COLUMBIA BASIN COLLEGE
BOARD OF TRUSTEES MEETING
December 11, 2023
Beers Board Room & Virtual
4:30 p.m.

Agenda
Call to Order

Pledge of Allegiance

Agenda Changes*

Approval of Minutes*
Exhibit A: November 13, 2023 Board of Trustees Meeting

Linkage with Community
Women Helping Women Fund Tri-Cities
    Alysia Johnson, Executive Coordinator

Celebrating Excellence – Fall Athletic Teams
Men's Soccer

Martín Ramirez, Head Coach	Justin Jacobo, Sophomore
Sergio Licona, Lead Assistant	Alejandro De La Torre, Freshman
Lucas Cash, Assistant Coach	Diego Lopez, Sophomore
José Herrera, Goalkeepers Coach	Jonas Olvera, Sophomore
Hector Godinez, Sophomore	Jefferson Vilcapoma, Freshman
Dylan Isasi, Freshman	Jared Licona, Freshman
Sylver Schweiger, Sophomore	Yahir Quintero, Freshman
Alejandro Guzman, Redshirt Sophomore	Erik Lincona, Freshman
Oscar Gurrola, Freshman	Julian Reyes, Freshman
Jose Napoles, Sophomore	Santiago Chavez, Freshman
Alexander Magana, Sophomore	Isaac Alvarez, Freshman
Jorge Perez, Freshman	Kairos Joaquin, Freshman
Carlos Camacho, Redshirt Freshman	Alonzo Cruz, Sophomore
Gabriel Delgado, Sophomore	Eric Hodges, Freshman
Rafael Lucio, Freshman	Jonathan Alfaro, Redshirt
Juan Diego Mendoza, Sophomore	Alan Castro, Redshirt
Eric Martinez, Freshman	

Women's Soccer

Omar Anderson, Head Coach	Raquel Palmeira, Sophomore
Kendra Selle, Assistant Coach	Sierra Larios, Freshman
Alessandro Llamas, Assistant Coach	Alejandra Sanchez, Freshman
Dani Chang, Assistant Coach	Emma Haertling, Freshman
Jayauna Keister, Sophomore	Satori Zimmerman, Freshman

Hilda Cortes-Muniz, Redshirt Freshman

Arena McDermott, Freshman

Rosie Aguilera, Freshman

Jordan McVay, Freshman

Janelly Verduzco, Sophomore

Ava Suarez, Freshman

Shelby Geiger, Freshman

Angelina Keister, Freshman

Olivia Mendoza, Freshman

Violet Duran, Sophomore

Adelyn Suarez, Redshirt Sophomore

Mya Lee, Freshman

Madisyn Joyner, Sophomore

Joelee Green-Cerrillo, Freshman

Rylee McKay, Freshman

Meche Fernandez, Freshman

Ruby Shroll, Freshman

Madeline Dorendorf, Freshman

Julissa Caceres, Freshman

Taryn Demers, Freshman

Teyanna Johnson, Freshman

Serenity Lopez, Freshman

Rory Mayer, Redshirt

Volleyball

Taylor Stewart, Head Coach

Carolyn Smith, Assistant Coach

Monica Cortez, Assistant Coach

Bailey Martindale, Assistant Coach

Caydence Taylor, Sophomore

Macy Taylor, Redshirt Freshman

Zuri Reeser, Freshman

Hi'ilei Fuqua, Freshman

Trinity Mayencourt, Freshman

Meredith Moszeter, Freshman

Camille Collins, Freshman

Atira Moore, Freshman

Abbey Bonnington, Sophomore

Mia Carman, Freshman

Aine Kato, Freshman

Kaylie Christopher, Freshman

Christina Lopez, Freshman

Yajaira Meraz, Freshman

Brooklyn Cagle, Freshman

Reena Truman, Sophomore

By Administration

President Rebekah Woods, Exhibit B: CBC in the News

Foundation Executive Director/CEO Erin Fishburn

By ASCBC Student Representative Brandon Ponce-Ruelas

By Faculty Senate Chair Brad Powell

By AHE Representative Chris Herbert

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: Variance Report
Exhibit D: Cash Balance Report
Exhibit E: Mission Fulfillment Report (Spring Update)

Discussion/Action*
Exhibit F: First Reading – Board Policies Executive Limitations EL-5 through EL-7
Exhibit G: Second Reading – Board Policies Executive Limitations EL-1 through EL-4

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.

Upcoming Event Dates

December 2023

11	CBC Board of Trustees Meeting, 4:30pm, Beers Boardroom, CBC Pasco Campus
12	Pasco School Board Meeting, Board Room, 1215 W Lewis St, Pasco
12	Richland School Board Meeting, 6:30pm, 6972 Keene Road, West Richland
13	Kennewick School Board Meeting, 5:30pm, 1000 W 4th Ave, Kennewick
15	Chiawana Posada, 7pm, Chiawana High School, 8125 W Argent Rd, Pasco
18	Pasco City Council Regular Meeting, 7pm, 525 N Third Ave, Pasco
25	Christmas Day Observed, CBC Campus Closed

January 2024

1	New Year's Day, CBC Campus Closed
8	CBC Board of Trustees Meeting, 4:30pm, Beers Boardroom, CBC Pasco Campus
9	Pasco School Board Meeting, Board Room, 1215 W Lewis St, Pasco
9	Richland School Board Meeting, 6:30pm, 6972 Keene Road, West Richland
10	Pasco City Council Workshop Meeting, 7pm, 525 N Third Ave, Pasco
10	Kennewick School Board Meeting, 5:30pm, 1000 W 4th Ave, Kennewick
12	Leadership Development Program, *Vision Casting*, 8:30am, SWL 117, CBC Pasco Campus
15	Martin Luther King Jr. Day, CBC Campus Closed
16	Pasco City Council Regular Meeting, 7pm, 525 N Third Ave, Pasco
23	Trustee Tuesday, 8 – 9am, the ACT Education Committee is pleased to offer its members professional development opportunities. Topic: 2024 Legislative Session and January 25 CTC Hill Climb Day in Olympia. ACT Trustee Tuesday Registration Link
23	Pasco City Council Workshop Meeting, 7pm, 525 N Third Ave, Pasco
23	Pasco School Board Meeting, Board Room, 1215 W Lewis St, Pasco
23	Richland School Board Meeting, 6:30pm, 6972 Keene Road, West Richland
24	Kennewick School Board Meeting, 5:30pm, 1000 W 4th Ave, Kennewick
25	Legislator Meetings at the Capitol, Olympia
25	Legislative Reception, 6 – 8pm, Mercato Ristorante, 111 Market St NE, Olympia

     CBC Board Meetings

     CBC Events

     Trustee Professional Development / Conferences

     Community Events

     Community Board Meetings

     Holidays

Upcoming Event Dates

February 2024

2 - 7	ACCT National Legislative Summit, Washington Marriott Marquis
5	Pasco City Council Regular Meeting, 7pm, 525 N Third Ave, Pasco
9	CBC Board of Trustees Meeting, 7am, Beers Boardroom, CBC Pasco Campus
12	Pasco City Council Workshop Meeting, 7pm, 525 N Third Ave, Pasco
13	Pasco School Board Meeting, Board Room, 1215 W Lewis St, Pasco
13	Richland School Board Meeting, 6:30pm, 6972 Keene Road, West Richland
14	Kennewick School Board Meeting, 5:30pm, 1000 W 4th Ave, Kennewick
19	President's Day, CBC Campus Closed
21	Alumni Night Basketball Game, 5pm, Holden Court, CBC Pasco Campus
22	CBC Winter Teaching & Learning Day, 7am – 4:30pm, CBC Pasco Campus, Theme TBD
23	CBC Hall of Fame, 6pm, Gjerde Center, CBC Pasco Campus
26	Pasco City Council Workshop Meeting, 7pm, 525 N Third Ave, Pasco
27	Pasco School Board Meeting, Board Room, 1215 W Lewis St, Pasco
27	Richland School Board Meeting, 6:30pm, 6972 Keene Road, West Richland
28	Kennewick School Board Meeting, 5:30pm, 1000 W 4th Ave, Kennewick

CBC Board Meetings

CBC Events

Trustee Professional Development / Conferences

Community Events

Community Board Meetings

Holidays

Exhibit A

Columbia Basin College
Board of Trustees Meeting Minutes
November 13, 2023
Hybrid Meeting 4:30 p.m.

