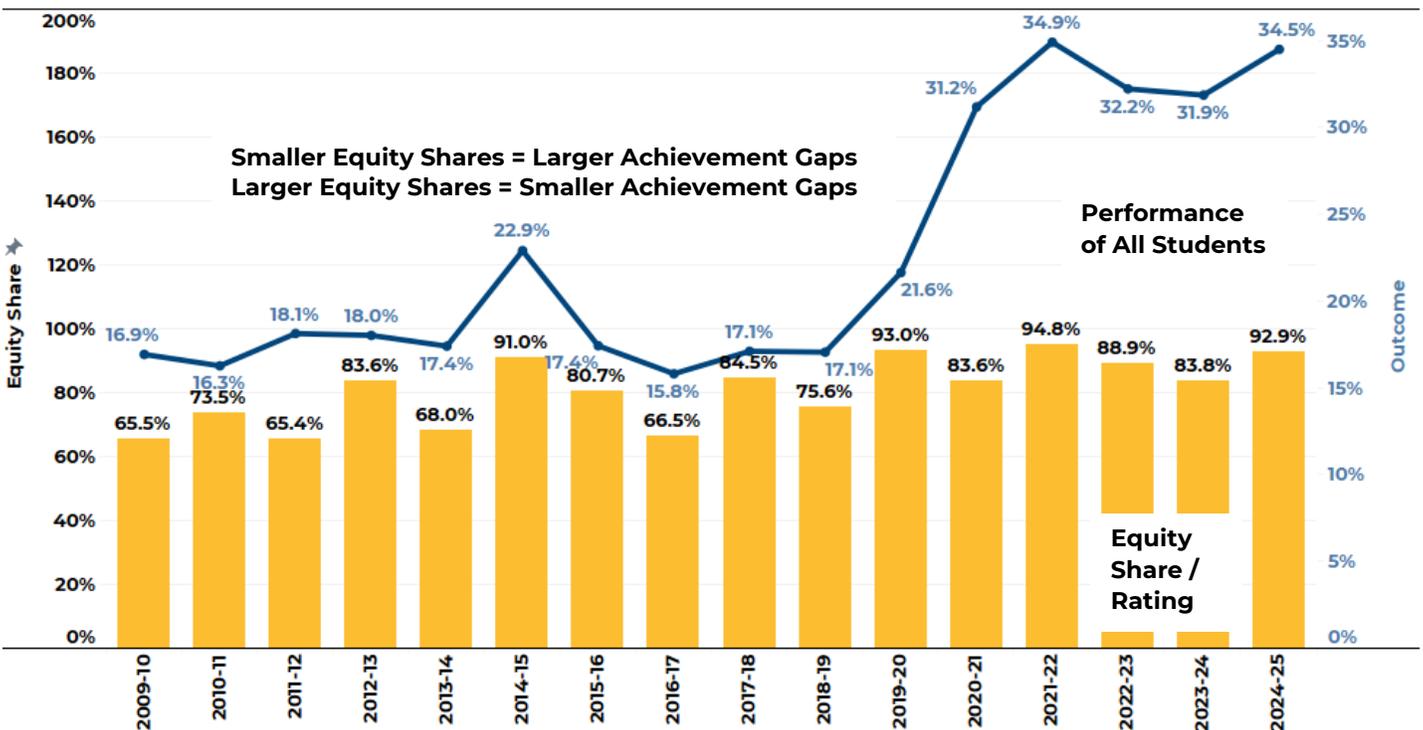
Goal #3b: First Year College-Level Math. Rates of students who completed college-level math had seen a very strong three-year rise, coinciding with restructured (and shortened) developmental sequences along with higher college-level math placement rates. While that gain has been maintained, equity gaps, which are still a concern, have moderated after two years of widening.

**Figure 6. Overall Math Credit Gaps Narrowed in 2024-25
First Year College-Level Math Completion (1-Year) – HSI Focus**

FTEC Gateway Course Completion: Math Year 1

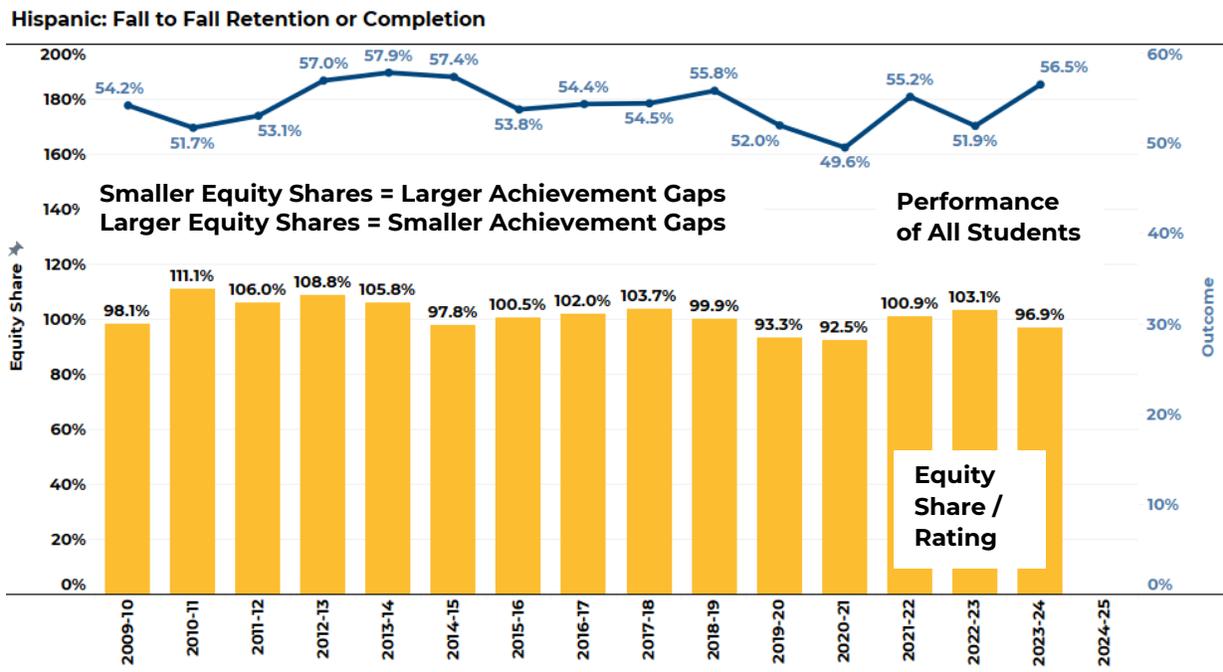
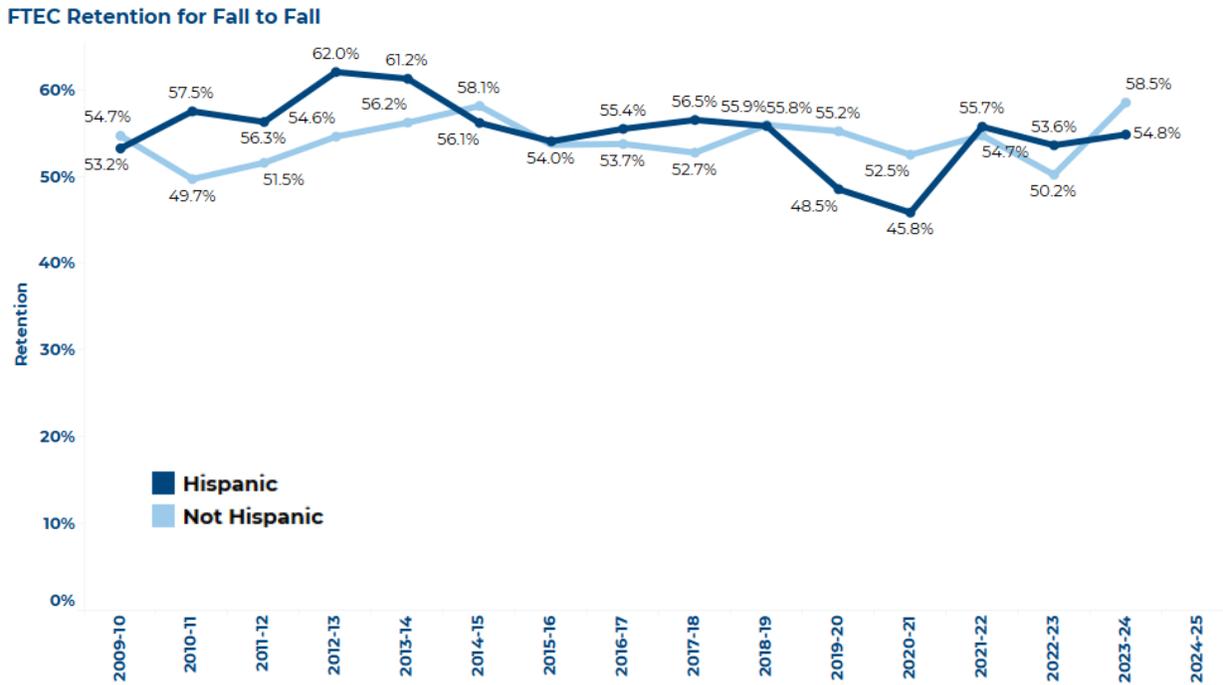


Hispanic: Math Year 1



Goal #4: Fall to Fall Retention. Figure 7 shows our Fall-to-Fall Retention from the first to second year. CBC has fared (a) relatively admirably in this area, and (b) retention has not been a particular area of urgent need historically, especially since we have had a large number of part-time students by national comparison. There has also been little, if any, equity concern on the whole. Nonetheless, *you cannot make meaningful credit progress without renewed enrollment* – and focusing more on retention is a “next-step” goal in completion and retention.