<u>Board Members in attendance</u>: Kimberly Harper, Ofelia Rivas de Bredt, Kedrich Jackson, Allyson Page (virtual)
<u>Board Secretaries</u>: Rebekah Woods - President & Secretary to the Board, Ronda Rodgers - Recording Secretary
<u>In-Person Attendees</u>: Eduardo Rodriguez, Michael Lee, Luz Garza, Cheryl Holden, Elizabeth Burtner, Corey Osborn, Jason Engle, Brian Dexter, Erin Fishburn, Rod Taylor, Brandon Ponce-Ruelas, Abby DeSteese, Padmaja Gunda, Su-Hyun Kim, Melanie Casciato, Karissa Nakamura, Amy Donovan, Ted Lane, Jan Hylden, Joe Acosta, Elsa Silva-Lopez
<u>Virtual Attendees</u>: Brad Powell, Chris Herbert, Vicki Domina, Sarah McCalmant, Daphne Larios, Kelsey Myers, Lane Schumacher, Melissa McBurney, Jesus Mota

The Agenda	The Discussion	Action
Call to Order		Meeting called to order by Trustee Harper at 4:30 p.m.
Pledge of Allegiance	Trustee Harper led the Pledge of Allegiance.	
Agenda Changes	The Linkage with Community guest was unable to attend the meeting and will be rescheduled for the December 11, 2023 meeting. Linkage with Community was removed from the November agenda.	Trustee Harper moved and Trustee Page seconded a motion to modify the agenda by removing Linkage with Community. The modified agenda was approved for November 13, 2023 as written. Approved unanimously.
Approval of Minutes	Exhibit A: Oct 9, 2023 Meeting Minutes Discussion - None	Trustee Rivas de Bredt moved and Trustee Jackson seconded a motion to approve the October 9, 2023 minutes as written. Approved unanimously.

<u>Celebrating Excellence</u>
  Science Saturday at CBC
    Padmaja Gunda, Senior Assoc Prof of Chemistry & Science Sat Organizer
    Jan Hylden, Assoc Prof of Chemistry
    Ted Lane, Asst Prof of Physics & Engineering
    Su-Hyun Kim, Prof of Physics
    Amy Donovan, Assoc Prof of Biology
    Melanie Casciato, Dir for Student Recruitment
    Brandon Ponce, CBC Student
    Joe Acosta, CBC Student
    Karissa Nakamura, CBC Student
 	
  STEM Transfer Team
    Michael Lee, VP for Instruction
    Padmaja Gunda, Senior Assoc Prof of Chemistry
    Amy Donovan, Assoc Prof of Biology
    Vicki Domina, Dir for Advising, Retention & Completion
	Michael Lee, Vice President for Instruction, introduced the Science Saturday Team to the Board. The event took place October 14, 2023 and provided students in grades five through eight with access to the Planetarium, units in biology, chemistry and physics, and ended with a science focused magic show. Padmaja Gunda, Senior Associate Professor of Chemistry and the Science Saturday organizer thanked the volunteer team for their contributions for a very successful event themed "Eclipse Explorers." This was a collaborative event hosted in partnership with Eastern Oregon University, American Chemical Society and CBC Chemistry Department.
	
	Joe Acosta, CBC chemistry student and secretary for the Chemistry Club, gave appreciation to their co-hosts for this the event, and to the CBC Foundation, for providing students with gift bags and safety glasses. Joe observed that the gift bags increased student engagement and participation.
	
	CBC is one of ten community colleges to partner with four-year institutions to look at STEM transfer programs. This group meets quarterly with WSUTC personnel to discuss work plans, student outcomes, and barriers for students moving from the community college and transferring to a four-year institution. Team members identified these quarterly meetings as a great way to get to know WSUTC faculty and class content. Some of the top barriers identified by students are finances or financial aid, logistics (semester versus quarters), fear of not belonging and curriculum or class transferability. Transfer
		The Board expressed their appreciation for the work put into this event. They were encouraged by this opportunity to strengthen K-12 partnerships in our community and look forward to the possibility of making this an annual event.

Elsa Silva-Lopez, Director for MESA	students are encouraged to work with their Completion Coach or Student Support Services (MESA, TRIO, CAMP) to find which classes are required for entry into transfer programs at four-year institutions. The new EAB system will also help develop course schedules and the scheduling of key STEM courses. The Washington State Board for Community and Technical Colleges (WACTC) has more information about the Washington 45 agreement and other related transfer information for students wanting to go to a four-year institution.	
Remarks By Administration, President	President Woods reviewed **legislative requests for 2024** from the Supplemental Operating Budget Request and Supplemental Capital Budget Request developed by the Washington Association of Community and Technical Colleges (Exhibit C and D). Friday, December 8 is the **Legislative Luncheon** held in Walla Walla this year. CBC and WWCC collaborate each year to provide legislators from Districts 8, 9, 15 and 16 with the latest community and technical college requests for the upcoming legislative session. On January 25, 2024, all the east side community colleges will hold a **Legislative Reception** in Olympia inviting legislators, college presidents or chancellors and college trustees. This is an opportunity for college administrators and trustees to meet one on one with legislators from their district. **Fall Teaching and Learning Day** was last Thursday, November 9. Jeremiah Sims, from Rooted in Love, presented as the keynote speaker. We were also able to celebrate our ctcLink Team. Every area is now moving to optimization in the ctcLink system. The HR team put together a great celebration. CBC's **Hispanic Serving Institution (HSI) Advisory Team** is leading the work on Strategic Priority 3. The team recently attended three days of ESCALA training with three other Washington State institutions – Highline College, Central Washington University and Yakima Valley College. Areas of focus for the HSI Advisory Team include diversifying faculty recruitment, making our college "student ready," having an unapologetic focus on Hispanic students while serving all students and the naming of CBC's equity center. Tri-City Regional Chamber of Commerce will host a chamber luncheon focused on the **State of Higher Education** on Wednesday, November 29 from 12 – 1:30pm.	
By CEO, Foundation	Erin Fishburn gave an update of Foundation activities. The Power of Connection (POC) event raised over $185,000. The Foundation is currently notifying students who will receive scholarships from the money raised. The fall scholarship cycle is closed and awards have been made. With those scholarships in place, the Foundation will award $1,343,000 in scholarships to 938 students during the 2023 calendar year. Despite the down market in December when endowments were pulled, the Foundation was able to give out more scholarship money than last year. They are also prepping for year-end activities which include emails, cards and individual donor interactions.	
By ASCBC	ASCBC student representatives, Brandon Ponce and Karissa Nakamura, gave an update of ASCBC activities and upcoming events:	

	• Oct 18, pumpkin decorating event and tamales for CTE students • Oct 25, Hawk-O-Treat and CBC Spirit Night during the CBC volleyball game • Oct 27, movie night for students and their families • Nov 7, Fall Festival with a small-owned business pop-up, caricature artists, photobooth, a magician, snacks and ax throwing • Nov 14, Pizza with the President • Nov 30, Atomic Bowling, 10pm – Midnight, hosted by Student Recreation and Wellness for all CBC students
By Faculty Senate Chair	Faculty Senate Chair, Brad Powell, presented an update on Faculty Senate. • ASCBC now has a designated student leader attending Faculty Senate. • Faculty Senate is working with the CBC Vice President of Instruction to identify faculty for a workgroup discussing use of AI in the classroom. • Faculty are reminding students of the resources available to them whenever they experience a tragedy or need help of some kind. This includes four licensed counselors on the CBC staff designated specifically for students. • Faculty Senate is looking for ways to provide more open educational resources (OERs). CBC uses OpenStax, a nonprofit educational technology initiative based at Rice University. • Senate would like to provide textbook requirements as early as possible to allow students to shop around for the best price.
By AHE	Chris Herbert, AHE Representative, noted a labor management meeting today as they begin work to implement the new contract.
By Board Members	Trustee Page Trustee Page attended the POC event and gave kudos to Erin and the Foundation team. Trustee Page will attend the United Way Festival of Trees event (11/18). Trustee Jackson Trustee Jackson attended a scrimmage for Walla Walla University, is now fully integrated on the Columbia Industries Board working to develop more funding and attended the Boys & Girls Club event with Dr. Woods (11/10). Trustee Jackson will attend the upcoming Links Gala (11/18). Trustee Rivas de Bredt Trustee Rivas will attend The Links Gala (11/18) and will be catching up with the Trustees of Color Committee in December. Trustee Harper Trustee Harper thanked Erin for a powerful and well put together POC event. She enjoyed the relaxed atmosphere at this event. Trustee Harper attended the AACCES Gala (9/30). The local Links chapter of The Links, Inc. is starting a program focused on third to fifth graders. This "STEAM" program will begin January 2024. Trustee Harper will be attending a fundraiser for this new program at the Links Gala (11/18), the ACT Fall Conference (11/16 & 11/17) and Board Chair Affinity Group, and CBC visits to our tribal communities (11/21 and 12/6).

Public Comments	None	

Reports
  Exhibit F: Quarterly Financial Statement
 	
  Exhibit G: Cash Balance Report
	VP for Administrative Services, Eduardo Rodriguez, provided highlights from the Quarterly Financial Statement and the Cash Balance Report.	

Discussion/Action
  Exhibit H: Board Policies Executive
  Limitations EL-1 through EL-4
	Based on the Board's alignment with the Carver Governance Model, there are some changes needed on EL-1 and EL-2. Trustee Jackson will work on making the changes and provide a recommendation to the Board at the December meeting.	This agenda item will be reset to the December 11, 2023 meeting of the Board.

Adjournment: 6:11 p.m.	Trustee Harper adjourned the meeting at 6:11 p.m.	
	Next Board of Trustees Meeting Beers Board Room & Zoom Webinar December 11, 2023 - 4:30 p.m.	

_____
Kimberly Harper, Chair

Exhibit B

CBC in the News

November 2023

KNDU-TV: CBC announces new Digital Marketing Associate Degree

KNDU-TV: Students Learn about College Options at 'Destination Bachelor's Degree'

KNDU-TV: Pasco Fire Department in need of applications

KNDU-TV: The Department of Education making changes to the FASFA application

KNDU-TV: Local heroes, service organizations awarded grants from Gesa

SWX NSL Sports: CBC Women's Soccer wins NWAC Championship

NewsTalk KFLD: Columbia Basin College Women's Soccer Winds 2023 Championship

AppleValleyNewsNow: Columbia Basin College offers new Digital Marketing Program

AppleValleyNewsNow: Columbia Basin College named Bellwether finalist, competes for 2024 award

Tri-City Herald: Mid-Columbia sends 38 swimmers to state finals and CBC fall sports teams prep for playoffs

Tri-City Herald: Longtime KONA radio owner, Tri-Citian of Year and hydroplane super fan has died

Tri-City Herald: CBC women's soccer team wins championship in OT + Hanford swimmer among best in state

Coeur d'Alene/ Post Falls Press: AT COLLEGE: Nov. 23, 2023

Bollyinside: Department of Education Delays FAFSA Opening to December; Columbia Basin College Hosts Workshops on Changes

Good Fruit Grower: Educardo (Lalo) Garcia, a young grower from Pasco, Washington

The Chronicle of Higher Education: Financial Aid Outreach Specialist

The Chronicle of Higher Education: Credentials Evaluator 3

The Chronicle of Higher Education: Legal Affairs and Compliance Officer

Higher Education Recruitment Consortium: Temporary Instructor of Counseling

Exhibit C

Fiscal Year 2324 Operating Funds Variance   **As of Fiscal Month End: October 2023**

					EXP/BDGT	EXP/REV	REV/BDGT
State Alloc	001, 24J, 08A	EXP BDGT	$ 38,266,709		22.74%	23.21%	97.99%
		EXP	$ 8,702,234				
		REV (Alloc)	$ 37,495,822				
Local Fees	148	EXP BDGT	$ 3,321,553		19.61%	53.00%	37.01%
		EXP	$ 651,460				
		REV	$ 1,229,241				
Local Tuition	149	EXP BDGT	$ 21,765,959		14.90%	49.88%	29.87%
		EXP	$ 3,243,646				
		REV	$ 6,502,393				
Contracts	146	EXP BDGT	$ 2,445,923		14.88%	63.44%	23.45%
		EXP	$ 363,864				
		REV	$ 573,578				
YTD Total		EXP BDGT	$ 65,800,143		19.70%	28.30%	69.61%
		EXP	$ 12,961,205				
		REV	$ 45,801,033				

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   **33.33%**

Notes:

State Allocation Schedule #4

	Account	BDGT	EXP	EXP/BDGT
Salaries and Wages	5000003	$ 38,454,060	$ 6,939,575	18.05%
Benefits	5010003	$ 12,946,349	$ 2,671,198	20.63%
Contracted Services	5050003	$ 2,732,472	$ 895,468	32.77%
Goods & Routine Services	5030003	$ 3,240,316	$ 500,609	15.45%
Other Expenses	5081004	$ 2,451,461	$ 1,095,946	44.71%
Utilities	5060003	$ 1,680,000	$ 265,878	15.83%
Travel	5080004	$ 686,489	$ 102,358	14.91%
Capital Expenses	5040003	$ 560,156	$ 108,473	19.36%
Grants, Scl. ships,Fellowships	5020003	$ 1,352,315	$ 381,700	28.23%
Debt Expenditures	5110003	$ 1,696,525	$ -	0.00%
YTD Total		$ 65,800,143	$ 12,961,205	

Print Date: 11/29/2023

Exhibit D

Columbia Basin College

Cash Reserve Report October 2023 Month End

Assets		FY2024 - Oct		Cash Balance			
Cash				(ASSETS less LIABILITIES)		$	48,961,989
In Bank	1000070 $	20,159,477		Dedicated Balances	Account		
Petty Cash	1000020 $	5,504		Student Supported Capital	1000070 $		2,715,007
Total Cash	**$**	**20,164,981**		3.5% - Institutional Financial Aid	1010190 $		634,570
				Students S&A	1000070 $		2,111,744
Investments				Bookstore Operating Reserves	1000070 $		2,203,198
Short Term	1000040 $	4,916,985		Technology Fee	1010190 $		710,940
Long Term	1110010 $	16,007,113		Parking Fees	1010190 $		740,041
Total Investments	**$**	**20,924,098**		Basic Food Employment and Training	1000070 $		28,213
				Total		**$**	**9,143,713**
Accounts Receivable							
Current	1010100 $	954,298		Reserves Policy - BOT Policies on Reserves			
Unbilled	1010050 $	(37,750)		Operating Reserve		$	10,920,000
AR - Other	1010060 $	119,098		Emergencies		$	3,000,000
Allowance for AR	1010110 $	(34,240)		Unplanned Capital Repair and Replacement		$	2,000,000
Total AR	**$**	**1,001,405**		Planned Future Operations		$	1,082,000
				Capital Facilities Projects		$	19,950,000
Inter/Intra Gov Receivables							
Due from Fed	1010150 $	4,276,940		**Total**		**$**	**36,952,000**
Due from Other Gov	1010160 $	5,651,576					
Due from Other Agency	1010180 $	374,219					
Total Inter/Intra Gov Receivables	**$**	**10,302,735**					
Total Assets	**$**	**52,393,219**					
Liabilities							
Current Liabilities							
Accounts Payable	2000010 $	1,693,278					
Accrued Salaries Payable	2011010 $	-					
Due to Other Agency	2012050 $	176,303					
Sales/Use Tax	2010070 $	36,399					
Accrued Liabilities	2001070 $	-		**Operating Reserves Balance**			
COP Current Year P&I Due	2050010 $	1,525,250		Existing Reserve balance less Dedicated Reserves and Emergency Reserves		**$**	**2,866,276**
Total Current Liabilities	**$**	**3,431,230**					
Total Liabilities	**$**	**3,431,230**					

Exhibit E

CBC Mission Fulfillment 2022-23

12/11/2023

Columbia Basin College
Authored by: Institutional Research

Executive Summary

The 2022-23 Academic Year Context

In 2022-23, CBC entered a second year of what may be called the beginning of a "new normal", which saw increased face-to-face instruction, hybrid modalities, and increasing enrollment after two challenging years in COVID.[1] The primary storyline of CBC in 2022-23 has been that of a gradual increase in on-campus engagement and classes, and an increase of enrollment of over 6% annual FTE (over all enrollments). For comparison, annual FTE for 2022-23 increased less than 3% for the SBCTC system as a whole and was flat (-0.1%) for national 2-year institutions in that same year. The Bureau of Labor Statistics has seen college enrollment rates of high school graduates 16-24 years old decrease - from a decade of close to 70%, to 62% in 2021, and again in 2022. Our incoming student cohort has also increased from a low of 1,114 in 2021-22 to 1,225 in 2022-23.

The good news right now is that national public 2-year enrollment from National Student Clearinghouse has increased this Fall year on year by 4.4% and our own Fall FTEs have increased over 14% in Fall. Compared to pre-COVID, CBC is currently at higher enrollment levels.