Figure 7. Overall Hispanic 1 Year Fall to Fall Retention Gaps Bounce Around for Several Years
Fall to Fall Retention – HSI Focus



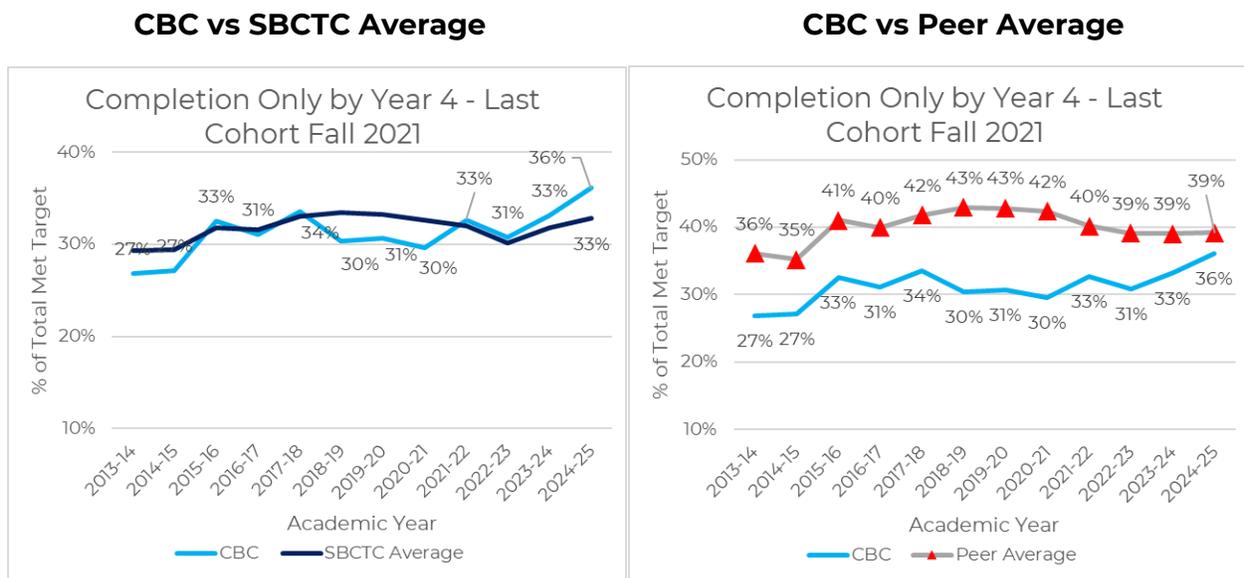
Benchmark Comparisons

This report relies primarily on how well we have measured against our “past selves”. Comparing our performance to our past performance gives us a firm grounding and a way to set our goals based on where we have been and what we want to achieve. But another important way we might ask what we expect of our results is to look at how *others* compare to us over the same period. This widens our view of our own history and context.

- (1) SBCTC-Wide Metrics.** State averages (all SBCTC comparison schools) performed over the same period give us the first way to compare ourselves.
- (2) Peer Comparisons of Eastern Washington Comparable Institution Metrics.** We add more perspective on our measures by looking at peers in our most immediate context. As far as Washington State comparison schools: *Yakima Valley, Wenatchee Valley, Walla Walla, and Big Bend* are our four nearest peers in population, enrollment composition, local culture, and geography.
- (3) Finally, we delve into National Data.** These are different measures, and we choose these measures because they are consistent over time outside our state. They are also evaluated by external/national organizations, including the Aspen Institute, who identifies the Top 150 community colleges in an award process every 2 years. CBC has looked at these national peers routinely, often with the purpose of gaining insight and new ideas that work particularly well. While this table is not wholly new data this year, it contains data that has been made more accessible this year through Aspen’s data tool.

First, for brevity, we consider our revised goal measures in the following figures to examine whether our indicators might be common to CTCs generally and proceed to look at our regional and national peers in a few metrics.

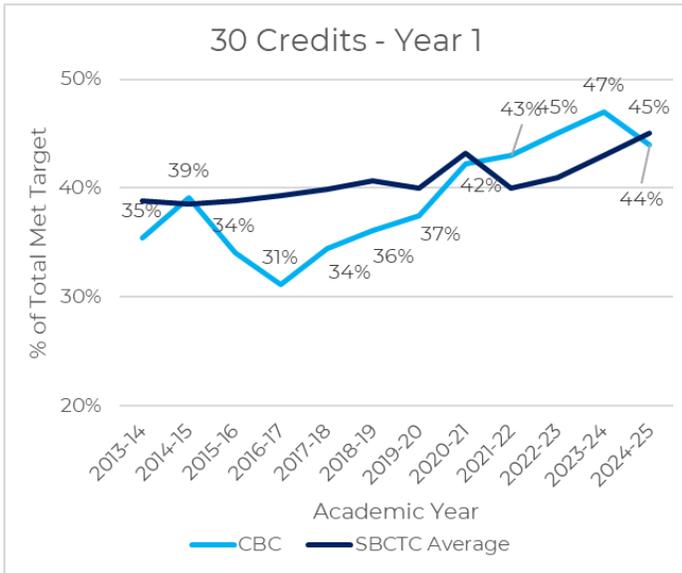
Figures 8 & 9. Comparisons on 4-year Completion (Completion Only)



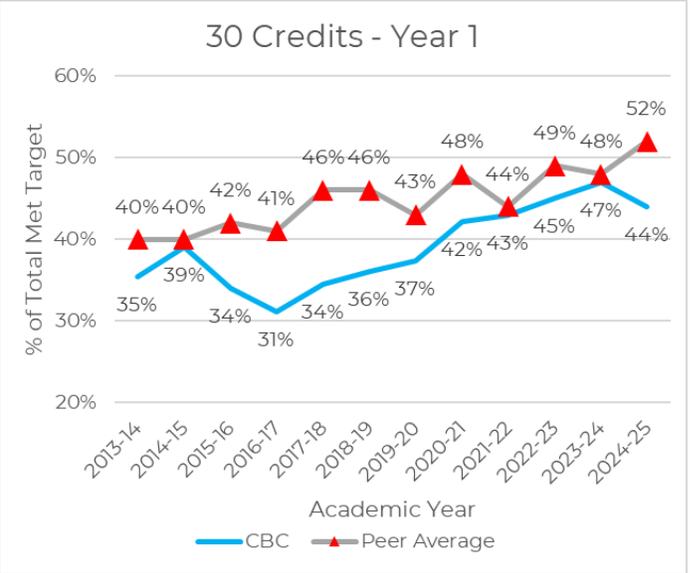
What we see in these data is a recurring general theme in the next few comparisons. Over the recent history of CBC, we have progressed from lower to higher in many areas – even exceeding our statewide peers in a few areas (here by 3%), but compared to our immediate peers, we notice a gap. *We have come far by state standards (+3%) but can still improve quite a bit if we look at our regional peers (-3%).*

Figures 10 & 11. Comparisons on 30 Credit Completion by Year 1

CBC vs SBCTC Average



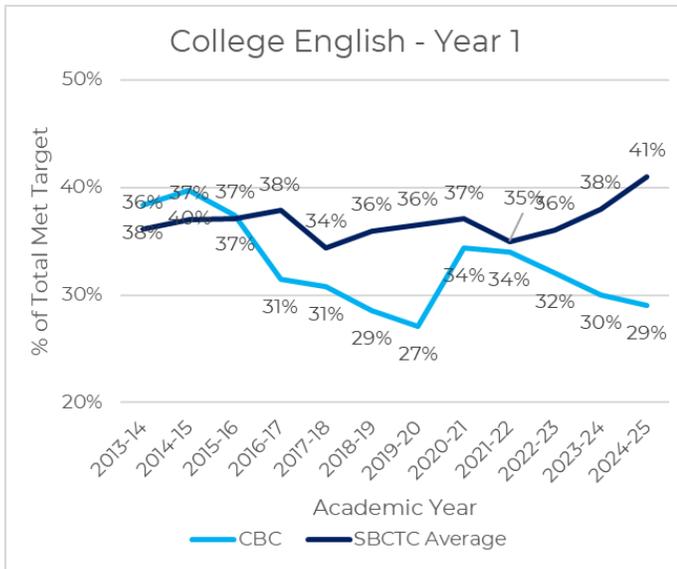
CBC vs Peer Average



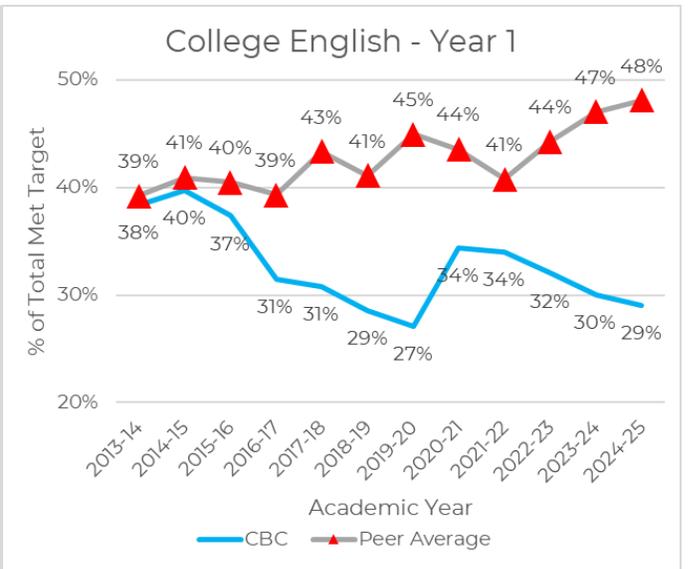
We have come far by state standards (-1%) but can still improve quite a bit if we look at our regional peers (-8%).

Figures 12 & 13. Comparisons on English Completion by Year 1

CBC vs SBCTC Average



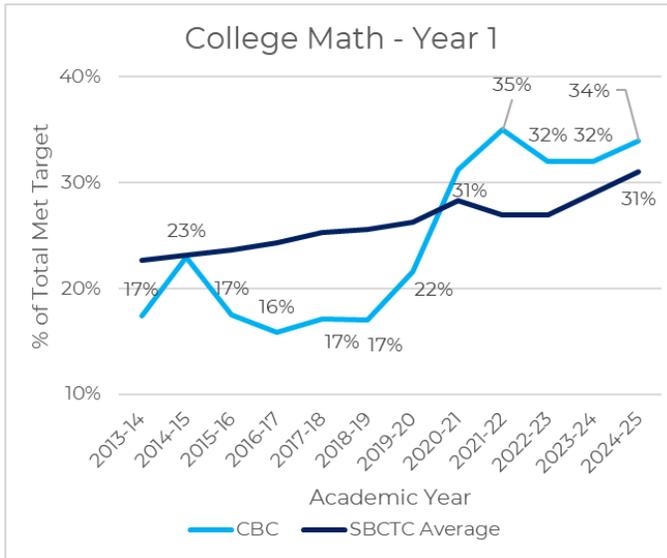
CBC vs Peer Average



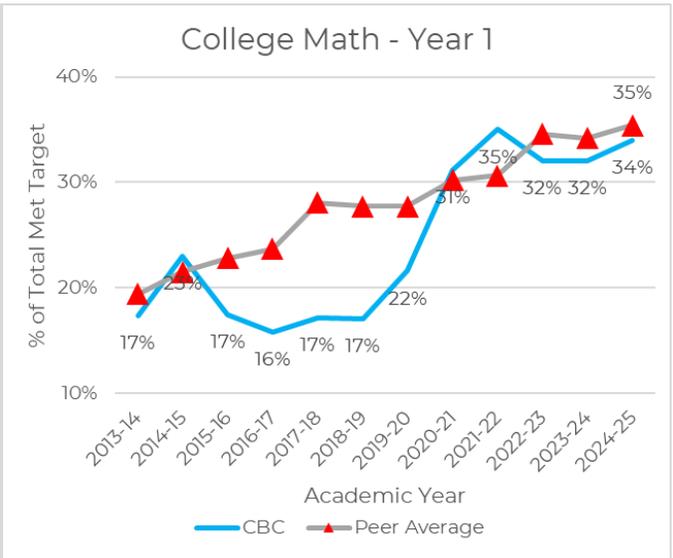
By the measure of English in Year 1, CBC completion levels have diverged downward from both statewide and regional peers – in both cases substantially (now -12% and -19%).

Figures 13 & 14. Comparisons on Math Completion by Year 1

CBC vs SBCTC Average



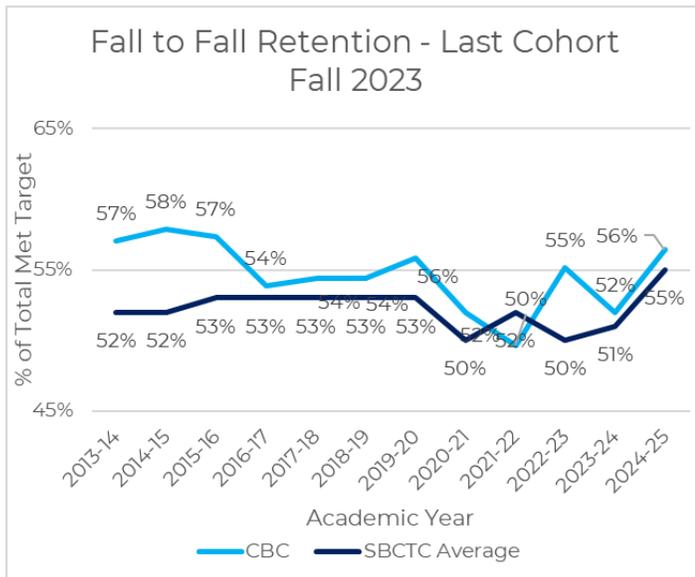
CBC vs Peer Average



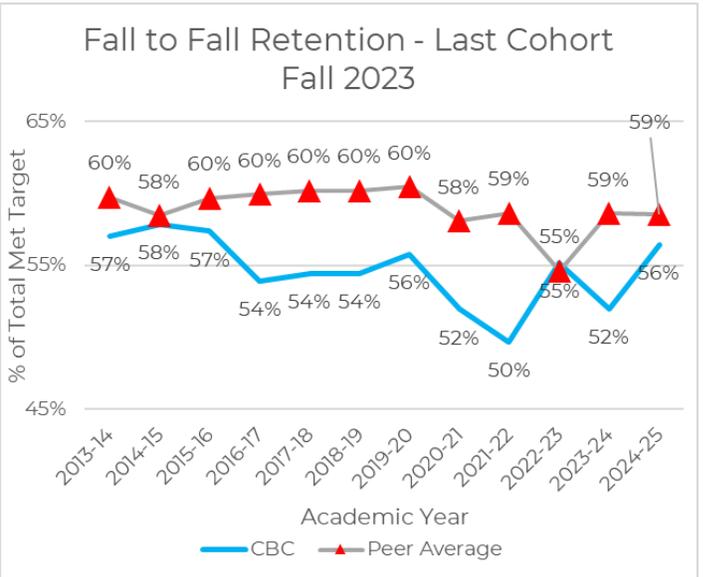
Again, we have come far by state standards – a very long way (+3%), but can still improve in comparison to our peers (-1%).

Figures 15 & 16. Comparisons of Fall-to-Fall Retention to Second Year

CBC vs SBCTC Average



CBC vs Peer Average



Retention has been a historical bright spot and is still +1% by state standards. A decade ago, however, we were outstanding (as much as +6%). And again, compared to our immediate regional peers, we can aspire to gain more (-3% compared to region).

The interpretation of these charts is similar to last year in terms of Math and Credit Attainment – while widening our gap in English college-credit attainment. This year our 4-Year Cohort Completion exceeds state averages the most it has for the last 15 years. Retention, new this year, is roughly state average.

Our accrediting body (NWCCU) had made regional peer comparison a point of emphasis and this emphasis had succeeded in helping colleges look outward for good ideas. This outward focus is more routine and more a topic of discussion between colleges than ever. A byproduct of this is we are much more knowledgeable, collectively, about our individual strengths and opportunities in our own contexts.