Guided Pathways

Again, we follow Guided Pathways as outlined by the Community College Research Center (CCRC) at Columbia University and supported by the SBCTC. Guided Pathways was built on the core idea that community college education needs to focus on providing degrees and certifications and design/adopt proven ideas/strategies to accomplish this.

The evidence base behind the need for Guided Pathways reform is clear[2]and, consequently, has potential for impact at CBC. Many of these longer-term strategies have been in planning for a number of years, and implemented in the last several years, including:

Continuing work and refinement of past successes:

- **directed self-placement** (DSP) strategy for English and **transcript placement** for math and
- **revised math developmental sequences** using elements of Dana Center math strategy
- continued **school "core team" work** and the guiding Student Success Leadership Committee (SSLC) to support that work,

And emerging work on evidence-based (or strong theory-based) strategies:

- impending publishing of meta-major school and student-focused **program career maps**,
- **caseload management model** of advising with newly instituted training (professionalization),
- **caseload communication software** support with implementation of EAB Navigate,
- new **English I-BEST support** for introductory English

---

[1] Online instruction at the beginning of COVID increased from 24% of student courses (2018-19) to 90% of student courses at the peak in 2020-21. By Fall 2023, purely online courses were around 40% of all sections offered. Hybrid instruction (typically two days online, two days on campus face to face) makes up another 21% of Fall 2023 course sections.

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

Guided Pathways, and its companion interventions at CBC, has been, and continues to be, a blueprint for the best performing community colleges nationwide. Institutional Research often calls Guided Pathways and companion evidence-based reforms the "Moneyball" of community and technical colleges. That is, the building blocks of community college success are best summarized by:

a) enrolling in coursework,
b) succeeding in coursework,
c) re-enrolling, and
d) succeeding again

Re-Centering Equity in Guided Pathways

We highlight a few of the most promising institution-wide investments here, yet this report does not (and often cannot) capture, and do justice to, all the work done around the college to further student success. The underpinning of equity work is a significant investment in dialogue around ***Inclusivo: Hawks Soaring Together***, our equity-centered strategic plan. In particular, the goals in the Student Success Strategic Priority #1 speak to this report most directly.

> *Goal 1: Help students choose and enter a pathway to careers and future education*
> *Goal 2: Provide holistic and flexible support services that help students stay on their path*
> *Goal 3: Enhance student engagement in co-curricular programs and services*
> *Goal 4: Improve student employment and transfer outcomes*

The greater state and national environment – both in research and policy – has correctly reframed its Guided Pathways work in order to **reinforce and center equity** and CBC is aligning its student success work accordingly. This acknowledges that, while the intent of Guided Pathways reform is often strongly aligned with DEI efforts in intent, *it does not ensure beneficial outcomes for all students*.

To do this, both culture and strategy are needed, and we are recently reminded that "culture eats strategy for breakfast".[3]

In CBC's *Inclusivo* report, *Culture and Systems Strategic Priority #3* speaks to this point most directly and it has more recently emerged as a top priority for the college, as evidenced by the activities of the HSI Advisory Team, work on helping CBC become recognizable as a bilingual campus, among other initiatives. Our newest Title V grant has been a big addition this year – with planning for the opening of an Equity Center in March 2024, money and staffing to aid in caseload management, and for the furthering of equitable instruction strategies through the Teaching and Learning Center for Excellence (TLCE). The uncomfortable reality about this work is that, while a necessary condition for institutional progress, it is less measurable than the student outcomes in this report.

Finally, we also 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. These are underway, but too numerous to itemize here – for example, through the Student Success Leadership Council, Inclusivo, and elsewhere in the college.

---

[3] Quote, attributed to Peter Drucker from: "Culture, no matter how defined, is singularly persistent."

Mission Fulfillment Results (Overall Strengths and Opportunities)

This summary is meant to highlight areas of strength and opportunity. Much of the section "Key Findings and Discussion" touches on how we might interpret this year's results.

Notable Strengths (+):
- Retention (notably the +10% gain in fall-to-fall retention for Hispanic students). While not all retention was unequivocally positive (Professional/Technical students in particular), this was an area of concern last year in a historical metric of strength. Those concerns appear to have returned to strength.
- Sustained progress in 30 credit completion, math completion, and to a lesser extent, course success. While these have not had the outstanding gains like they had the last two years, we include this as a continued strength. Institutions that experience gains like we have can, without sustained effort, lose gains quickly. This has not been the case for us--reinforcing our confidence in past gains.

Notable Opportunities (-):
- First-year college level English completion has not met the expectations we might have had for sustained gain and remains an area of concern since the start of DSP. Several newer efforts hold promise here, which are headlined by our work with English 101 supports in I-BEST and writing center activity in the Academic Success Center.
- Course success "on track" for first year Hispanic students (and All Students this year) is a foundational measure that had made progress in recent years, but the long-term achievement gaps persist. This is, perhaps, the most pronounced gap in several important first year measures.
- Transitional Studies came back particularly strong in enrollment in 2022-23, but the first-year measures have not come back to pre-pandemic levels yet. In addition, longer term 3 Year measures, which are most reflective of first year performance, are still largely below their pre-pandemic averages.

Completion rates provide room for optimism over the longer term this year, notably for our larger academic transfer students. There is clear progress. That said, we would be remiss not to mention that we expected more here given our first-year strengths a few years ago. This is true for our longer-term completion outcomes (3 Year Completion and 3 Year Completion and Transfer) which saw their predictor indicators go up significantly but did not see a corresponding spike in three-year measures. This could be due to the lower retention rates during COVID's first year (putting a lower ceiling on overall performance) or due to a lower 3 Year transfer rate. It is easy to forget the instability of life brought on by the pandemic, especially during the first two years.

Overall Rating. Our overall rating for the 2022-23 Academic Year is **3.27** (Figure 1)**,** an overall level of performance that is "Maintaining" – compared to 3.14 in 2020-21 and 3.11 in 2021-22.
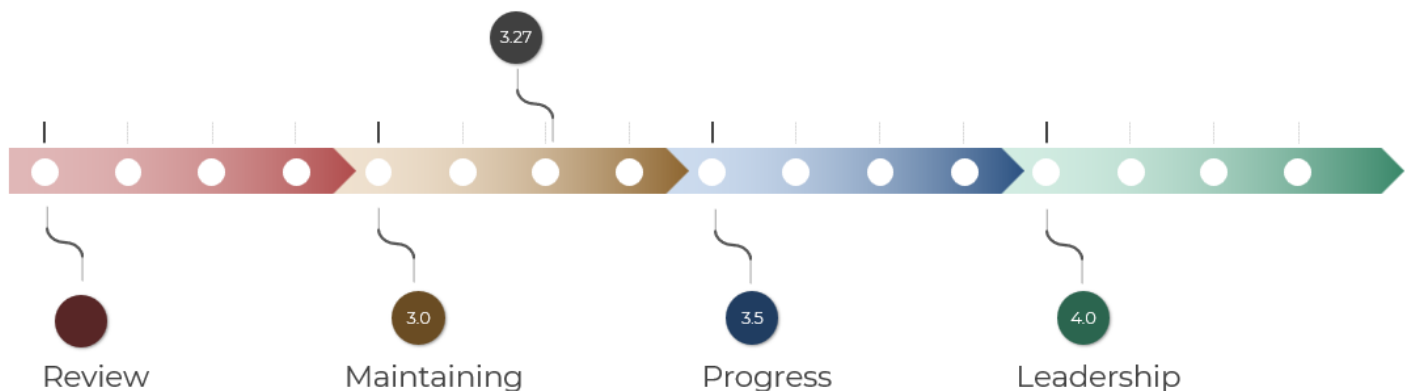

Figure 1. Three Year Overall Rating Progression

End State Ratings	Transfer	Professional / Technical	Transitional Studies
2017-18	2.69	3.00	2.88
2018-19	2.72	2.85	3.40
2019-20	2.76	2.40	4.06
2020-21	3.57	3.75	2.11
2021-22	3.70	3.42	2.17
2022-23	4.32	3.31	2.17

Figure 2. Historical End State Ratings (6 Years)

Rating Results by Core Theme / End State

A **3.27** overall rating, if taken alone, may hide important differences in our college metrics. The past two years have seen differences in how different parts of the college have progressed. Table 1 shows those summaries, areas of strength, and the unique challenges.[4]

Table 1. Overall Summary of Mission Fulfillment Measures

Objectives by End State	Academic Transfer	Professional/ Technical	Transitional Studies
Course Completion and Success	4.00	4.00 (+)	--
Gateway Course Completion	5.00	4.33 (-)	--
Retention	4.00 (+)	2.33 (-)	--
Credit Attainment	4.40 (+)	4.20 (+)	--
Completion	4.50 (+)	2.00 (-)	2.00
Post-CBC / Post-Transitional Outcomes	4.00 (+)	3.00	2.33
Transitional Studies Yearly	--	--	1.33 (-)
Transitional Studies 3 Year Cohort	--	--	3.00 (+)
Average Rating:	4.32	3.31	2.17

(+) and (-) represent gains or losses from last year's report

---

[4] The "2022-23 Metrics by Objective Tables" section contains full metrics. It includes updated CBC warehouse (Enrollment, Transcripts, WABERS Transitional Studies, and NSC data as of 10/2023) and latest reported SBCTC data (11/2022). See Data Dictionary in Appendix for more detailed sourcing. This has been a particularly active year in terms of *change in the underlying metrics at the data source level due to ctcLink changes and timing of data release.* After looking at these data and data history, the impact on interpretation from year to year has not been substantial and IR is confident about the story and our evaluation that comes from reviewing these metrics.