For comparison purposes, WA State CTCs have a wealth of comparable data, a similar policy environment, and most consistent access to each other - and in that way are usually the best yardsticks for us. As a result, our best regional peer comparisons are in state. A few notes here on regional comparisons:

- **Our regional peers also exceed state averages** on balance, and are, on balance, having more success on our key metrics. We can acknowledge our successes to date, especially having been able to accomplish either a narrowing of our gap with other institutions in the state or exceeding our peers. Yet, if we look into our nearest neighbors – having closest similarities to us – there is substantial room for improvement.
- **Again, we are generally discouraged from naming peers, though in a couple areas, we suspect they might not mind if we complimented their work.** Yakima and Walla Walla have made recent solid gains in college-level math (39% and 37% respectively). Big Bend and Walla Walla are also very good in attaining 30 college credits and completion – impressive, but not atypical of enrollment that is heavily professional/technical. All of our peer colleges have exceeded 45% college credit completion in English.

Finally, we zoom all the way out to see us in the most wide context.

National Comparisons. This year, the NWCCU will not require that we look and report national benchmarks, but we still believe that doing due diligence and understanding ourselves relative to the nation as a whole can help us understand where our goals are most pressing and what can be the most useful for us to keep emphasizing.

Table 3. National Benchmarks (First-Time, Full-Time Students)

These tables show us how we compare to national aspirational colleges on key metrics used by the Aspen Institute in the most recent Aspen 150¹¹ rounds. In these aspirational goals, room for growth is still very much possible and might be beneficial for our own goal setting.

Metric Performance	Three-Year Graduation + Transfer Rate	Completers per 100 FTE	Part Time Completers	Retention Fall to Fall
CBC	43.3%	51.1%	35.5%	48.3%
2025 Aspen 150	57.4%	62.6%	22.9%	53.5%
975 Nationwide Institutions	46.9%	52.0%	53.0%	60.1%

Table 4. National Benchmarks for Students of Color and Pell Recipients

Equity	Three-Year Graduation + Transfer Rate (Students of Color)	Three-Year Graduation + Transfer Rate (Pell Recipients)
CBC	38.7%	27.7%
2025 Aspen 150	50.5%	38.9%
975 Nationwide Institutions	40.8%	27.5%

We can differ in many characteristics from many of these colleges – composition of low SES students perhaps, certainly a larger percentage of Hispanic students, and more part-time students than might be typical nationwide. Common IPEDS and NCES measures are mostly first-time, Fall starters, and predominantly full time students as well.

Even so, differences in comparisons aside, our rates are still below nationwide averages, and firmly below the top colleges in the nation right now. While these comparisons show room for improvement, we see that we have a track record of being able to improve – at times drastically – and that a similar improvement over the next 5-10 years is both (a) possible and (b) would put us in a “nationally recognized” group of high-achieving community colleges.

¹¹ Aspen Prize for Community College Excellence – Aspen prize benchmarking tool. <https://highered.aspeninstitute.org/programs/aspen-prize-community-college-excellence>

Ending Notes

Over time, results may change due to policy, data revisions, governance updates, or improved measurement methods – and this can happen at CBC (as with ctcLink) or at the SBCTC level. Some may be marginal changes (enrollments are routine and change little, if at all), while others are more substantive – like how cohorts are counted and how handfuls of records are reclassified every year.

This year, a few things have changed in how we track data “on the ground”.

- **Transitional Studies Data Changes.** With changes to the systems used to track Basic Education for Adults program, we have been challenged when it comes to direct comparison - WABERS (final year in 2023-24) to LACES (2nd production year in 2024-25). Even so, we have relied mostly on federal benchmarks which should have some degree of continuity (federally reportable, skills gain, etc.), even if this particular group of students can be notoriously difficult to “career” track. Overall, given the breadth of measures in this report, our self-assessment is relatively robust to changing data collection or definition strategies. Overall trends have remained consistent, even if revisions are possible, even likely for individual students.
- **ROI Data Model.** While our model results (precision, not outcome) did not perform poorly last year, the model for 4-year completion and transfer were augmented to include our “best” data among nationally recognized and theoretically sound first year measures. Our ROI model was presented at the joint Research and Planning Commission and Information Technology Commission in Yakima, WA in August, 2025.

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, by design, to students in their first year of study**. 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 way of learning. 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 – a concept of student “survival” that are the building blocks of Guided Pathways.

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.

Pär Jason Engle – Dean for Organizational Learning, Columbia Basin College

Special thanks:

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Board Ends #1: Equity¹²

Equity Rating	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Benchmark 5 Yr Average	2024-25	Rating	Improving	Meets 90%
Enrollment Parity (Benchmarked to 65%)	83.9%	84.8%	86.1%	83.7%	89.6%	94.6%	95.6%	87.8%	98.6%	5	+	+
Running Start Enrollment Parity (Benchmarked to 60%)	81.0%	83.7%	85.2%	86.1%	89.4%	85.8%	90.1%	86.0%	89.2%	3	+	○
Enrollment Parity (High Demand Enrollment)	80.9%	81.5%	88.7%	89.4%	91.1%	91.0%	93.2%	88.3%	95.7%	5	+	+
Success Parity (Completion/Transfer)	89.8%	90.1%	93.0%	95.7%	95.5%	93.0%	101.0%	93.5%	97.5%	5	+	+
Running Start Success Parity (Completion/Transfer)	95.6%	101.2%	100.1%	101.5%	99.1%	95.7%	94.4%	99.5%	90.5%	3	○	+
Success Parity (Average)	86.7%	86.6%	89.0%	87.5%	94.3%	91.7%	89.3%	89.8%	93.6%	4	+	+
• Math	80.1%	80.1%	94.8%	89.5%	96.4%	90.4%	84.8%	90.2%	95.1%			
• Course Success On Track	82.5%	85.8%	85.1%	81.7%	91.5%	91.2%	90.4%	87.1%	91.3%			
• English	105.9%	96.9%	93.9%	94.1%	98.6%	91.1%	93.2%	94.9%	98.0%			
• 30 Credits	90.2%	92.1%	92.0%	91.0%	95.0%	92.5%	91.9%	92.5%	96.3%			
• Course Preferred "On Track"	74.8%	77.9%	79.3%	81.1%	89.9%	93.3%	86.3%	84.3%	87.5%			
Running Start Success Parity (Avg)	87.9%	85.7%	88.0%	90.9%	89.5%	89.5%	92.8%	88.7%	87.8%	2	○	○
• Math	80.6%	78.7%	64.1%	79.2%	78.0%	91.1%	91.8%	78.2%	80.4%			
• Course Success On Track	85.7%	83.0%	92.0%	88.1%	92.9%	88.9%	90.1%	89.0%	89.7%			
• English	99.9%	98.0%	98.3%	97.9%	97.3%	94.6%	93.9%	97.2%	91.6%			
• 30 Credits	99.4%	97.8%	98.5%	99.4%	96.5%	94.6%	99.9%	97.4%	95.9%			
• Course Preferred "On Track"	74.1%	70.9%	87.1%	90.0%	83.0%	78.1%	88.5%	81.8%	81.4%			
Parity in PT Student Success (Retention)	88.2%	87.1%	85.3%	83.2%	79.9%	76.7%	70.2%	82.4%	77.7%	1	○	○
Parity "Late Start" Student Success (15 Credits)*	75.2%	75.4%	76.0%	75.7%	76.1%	75.6%	79.7%	75.8%	78.6%	1	+	○
End State Average										3.22		

+ - equity share improvement (+5%) or 95% threshold

+ - meets simple improvement (+) or 90% threshold

○ - equity share decline (-) or 85-90% threshold

○ - equity share decline (-5%) or under 85%

++ = 5 – one or more is green, ++ = 4 – no green, +o = 3 – mixed results, oo = 2 – no red, oo = 1 – one or more is red

¹² Rating based on combination 5% Increase and Hitting 90% and 95% Benchmark Equity Shares

Board Ends #2: Transitional Studies

Transitional Studies											
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Benchmark 5 Yr Average	2024-25	Rating
Federally Reportable (%)	78.6%	83.5%	80.8%	76.5%	61.6%	63.8%	69.4%	60.8%	70.4%	*67.2%	2
I-Best Enrollment (Term FTE)	100	65	48	53	63	54	42	68	52.0	62	5
45 Hours or measurable skills gains ABE	n/a	41.9%	30.6%	28.8%	25.4%	34.2%	37.7%	48.4%	34.6%	*52.1%	5
45 Hours or measurable skills gains ELA	n/a	49.1%	38.8%	28.3%	12.9%	26.2%	28.9%	39.7%	34.2%	*35.6%	3
HS Credential / Any College Courses ABE 4+	23.8%	11.3%	33.8%	34.0%	32.8%	29.9%	26.5%	29.6%	31.4%	29.5%	3
Any College Coursework ABE 4+	7.9%	4.9%	14.3%	8.5%	11.9%	10.2%	8.1%	9.4%	10.6%	13.7%	4
End State Average											3.67