Our **Academic Transfer** objective average ratings have increased again overall (**3.57 to 3.73 to 4.32**) from previous years, primarily on the continued strength of Gateway Courses, Course Success, and Completion objectives *plus gains this year in Retention, Credit Attainment, and Completion*.

Professional/Technical objective average ratings are lower than last year, but higher than the 3-year benchmark in many objectives (**3.75 to 3.42 to 3.31**). First year success in professional/technical trades is unmistakable, yet the long-term objectives, running into Year 2 (Retention) and Year 3 (Completion), are known challenges.

In **Transitional Studies**, the objective average has not moved appreciably from low levels. Most of the four objectives scored below 3.00 and the score remains near 2 in aggregate (**2.17**).

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 "2021-22 Key Findings and Discussion" which detail:

- CBC's 2029 goals adopted across campus ("2029 Goal" Results)
- Other notable measures in 2022-23 ("Notable Results Outside of Core Goal Areas")
- A check on SBCTC comparable metrics ("Comparisons to SBCTC-Wide Metrics")
- The context for the 2022-23 academic year ("The Context of 2022-23: Discussion")

2022-23 Key Findings and Discussion

2029 Goals Results

At every all-campus event and in New Employee Orientation, CBC presents our three goals, which we refer to as the "Blue Slides" (Figures 3-6). These goals are those we have publicized most broadly since 2019 - our Ten-Year goals to 2029:

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

CBC takes pride in being a "high value" institution demonstrating a significantly high Return on Investment (ROI) for graduates.[6] While the earnings for students who attend college and earn credit, but do not attain a degree is still positive, credential attainment still constitutes the large majority of college value. That value comes in the form of students' future earning power – with an average return over 6:1 in raw dollars, and over 19% year on year, discounted over a student's lifetime (EMSI/Lightcast 2022).

It deserves restating, too, that goals beyond Completion and Transfer (the 2nd and 3rd of 3) are the most powerful first year predictors of completion, which can be most useful in monitoring **in the first year** whether we might expect future results of degree attainment – 30 college credit attainment in a student's first year, completion of college math, and completion of college level English. To convey this impact, Table 2 shows the trajectory of our overall performance and what it means to ultimate success in three years historically.

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

Goal	2018-19	2019-20	2020-21	2021-22	2022-23	Projected 3-Year Completion Rate if Goal Met	Projected 3-Year Completion Rate if Goal *NOT* Met	
30 College Credits	36.1%	37.4%	42.2%	43.5%	45.1%	62.3%	12.3%	5.1x
Math Completion	17.0%	21.6%	31.3%	34.7%	32.8%	55.8%	23.3%	2.4x
English Completion	28.5%	27.0%	34.4%	34.1%	34.5%	53.1%	23.1%	2.3x

Figures 3 through 6 detail our overall progress in each of these three goal areas. The charts detail the first-year cohort performance of combined Academic Transfer and Professional / Technical students, updated for the 2022-23 academic year. We acknowledge that there are several different ways to look at 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 been increasing.[7] We are a *Hispanic Serving Institution* by enrollment and recognition, enroll more Hispanic/Latinx students than any other CTC in our system, and our

---

[5] While we do not include dual credit students in much of these numbers, this year's Completion or Transfer rates within 3 Years for Running Start is 61% - exceeding our goal of 55% for students who enroll after high school.
[6] Georgetown University Center on Education and the Workforce (https://cew.georgetown.edu/cew-reports/collegeroi/#data-tool)
[7] Nationally, fully 10% over two years in community colleges nationally to Fall 2023 (National Student Clearinghouse) and at CBC at a similar 5% annual rate since the start of COVID, though from a larger baseline percentage than national numbers.

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. However, we are reminded that this effort is more than inclusion. Hispanic students, at our current enrollment rate, will be the majority of our enrolled students within the next few years. Looking at the numbers alone, our collective success is bound to our success in serving Hispanic students more than ever.

Goal #1: 3 Year Degree Completion or Transfer to 55%. Figure 3 shows our completion or transfer rates by a student's third year by entering cohort. This year reflects the success of our 2020-21 entering cohort (our first COVID college entrants). This measure has remained relatively flat over time and has underperformed its leading indicators so far.
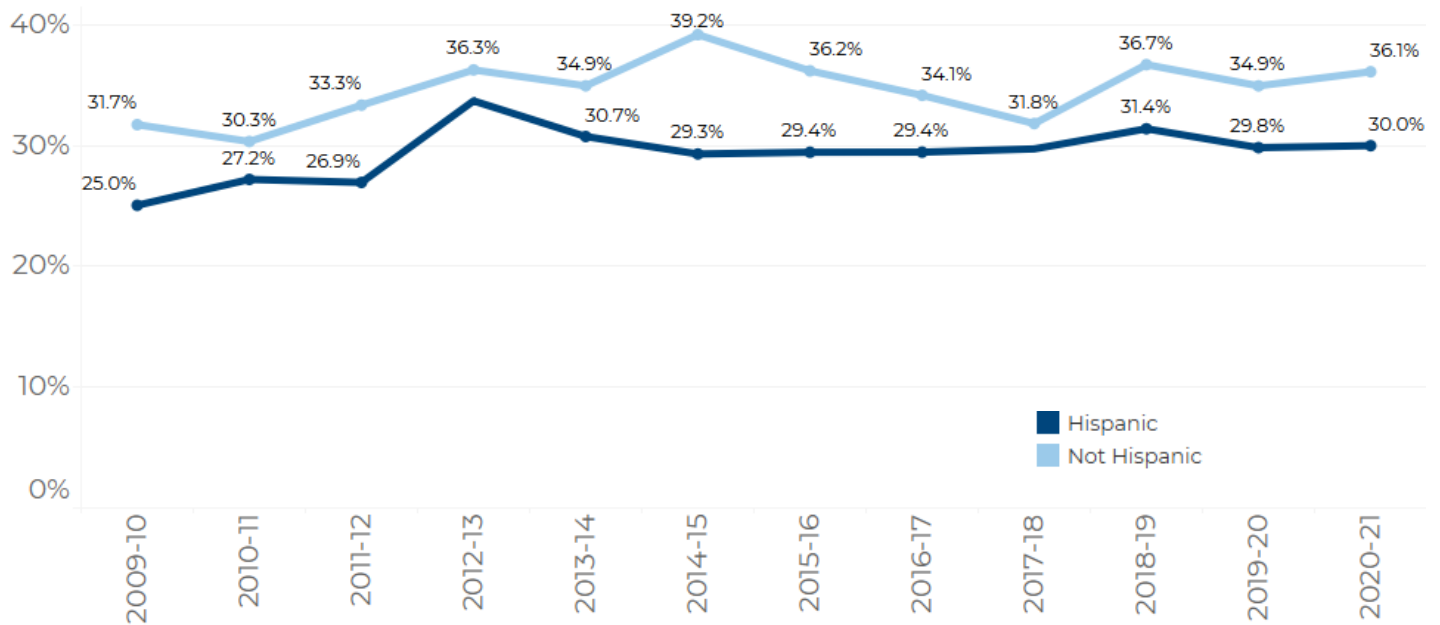
Transfer or Completion Year 3

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

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 remains has been relatively high and consistent, while gains in the last five years have been largely shared. Overall (Table 2, p.8), we have improved steadily from 31.1% to 45.1% (+14.0%) since 2016-17. Over that same time, Hispanic students gained 14.9% and Non-Hispanic students gained 14.9% (the percent of Hispanic students in our incoming cohort went from 37.8% to 48.6% last year.

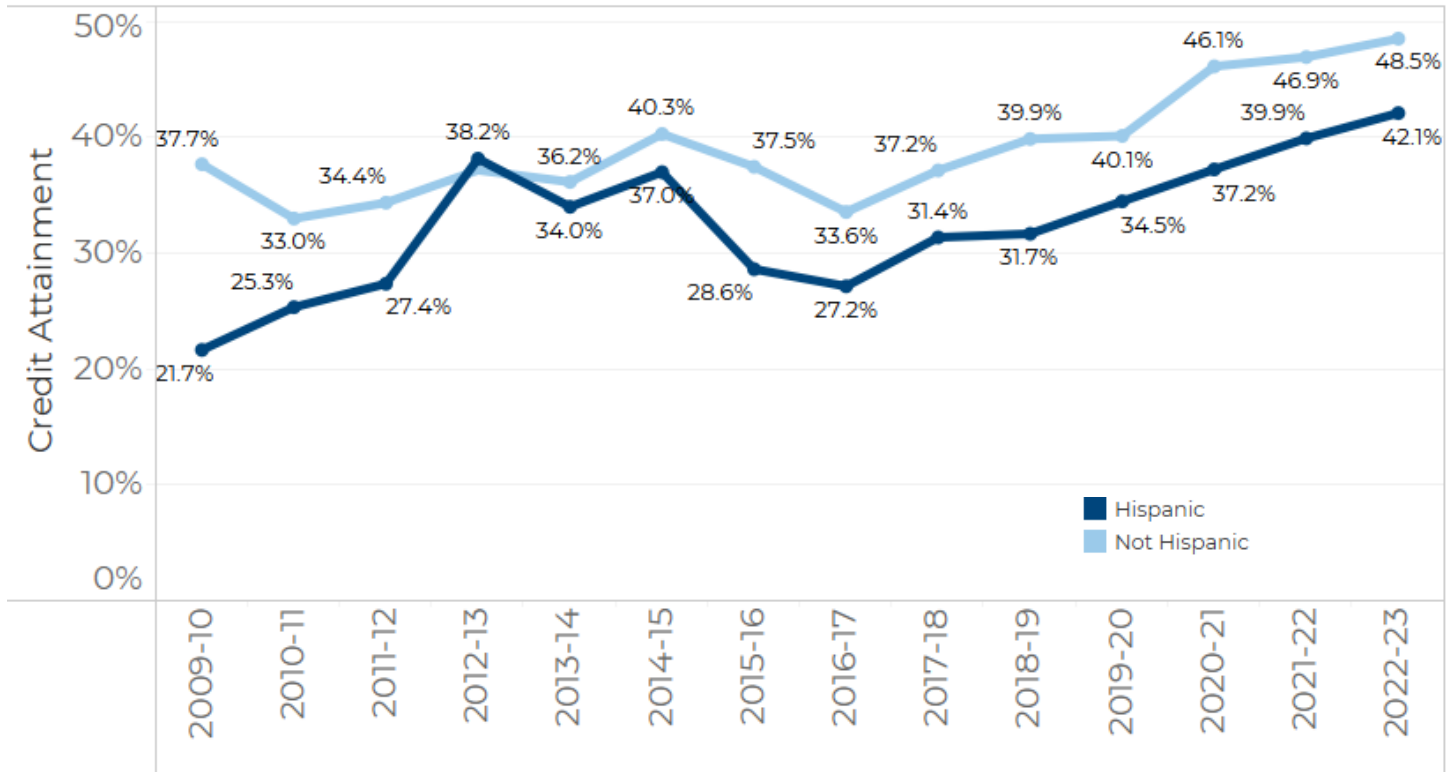## FTEC Credit Attainment: 30 Credits or more

Figure 4. 30 College Credit Completion in First Year - HSI Focus

Goal #3a and Goal #3b: First Year College Level English (to 60%) and Goal #3b: First Year College Level Math (to 40%). 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 the last two years, coinciding with a sharp increase in college level placement, though has not (measurably) built on those gains since. We also witnessed a decrease in college level English completion for Hispanic students, subsequently widening the achievement gap between Hispanic and Non-Hispanic students. By contrast, rates of students who completed college level math has seen a very strong three-year rise, breaking new ground and coinciding with restructured (and shortened) developmental sequences and higher college level math placement rates. Both are seeing meaningful achievement gaps, even as they have progressed over the last few years.

Figure 5. First Year College Level English Completion - HSI Focus
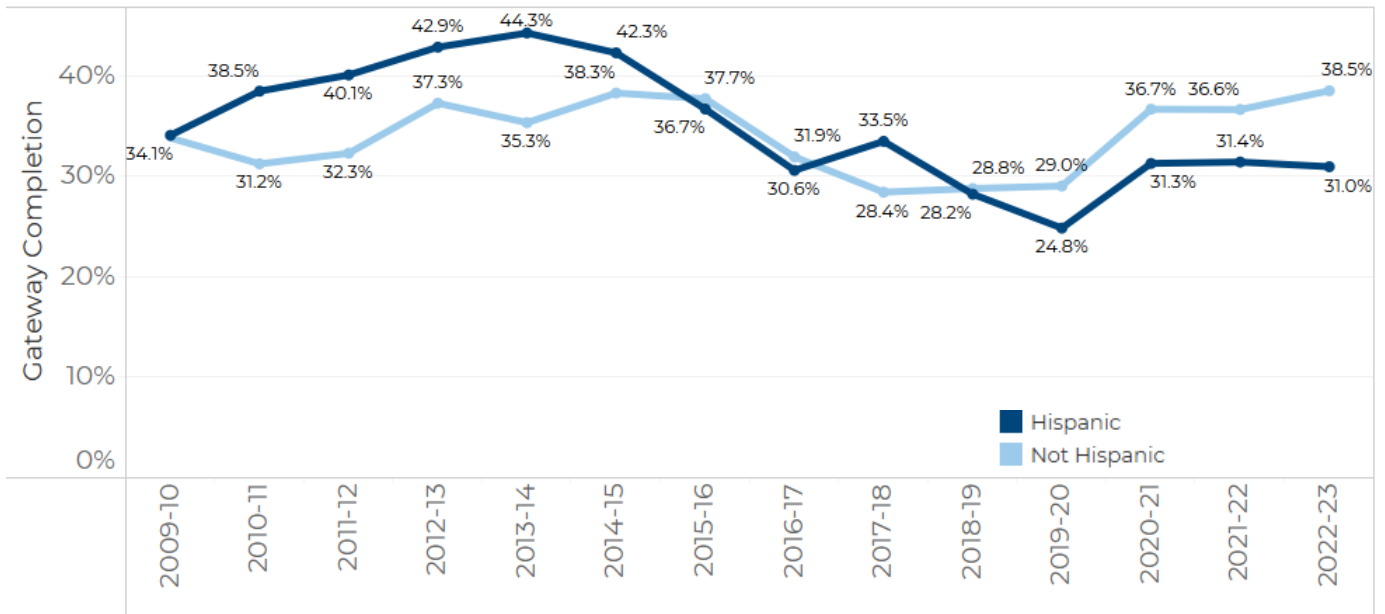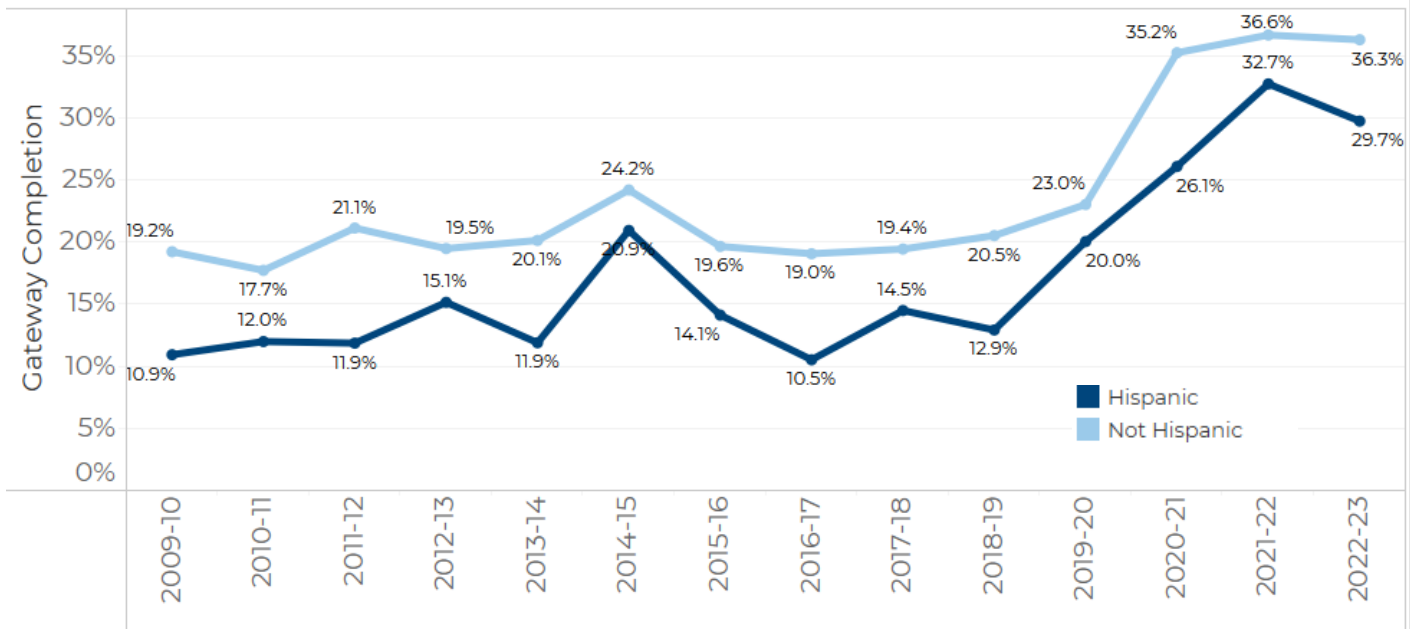