* Potentially impacted by LACES as new system: Federally Reportable in LACES are NRS Table 4 students / Student Enrollment Count, MSG (Measurable Skills Gains) (45 hours utilized during COVID only due to testing restrictions)

Board Ends #3: Professional/Technical

Professional / Technical Trades											
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Benchmark 5 Yr Average	2024-25	Rating
Course Success Year 1 (>2.0)	54.2%	53.7%	47.0%	46.0%	53.7%	52.4%	54.7%	58.2%	50.8%	64.1%	5
Gateway Course Year 1 (Math)	8.2%	14.5%	15.0%	16.7%	29.2%	29.3%	24.0%	24.3%	22.8%	23.7%	3
Gateway Course Year 1 (English)	20.4%	24.5%	22.2%	20.0%	29.8%	27.4%	20.9%	21.0%	24.1%	18.3%	1
Retention Year 1 (Fall to Fall)	51.0%	57.4%	58.8%	58.4%	48.9%	50.3%	50.0%	55.4%	53.3%	59.3%	5
Credit Completion (30 Credit)	30.2%	34.3%	36.2%	30.3%	42.1%	39.1%	37.2%	48.9%	37.0%	42.8%	5
BAS Cohort Completion (3 Year)	62.8%	71.8%	65.2%	63.8%	65.4%	46.0%	50.1%	49.8%	58.1%	53.3%	2
Completion in 3 Years	33.0%	32.5%	34.1%	31.2%	34.7%	27.2%	28.4%	30.5%	31.1%	33.1%	4
End State Average											3.57

Board Ends #4: Academic Transfer

Transfer Students											
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Benchmark 5 Yr Average	2024-25	Rating
Course Success Year 1 (>2.0)	36.5%	34.0%	35.4%	38.7%	41.6%	46.0%	43.5%	40.5%	41.0%	49.6%	5
Running Start Course Success Year 1 (>2.0)	39.1%	44.3%	42.5%	48.8%	47.1%	48.1%	51.0%	54.0%	47.5%	56.3%	5
Gateway Course Year 1 (Math)	18.7%	18.3%	17.9%	24.4%	32.8%	38.9%	35.5%	35.3%	29.9%	38.2%	5
Gateway Course Year 1 (English)	35.7%	33.6%	31.1%	31.2%	37.5%	39.2%	36.0%	32.6%	35.0%	33.3%	3
Retention Year 1 (Fall to Fall)	54.8%	53.4%	52.7%	54.9%	53.9%	49.0%	59.3%	51.0%	54.0%	55.5%	3
Credit Completion (30 Credit)	31.5%	34.8%	36.3%	41.6%	42.5%	46.6%	47.3%	46.5%	42.9%	44.9%	4
Running Start Credit Completion (30 Credit)	65.0%	62.7%	67.6%	69.0%	60.9%	62.0%	65.8%	67.5%	65.1%	64.5%	3
Completion or Transfer in 3 Years	36.9%	35.4%	33.6%	32.8%	37.3%	36.7%	42.3%	46.1%	36.5%	41.0%	4
End State Average											4.00

Board Ends #5: Return on Investment

Return on Investment (ROI)											
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Benchmark 5 Yr Average	2024-25	Rating
High Demand Course Performance (All Years)	78.8%	78.5%	78.0%	75.6%	76.0%	81.7%	84.7%	83.4%	79.2%	86.1%	5
Forecasted 4-Yr Average Annual ROI	\$3,856	\$3,859	\$4,143	\$4,162	\$4,508	\$4,750	\$4,793	\$4,887		\$4,944	
% above 5 year average (2018-19 to 2022-23)	38.1%	38.1%	43.2%	42.9%	47.3%	50.7%	50.2%	51.9%	46.9%	52.7%	5
Forecasted 4-Yr Median ROI	\$2,655	\$2,674	\$3,034	\$3,073	\$3,609	\$4,051	\$3,883	\$4,303		\$4,267	
% above 5 year average (2018-19 to 2022-23)	41.1%	41.3%	46.7%	46.6%	50.9%	53.9%	53.4%	53.8%	50.0%	54.9%	4
Forecasted 4-Yr 33 rd %ile ROI	\$1,998	\$1,879	\$1,992	\$1,860	\$2,045	\$2,033	\$2,219	\$2,209		\$2,289	
% above 5 year average (2018-19 to 2022-23)	65.3%	64.1%	65.4%	64.6%	68.0%	67.1%	69.9%	69.6%	67.0%	71.4%	4
Percent of Exiters Who Completed Any Credential (ABE)	n/a	n/a	n/a	39%	41%	64%	55%	42%	50.0%	*42%	1
End State Average											3.80

* - Impacted by LACES transition. This measure (or comparable stand-in) not available at time of report for 24-25 or by same measure

Appendices

Appendix A: 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 2023-24. These indicators are assembled with respect to the Mission Statement and Board Policies for Mission Fulfillment. The End State Board Policy was revised in Fall 2024 and covers End States outlined in our strategy for Mission Fulfillment, with performance targets defined and approved in December 2024.

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. 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.¹³ 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).

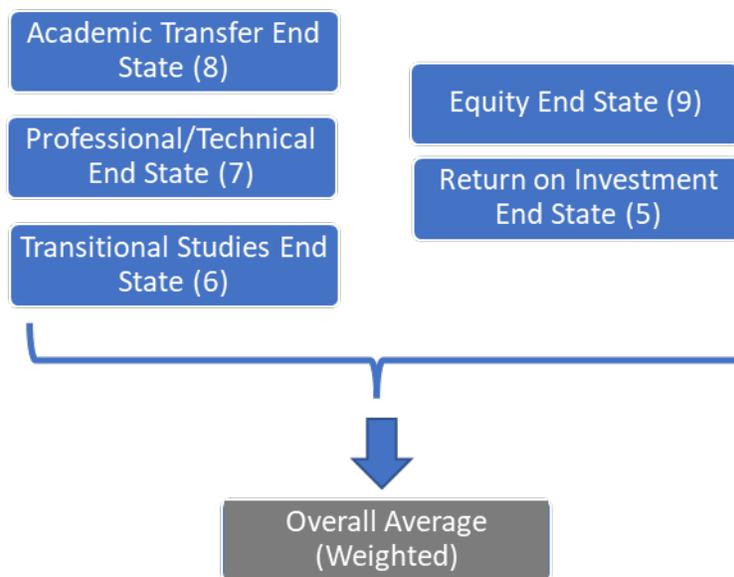


Figure A1. End States (5) and Number of Measures (35) in 2024-25 Mission Fulfillment

Data Sources. 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+ (now LACES) and State Collections 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 student progress to degree completion. The individual measures are constructed to

¹³ 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.

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.

Why These Three Metrics Were Chosen. These three goals were chosen intentionally based on research in student completion, equity, and return on investment. 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 and therefore play a prominent role in our report.¹⁴

Measures / Indicators

Measures / Indicators represent coverage of the End States and provide more detail when understanding the context of our progress and challenges. Indicators of Mission Fulfillment are included within each End State. An overall rationale for indicator development is provided and follows our **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 – which are considered separately in cohorts). This kind of reporting creates a greater degree of comparability with external reporting, external standards that include IPEDS, SBCTC SAI cohorts, 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 here have demonstrated in other research, and in CBC’s own history, a higher

¹⁴ 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.*

(sometimes staggeringly high) propensity toward degree completion in a 3-year (or 4-year) time span.

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

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 of 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 success¹⁵, and results of similar “whole school” initiatives that have been evaluated and published.¹⁶ 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 as state and national leaders.

Specific Thresholds. The following ratings translate the data we have into categories - meeting and exceeding targets in each indicator. Translation into ratings helps facilitate a clearer interpretation and summarization of progress when taken together. The basis for these ratings have a few common elements:

- *Comparisons from benchmarks over a number of years – here a CBC 5 Year Average.* This documents where we have been as an institution, setting a baseline for reference.
- *Ambitious, but Attainable Goals.* A specific target that represents ambitious, but attainable goals that will receive a rating of “4”.
- *Aspirational, Toward Leadership.* A specific 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

¹⁵ 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.

¹⁶ 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.