Figure 6. First Year College Level Math Completion - HSI Focus

Comparisons to SBCTC-Wide Metrics

One way we might answer whether our results have a uniquely positive or negative bias due to changing enrollment patterns and adjustments is to look at how state averages (all SBCTC comparison schools) performed over the same period.

This year, we do not yet have the benefit of published statewide averages as of 12/6/2023 (though they may come by end of year) but our results imposed on those averages create valuable context. For brevity, we consider our core "2029 Goals" metrics in Figures 7 through 11 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.

The interpretation is similar to last year and solidifies the significant gains CBC has made in the previous two years. Adding to that, our 3 Year Cohort Completion may yet exceed state averages this year for the first time in a number of years.
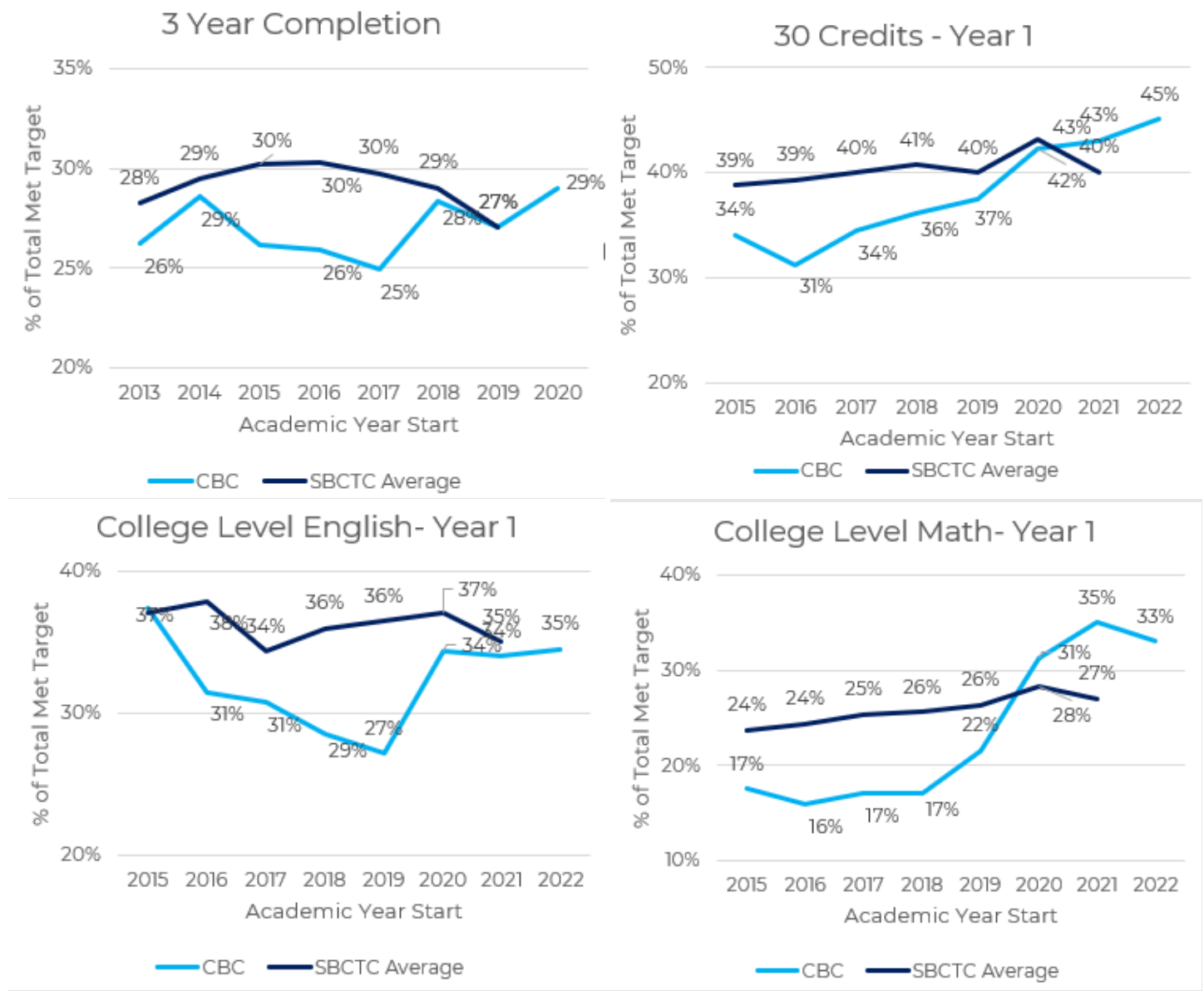

Figure 7 to 11. CBC and SBCTC College Comparisons on CBC's "2029 Goals" Metrics

Retention SBCTC Comparison

In another measure for which we have comparable state benchmarks, Fall to Fall Retention (the default nationally preferred retention rate), we can see a bounce back. *Statewide, entering college students' retention has been historically stable* in each of Fall to Winter, Fall to Spring, and Fall to Fall retention measures. CBC has consistently remained above state averages, and is now back to leading SBCTC peers, solidly above state averages again on the heels of a strong Fall 2022 return.[8]
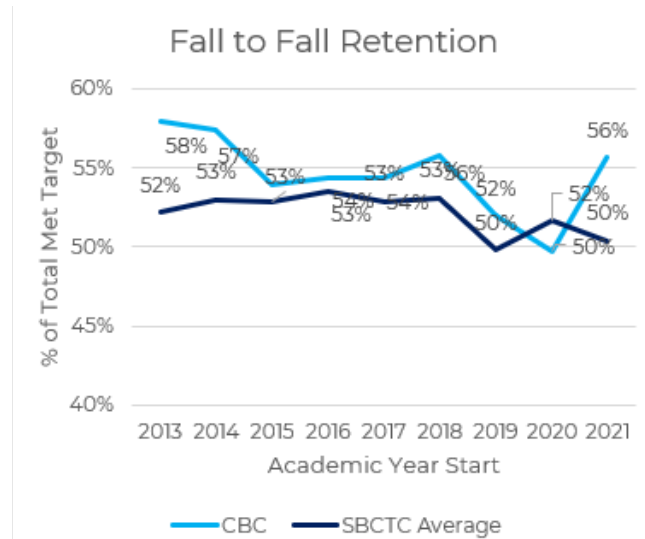

Figure 12. CBC and SBCTC College Comparisons on Fall to Fall Retention

Regional Institutions and Peer Comparisons

This year, we wanted to add more perspective on our measures that we tend to review and publish most frequently. As far as Washington State comparisons, the first two rows, CBC and All WA CTCs averages, will reflect all WA CTCs, but with the added regional peers. The row with the asterisk (*) represents Yakima Valley and Wenatchee Valley, our two nearest peers in population (higher enrollments), composition (a history of agriculture and in-migration), and geography (Eastern Washington). We sometimes may include as HSIs, though not here, Walla Walla (small, more professional/technical focus, and smaller migrant population) and Big Bend (much smaller and rural/small town).