- 2. Lower Performance
- 1. Significantly Lower Performance

Individual ratings typically follow 2% and 5% thresholds based on research in effect size for educational research – as “detectable” gain (2%) and “substantive” gain (5%):

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

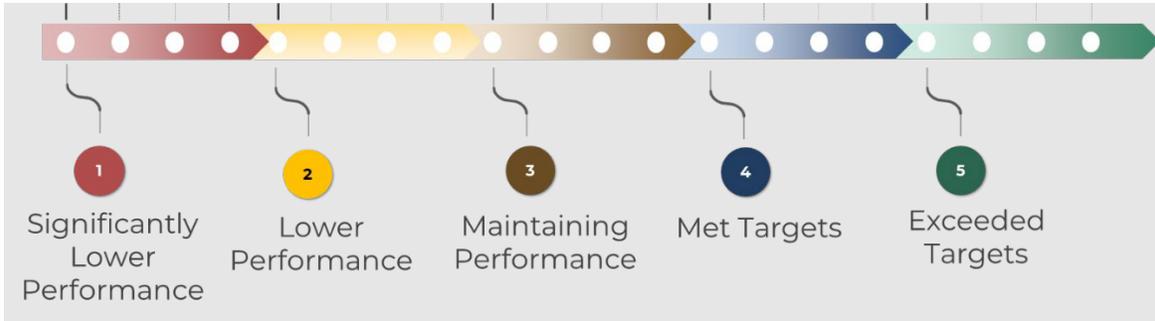


Figure A2. Individual Indicator Performance Scale

Summarizing Results

Putting these ratings together provides a snapshot of our progress. For Mission Fulfillment in the broadest way, we take indicator ratings from a 1-5 scale for each indicator (Figure A2) and

- summarize them into End State averages and an overall rating (Figure A3),
- 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

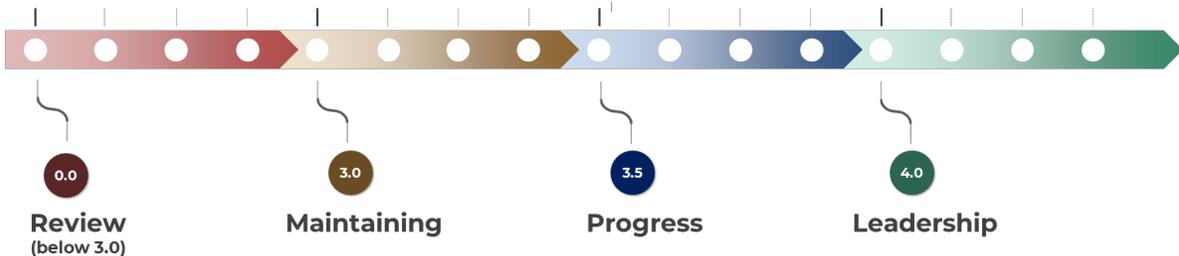


Figure A3. Summary Performance Scale

Appendix B: Data Dictionary

Most measures will be defined by “Cohort” (same entry year). 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).

Equity (Index Rating)	
Enrollment Parity (Benchmarked to 65% service)	Of the TriCities “target market” (students who would have the most prospective benefit), this is the share of actual enrollment in our incoming cohort – enrollment of the incoming “freshman” class defined by FTEC.
Running Start Enrollment Parity (Benchmarked to 60% service)	Of the TriCities “target market” (students who would have the most prospective benefit – with special emphasis on K-12 enrollment), this is the share of actual enrollment in our Running Start incoming cohort – enrollment of the incoming “freshman” class defined by FTEC.
Enrollment Parity (High Demand Enrollment)	Of students who enroll at CBC (<i>total enrollment</i>), the share of enrollment in STEM, High Demand, and BAS courses.
Success Parity (Completion/Transfer)	Of students who enroll at CBC (incoming cohort), the share of completion/transfer success.
Running Start Success Parity (Completion/Transfer)	Of Running Start students who enroll at CBC (incoming cohort), the share of completion/transfer success.
Success Parity (Target Areas)	Of students who enroll at CBC (incoming cohort), the share of target area success.
Running Start Success Parity (Target Areas)	Of Running Start students who enroll at CBC (incoming cohort), the share of target area success.
Parity in PT Student Success	Of Part Time students who enroll at CBC in their first term (incoming cohort), the share of target area success. Retention (Winter and Spring)
Parity “Late Start” Student Success	Of Late Start (Off Cycle) students who enroll at CBC (incoming cohort), the share of target area success. 15 college credits

Transitional Studies	
Federally Reportable (%)	Students who enroll and complete a minimum number of instruction hours (usually 12)
I-Best Enrollment (Term FTE)	I-Best enrollment (enrollment and allocation model finals, SBCTC)
45 Hours or more ABE (SBCTC)	Of federally reportable students, those who complete 45 instruction hours in their first year or exhibit significant gains. By 2024-25, the instruction hour threshold has been retired.
45 Hours or more ELA (SBCTC)	Of federally reportable students, those who complete 45 instruction hours in their first year or exhibit significant gains. By 2024-25, the instruction hour threshold has been retired.
HS Credential / Any College Courses ABE 4+	"Completion and Transfer" of Transitional Studies students (3 years). (WABERS cohorts)
Any College Coursework ABE 4+	"Transfer" of Transitional Studies students (3 years). (WABERS cohorts)

Professional / Technical Trades	
Course Success Year 1 (>2.0)	Did not obtain a grade below 2.0 in their first year
Gateway Course Year 1 (Math)	Completed college-level math in their first year
Gateway Course Year 1 (English)	Completed college-level English in their first year
Retention Year 1 (Fall to Fall)	After starting in Fall, students who re-enrolled (or graduated) by the next Fall
Credit Completion (30 Credit)	Completed 30 college-level courses in their first year
BAS Cohort Completion	Completed BAS program in three years after first enrollment
Completion in 3 Years (Actual)	Completed AA/AAS or certificate in three years after first enrollment

Transfer Students	
Course Success Year 1 (>2.0)	Did not obtain a grade below 2.0 in their first year
Running Start Course Success Year 1 (>2.0)	Did not obtain a grade below 2.0 in their first year
Gateway Course Year 1 (Math)	Completed college-level math in their first year
Gateway Course Year 1 (English)	Completed college-level English in their first year
Retention Year 1 (Fall to Fall)	After starting in Fall, students who re-enrolled (or graduated) by the next Fall
Credit Completion (30 Credit)	Completed 30 college-level courses in their first year
Running Start Credit Completion (30 Credit)	Completed 30 college-level courses in their first year
Completion or Transfer in 3 Year (Actual)	Completed AA/AAS or certificate OR transferred to a 4-year school (National Student Clearinghouse) in three years after first enrollment

Return on Investment (ROI)	
High Demand Performance (All Years)	High Demand, STEM, or BAS course success rates, by SBCTC designated course code
Student Cohort ROI (All Students)	Average annual wage return estimate for cohort students. First year modeled projections
Forecasted AA/AAS ROI over median	Median annual wage return estimate for cohort students. First year modeled projections
Forecasted AA/AAS ROI over 33rd Percentile	33 rd percentile annual wage return estimate for cohort students. First year modeled projections (students we hope to target most in the bottom third of)
Percent of Exiters Who Completed Any Credential (ABE)	State Dashboard Rates: students who exited TS program with a credential. Dashboard item not published comparably in 2024-25.

Appendix C: Measuring Equity and Return on Investment

This section reviews the rationale for the “new” measures in the sections of both Equity and Return on Investment. The Equity section was reviewed and considered more extensively to be most current and reflective of how equity is measured that can be most informative for us at CBC.

Why Add New Equity Metrics? This is one of our most substantive additions, both in terms of content and in terms of a change in how we propose to measure it. First, as a dedicated Board priority, a fresh look was needed. We show equity “gaps” when looking at data in reports, yet using gaps to show equity has not been viewed as always the best equity measure for a couple of reasons. First, the measurement of gaps, while informative, can hide a lot of pertinent information about impact which might be lost to both casual and experienced data consumers. Group differences are important, but the frequency with which success happens (for example, whether 20% of the time or 80% of the time) can blur our understanding of how outcomes differ between different groups of students. Second, “gaps” often frame results with respect to a higher performing reference group which has negative connotations (“some of our students are better”) and can encourage deficit narratives.

Equity Rating. Over the last three years since our last revision, a few ideas have become more mainstream and repeated – namely that of “representation” of key groups in our overall student enrollment, in early success, and using the emerging standard of index ratings to look at this representation. There is no shortage of measurement approaches to use in equity. In the last few years, newer equity measurement ideas have proliferated. They range from simpler to complex, and sometimes very complex. For this report, we choose a simpler, yet well-documented approach to measuring equity based on an index rating that has become more popular and accepted recently¹⁷ - especially in the California system, in the Center for Urban Education, Spokane Community Colleges, and used by our ESCALA partners and our own Teaching and Learning Center for Excellence (TLCE).

This rating shows us a way to look at our enrollment and success for students who might experience disadvantages by considering expectations of **balance and representation**.

Example:

The following walks through the simplified example:

$$\text{Representation (Equity Rating)} = \frac{\text{Actual \% in Group}}{\text{Expected \% in Group}}$$

¹⁷ Bensimon, Estela Mara, Lan Hao, and Leticia Tomas Bustillos. "Measuring the state of equity in public higher education." Expanding opportunity in higher education: Leveraging promise (2006): 143-165.

For enrollment, we have started with our local prospective student pool. If we have a Historically Underserved (HUS) Population of 60% in our expected local market, we expect our **Enrollment** (all else equal) to reflect the student pool from which it was recruited (Benton/Franklin counties primarily):

- $60\% = 60\%/60\% = 1 = 100\%$ Equity Rating (Full representation)
- Underrepresented in enrollment $< 100\%$

For student success, we started with our actual enrollment. If we have a Historically Underserved (HUS) Enrollment of 50%, we expect our **Success** to be:

- $50\% = 50\%/50\% = 1 = 100\%$ Equity Rating (Full representation)
- Underrepresented in success $< 100\%$

Equity for Whom? It is well known that categories we identify routinely as race and ethnicity do not capture fully what we know is lived experience of structural inequality, the descriptors lack sensitivity, and the categories we often have available are incomplete reflections of what happens in practice. The challenge is evident in our largest population of underserved students as an HSI. “Hispanic” is a historical artifact of categorization that represents a widely divergent experience – certainly colored by multiple histories, generational experience in the United States, and local history. In the Tri-Cities, specifically, students who identify themselves as Hispanic have significantly lower socioeconomic status and wealth.

Given our history at CBC and in the community, we move forward with a race/ethnicity categorization that is admittedly incomplete, but as complete as we might know over time for comparison. We consider students that include (a) *Non-white Hispanic students*, (b) *African-American students*, (c) *Native American students*, and (d) *Asian/Pacific Islanders* as confronting the greatest socioeconomic challenges on balance. These students are the basis for 7 of our 9 Equity Ratings as (Historically Underserved) HUS. In our context, the majority of those students are Hispanic (historically 80% or more).

To supplement this race/ethnicity measure, we also look at Full/Part Time student inequity and “off-cycle” enrollment inequity (students who start “late” in Winter or Spring) in outcomes as a proxy for students who might not completely fit the stereotypical college student¹⁸, where trying to convert students with challenges to “our rules” can backfire in important ways – prompting a larger courseload than students might handle. We understand that starting with a Summer and Fall cohort and starting Full Time are good for student progress and on-time completion of a degree, yet the reality of many students is that life circumstances do not always allow students to do this successfully. We want to inform and guide student choice, but ultimately, honor that choice, and use our data to include them in equity measures.

¹⁸ Weiss, M. J., & Bloom, H. S. (2022). "What Works" for Community College Students? A Brief Synthesis of 20 Years of MDRC's Randomized Controlled Trials. MDRC.

What is “Good” in this Equity Rating? This is a central question, and we get our context from three sources:

- our own history (comparing our current CBC to CBC of the past) and
- guidance from research and other practitioners.

Comparing our outcomes to benchmarks seen elsewhere. In equity, **disproportionate impact** has been a key concept – occurring when the level of unequal outcomes that might be of particular concern and addressing it could be a significant opportunity for us. In the California system, for example, below 80-85% is seen as evidence of disproportionate impact, which reflects thresholds elsewhere.¹⁹

Comparing our outcomes to our own track record. The following (Table 1) shows 5-year averages of our equity ratings on our college goal metrics which give us a guide to where we are compared to recent history. With reference to research benchmarks, maintaining our standing in these measures at or above levels that would have disproportionate impact would be a key goal, and improving those levels is not out of the realm of possibility.

¹⁹ Hao, L. (2002, November). The Equity Index: A method to measure equity in educational outcomes for minority students. Wetstein, M., van Ommeren, A., Nguyen, A., Sencil, S., Leigh, T. (2014). Unpacking the student success scorecard: Measuring disproportionate impact and identifying factors that impact Hispanic students' completion rates. California Community College Chancellor's Office. Equity ratings of 80% to 85% are commonplace in white papers, though 80% is based on historical compliance standards.

Return on Investment

The **return on investment (ROI) question** has been persistent, but difficult in higher education. Students spend time and money on coursework and expect that the time and effort invested in coursework is reflected in their future capability and earnings. We understand that this capability is not limited to the work world alone and extends to being able to make informed choices that cannot be measured directly. Nonetheless, for students who come from backgrounds and households where there is a persistent struggle to fill basic needs, being able to monetize education is often a top concern.²⁰

There are a number of ways to measure ROI, and the value from a college education is traditionally reliant on a firm *counterfactual* - that is, what “would have happened” if a student did not go to CBC. Post-graduation metrics are notoriously selective (hours worked, location of sample, age and experience disconnected), outdated (when we observe an outcome, is it a result of what we did or reflect simple changes in the labor market?), or worse (biased information based on our highest performing students primarily).

To measure our impact in a way that helps us connect current outcomes to future earnings requires a few simple assumptions that can help us be more direct about what we can measure currently, “our” impact, and “our recent impact” which is a more direct result of decisions and improvements we wish to make.

- First, we can view value in the “kind of course” a student is taking and measuring success. One such assessment is in “High Demand or STEM” Coursework which also has the benefit of a companion equity measure and state educator funding. Success in these courses has a clear tie to our mission, higher wages, and marketability beyond CBC.
- Another useful assumption is to acknowledge the “average value” of degree, and the average value of credit progression (“some college”) and use those values as annual income proxies (in 2022 \$).²¹
- When we look at our results, we then inspect this dollar value in two more ways – by assessing what proportion of students in each year meet a minimum threshold (the bottom quartile) and what proportion of students in each year meet a median threshold.²²
- Finally, to include the high value and high need area of transitional studies²³, we get a one-year credential completion for exiting students.

We consult our own EMSI economic impact study as a reasonable (conservative) stand-in for average degree impact is \$3,000 after graduation, \$5,000 more for successful transfer, and for a year’s study (without graduation), 45 credits would be roughly \$1,000 (\$33 per CHE x 30 CHE). These are quite rough stand-ins for what is otherwise a more comprehensive analysis by EMSI Lightcast results, but an informative baseline. This gives three annual “after college” contributions

²⁰ Johnstone, Rob. (2017) NCII Guided Pathways Resource Series #3: NCII & JFF’s Guided Pathways Return-on-Investment (ROI) Model.

²¹ We adjust our credit progression estimates to best match the estimated credit value in our 2022 EMSI report.

²² These benchmarks are chosen to be reflective of an “average value” which is descriptive, but skews higher – plus two other values that target students that our Guided Pathways work is geared toward most closely. These are a median value which inspects the “typical” CBC incoming student value, and an additional 33rd percentile which coincides with aspiring students who have not typically graduated with regularity, but for whom interventions like advising and increased attention might influence most.

²³ High School degree completion (mid-career) estimated around \$5,000-6,000 in annual wage increment.

of CBC: (a) if graduation and transfer +\$8000, (b) if transfer only +\$5000, (c) if graduation only +\$3000, and (d) if only credits attained Credits x \$33. The result in one-year forecasts is a projected CBC Annual Student Value Added.

Annual Student Value Added (ROI)

This calculation estimates a reasonable estimate from our Economic Analysis of what an annual wage increment is likely to be for each student *after looking at just a student's first year of study*.

This "value added" may only approximate value but fits well within the bounds of the EMSI 2022 report which estimates student ROI. The primary value in this measure, however, is not the exact dollar value, but how value changes over time. Comparing these estimates to the ROI in our 2022 report, the annual estimates are within range of sensitivity given the wide variety of unexpected events that may change ROI.

The Model

Obtain forecast:	4-year transfer AND completion likelihood (P)	P*\$8,000
Obtain forecast:	4-year transfer likelihood (P)	P*\$5,000
Obtain forecast:	4-year completion likelihood (P)	P*\$3,000
Obtain actual:	1 year college credit attainment at CBC	Credits*\$33

Data used in running this simple predictive model include²⁴:

- "Educational intent" (transfer or professional/technical)
- "Last term enrolled in the year" (An indicator of enrollment continuity / retention)
- College-level credit attainment – and connected re-enrollment or retention, including:
 - Math completion and
 - English completion
- College-level credit success and completion
- Type of Student (Running Start, HS graduate, or Transfer-In)

²⁴ Our own classification consistency in these models is 84.9% which is surprisingly robust given the variability of educational results and given that these are measures of outcomes that are not realized for 3 years after the first year.

Exhibit F



Community College District 19
Board of Trustees

POLICY TYPE: BOARD-STAFF LINKAGE BSL-1

POLICY TITLE: EMPLOYMENT RESPONSIBILITIES

The Board of Trustees reserves the authority for the following Employment Responsibilities:

1. Employ, for a period to be fixed by the Board, a President for Columbia Basin College. The Board may also appoint a President for the district, and fix their duties and compensation, which may include elements in addition to salary.
2. Release a President from duties and responsibilities for the College based on justified cause or mutual agreement between the parties.



Community College District 19
Board of Trustees

POLICY TYPE: BOARD-STAFF LINKAGE BSL-2

POLICY TITLE: ACCOUNTABILITY OF THE PRESIDENT

The President is accountable to the Board acting as a body. The Board will instruct the President through written policies, delegating to her or him interpretation and implementation of those policies.

POLICY TYPE: BOARD-STAFF LINKAGE BSL-3

POLICY TITLE: DELEGATION TO THE PRESIDENT

All Board authority delegated to the College is delegated through the President, so that all authority and accountability of the College, as far as the Board is concerned, is considered to be the authority and accountability of the President.

1. The Board will direct the President to achieve specified results, for specified recipients, at a specified worth through the establishment of *Ends* policies. The Board will limit the latitude the President may exercise in practices, methods, conduct and other “means” to the ends through establishment of *Executive Limitations* policies.
2. As long as the President uses *any reasonable interpretation* of the Board’s *Ends* and *Executive Limitations* policies, the President is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities.
3. The Board may change its *Ends* and *Executive Limitations* policies, thereby shifting the boundary between Board and President domains. By so doing, the Board changes the latitude of choice given to the President. But so long as any particular delegation is in place, the Board and its members will respect and support the President’s choices.
4. Only decisions of the Board acting as a body are binding upon the President.
 - a. Decisions or instructions of individual Board members are not binding on the President except in rare instances when the Board has specifically authorized such exercise of authority.
 - b. In the case of Board members requesting information or assistance without Board authorization, the President can refuse such requests that require, in the President’s judgment, a material amount of staff time or funds or is disruptive.



Community College District 19
Board of Trustees

POLICY TYPE: BOARD-STAFF LINKAGE BSL-4

POLICY TITLE: PRESIDENT JOB DESCRIPTION

As the Board's single official link to the College, the President's performance will be considered to be synonymous with College performance as a total.

Consequently, the President's job contributions can be stated as performance in only two areas:

1. College accomplishment of the provisions of Board policies on *Ends*.
2. College operation within the boundaries of prudence and ethics established in Board policies on *Executive Limitations*.

POLICY TYPE: BOARD-STAFF LINKAGE BSL-5

POLICY TITLE: MONITORING EXECUTIVE PERFORMANCE

Monitoring executive performance is synonymous with monitoring organizational performance against Board policies on *Ends* and *Executive Limitations*.

1. The purpose of monitoring is simply to determine the degree to which Board policies are being fulfilled. Information which does not do this will not be considered to be monitoring. Monitoring will be as automatic as possible, using a minimum of Board time so that meetings can be used to create the future rather than to review the past.
2. A given policy may be monitored in one or more of three ways:
 - a. Internal report: Disclosure of compliance information to the Board from the President.
 - b. External report: Discovery of compliance information by a disinterested, external auditor, inspector or judge who is selected by and reports directly to the Board. Such reports must assess executive performance only against policies of the Board, not those of the external party unless the Board has previously indicated that party's opinion to be the standard.
 - c. Direct Board inspection: Discovery of compliance information by a Board member or the Board as a whole. This is a Board inspection of documents, activities or circumstances directed by the Board which allows a "prudent person" test of policy compliance.
3. Upon the decision of the Board, any Governance policy can be monitored by any method, at any time. For regular monitoring, however, each relevant *Ends* and *Executive Limitations* policy will be classified by the Board according to frequency and method.
4. Each June, the Board will conduct a formal evaluation of the President. This Evaluation will focus on the monitoring data on *Ends* and *Executive Limitations* policies provided during the previous year.

Exhibit G

POLICY TYPE: GOVERNANCE PROCESS GP-4

POLICY TITLE: CHAIRPERSON'S ROLE

The Chair assures the integrity of the Board's process and, secondarily, occasionally represents the Board to outside parties. The Chair is the only Board member authorized to speak for the Board (beyond simply reporting Board decisions), other than in rare and specifically authorized instances.

1. The job result of the Chair is that the Board behaves consistent with its own rules and those legitimately imposed upon it from outside the organization.
 - a. Meeting content will focus on those issues which, according to Board policy, clearly belong to the Board, and not to the President, to decide or examine.
 - b. Deliberation will be fair, open, and thorough, but also efficient, timely, orderly, and kept to the point.
2. The authority of the Chair consists of making decisions that fall within the topics covered by Board policies on Governance Process and Board-Staff Linkage, except where the Board specifically delegates portions of this authority to others. The Chair is authorized to use any reasonable interpretation of the provisions in these policies.
 - a. The Chair is empowered to chair Board meetings with all the commonly accepted power of that position (e.g., ruling, recognizing, and agenda-setting).
 - b. The Chair has no authority to make decisions about policies created by the Board within Ends and Executive Limitations policy areas. Therefore, the Chair has no authority to supervise or direct the President.
 - c. The Chair may represent the Board to outside parties in announcing Board-stated positions and in stating Chair decisions and interpretations within the area delegated to him or her.
 - d. The Chair may delegate this authority, but remains accountable for its use.
3. In the absence of the Chair, the Vice Chair will assume the responsibilities of the Chair.

POLICY TYPE: GOVERNANCE PROCESS GP-5

POLICY TITLE: CODE OF ETHICS FOR BOARD MEMBERS

The Board commits itself and its members to ethical, businesslike, and lawful conduct. This includes proper use of authority and appropriate decorum when acting as Board Members.

1. Board Members must represent un-conflicted loyalty to the interests of the citizens of Benton and Franklin counties. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs. It also supersedes the personal interest of any Board Member acting as a consumer of the College's services.
2. Board Members must avoid any conflict of interest with respect to their fiduciary responsibility.
 - a. There must be no self-dealing or any conduct of private business or personal services between any Board Member and the College except as procedurally controlled to ensure openness, competitive opportunity and equal access to "inside" information.
 - b. When the Board is to decide upon an issue about which a Board Member has an unavoidable conflict of interest, that Board Member shall absent herself or himself without comment from not only the vote, but also from the deliberation.
 - c. Board Members must not use their positions to obtain employment in the College for themselves, family members or close associates. Should a Board Member desire employment, he or she must first resign.
 - d. Board Members will annually disclose their involvements with other organizations, with vendors, or any other associations which might produce a conflict.
3. Board Members may not attempt to exercise individual authority over the College except as explicitly set forth in Board policies.
 - a. Board Members' interactions with the President or with staff must recognize the lack of authority vested in individuals except when explicitly Board-authorized.
 - b. Other than the Chairperson's role as articulated in GP-4, Board Members' interactions with public, press or other entities must recognize the same limitation and the inability of any Board Member to speak for the Board.
 - c. Board Members will give no consequence or voice to individual judgments of President or staff performance.
4. Members will respect the confidentiality appropriate to issues of a sensitive nature.

Adopted: 07/01/1997

Revised: 03/21/2022

Last Reviewed: 03/21/2025



Community College District 19
Board of Trustees

POLICY TYPE: GOVERNANCE PROCESS GP-6

POLICY TITLE: COST OF GOVERNANCE

The Board will invest in its governance capacity to promote and ensure effective, and continuous improvement of its governance of the College.

Accordingly:

1. The Board will decide on the funds it deems necessary for it to perform its duties.
2. The Board's skills, methods and support resources will be sufficient to ensure governing with excellence.
 - a. Training and re-training will be utilized to orient new Trustees and candidates to be Trustees, as well as to maintain and increase existing Trustees' skills and knowledge.
 - b. Outside monitoring assistance and resources will be arranged so that Board can exercise confident control over organizational performance, which includes, but is not limited to, Fiscal Audit.
 - c. Outreach mechanisms will be used as needed to ensure the Board's ability to listen to the citizens of Benton and Franklin counties in order to understand their viewpoints and values related to the College.
3. Costs will be prudently incurred, though not at the expense of jeopardizing the development and maintenance of superior governance knowledge and capability.