Our accrediting body has made peer comparison a point of emphasis and this emphasis has succeeded in making comparisons more routine and a topiuc of discussion between colleges. A byproduct of this is we are much more knowledgeable, collectively, about how others are doing and what each school values most. For example, we learned that CBC is an aspirational comparable for our outcomes with part-time students.

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 ahead of us on a few metrics.

---

[8] For college access only (faculty and staff, or others on a college IP Address), CBC has access to First-Time Entering Student Outcomes dashboards.

- We are generally discouraged from naming peers, though in a couple areas, we suspect they might not mind if we complimented their work. Yakima Valley has emerged as a statewide leader, particularly in English in the last few years, and has also performed well on many of the other measures.

Table 3. Washington Peer Institutions

	Retention	English	Math	30 Credits	Completion
CBC	56%	34%	33%	45%	29%
All WA CTCs	50%	35%	27%	40%	27%
WA Peer Institutions*	53%	45%	30%	42%	32%

Of course, NWCCU has begun to require schools to benchmark our data more comprehensively. Whether a requirement or not, CBC has looked at peers routinely, often with the purpose of gaining insight and new ideas that work particularly well. Though the data environment is much more limited nationally (IPEDS and NCES submission), there are a number of comparisons that can be helpful with available data. One such comparison is with the top 150 community colleges that are identified every two years to contend for the national Aspen prize – colloquially known as the "Oscars for community colleges". We collected some key examples from those data to highlight the 2023 and 2025 Aspen 150 and compare it with our 2023 Aspen 150 numbers.

Table 4. National Aspirational Benchmarks (First Time Full Time Students)

	First-Year Retention Rate	Three-Year Graduation Rate	Three-Year Graduation Rate (Students of Color)	Graduation Rate of Pell Recipients
CBC (2023)	58.1%	41.1%	38.0%	23.9%
2025 Aspen 150 Median	59.7%	57.1%	49.8%	38.2%
2023 Aspen 150 Median	61.5%	53.0%	45.2%	35.6%

Since aspirational goals are a good way to orient our benchmarks, we can see what kinds of impacts we might need to be among these top colleges. At least in Table 4, Retention (Fall to Fall), we meet the median of the Aspen 150, but in key graduation rates, we still have work to do – overall 3 Year graduation, graduation of students of color, and graduation of Pell Recipients trail these national leaders by double digits. While CBC has come a very long way in the last few years, more student success growth would be needed to be replicate the success of this group of colleges.

Notable Results Outside of Core Goal Areas

Course Success

At CBC, we have found another metric to be highly predictive of degree completion – and predictive independently of our other highly influential metrics – but is not part of our 2029 college goals and is not directly comparable to external quantitative models (like CCRC). This is a measure of *whether a student completes **all** of their coursework in their first year without getting a grade of less than 2.0.*

We have found that GPA is not very effective in forecasting degree completion. However, this measure does. An important difference here is measuring the unique impact of a single unsuccessful grade on a student's mindset, and the self-efficacy of *taking and passing all college courses taken*. Just as negative interactions are

more salient than positive ones in our own assessments (usually by a factor of 4-5 to 1), students appear to similarly evaluate negative experiences in their own coursework. Ample research in social psychology reinforces the power of negative interactions and experiences in shaping our views and behavior and it is not uncommon for market researchers to employ positive/negative ratios with an 80% or higher positive benchmark to assess things like consumer sentiment. Over the last few years, course success rates have increased at CBC, but remains a critical area of future opportunity.

New Guided Pathways emphasis is not just on success in math and English, but in other companion courses that make up a student's first year. These companion courses don't just fill requirements and help foundational skills, but "light the fire" of learning. While it is undoubtedly true that these connections are important, building a positive and concrete identity as a learner can be challenged at critical times. A college course failure is a high salience event that can "extinguish" a fire and perception of self, and sometimes quickly.

Table 5. Student Likelihood of Completion or Transfer and Course Success (>=2.0 in every course taken)

	Goal	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**Projected 3-Year Completion Rate if Goal Met**	**Projected 3-Year Completion Rate if Goal *NOT* Met**	
Course Success		38.6%	41.4%	46.5%	48.5%	**45.5%**	**45.8%**	**22.4%**	**2.0x**

This is particularly important when we consider equity gaps (Figure 13). Again, as a Hispanic-Serving Institution (HSI), we routinely report on equity gaps between our Hispanic and Non-Hispanic students. The large and persistent gap between Hispanic and Non-Hispanic students is striking – and an opportunity.
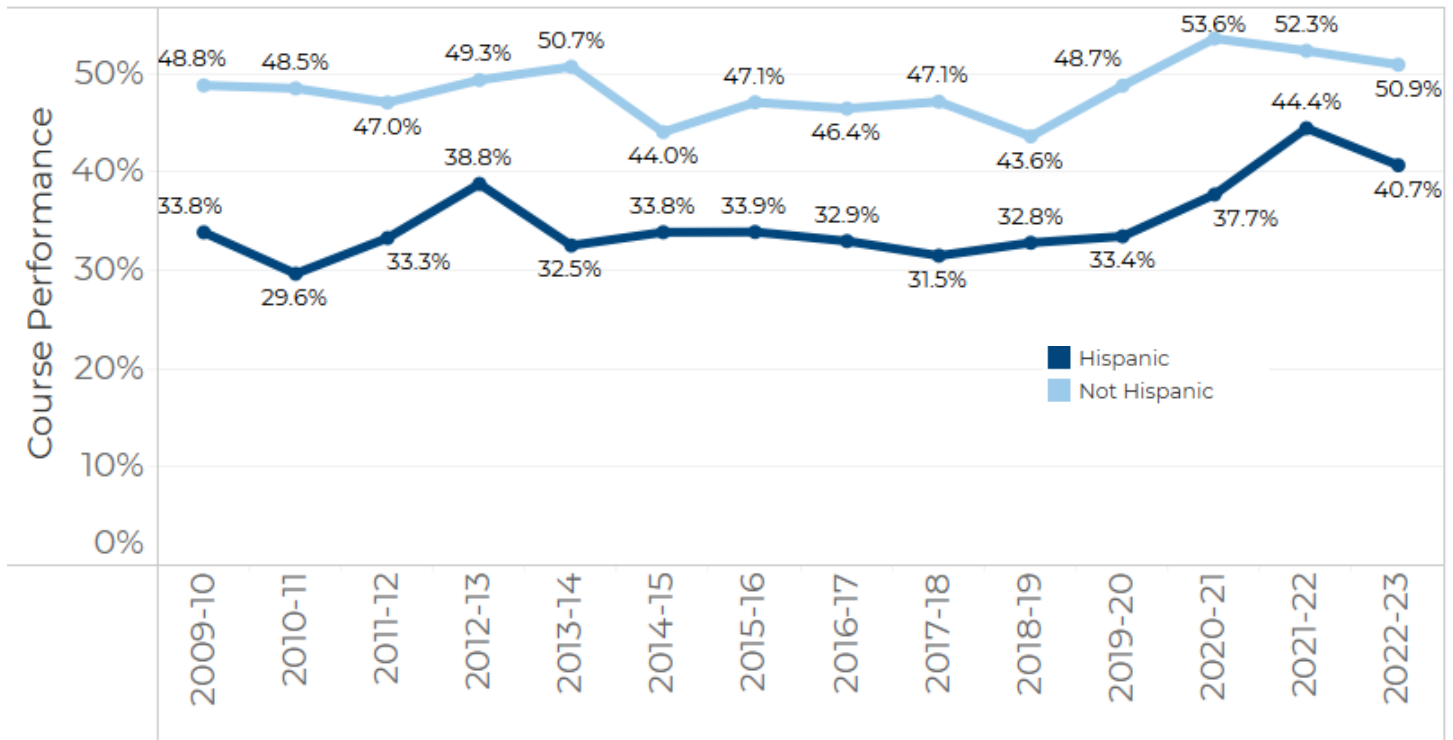

Figure 13. Percentage of First Year Students Who Get a 2.0 or Higher in Every Course

While this particular difference closed dramatically in 2021-22, it widened again in 2022-23. In our Jedi II sessions and in other campus-wide presentations, this finding is consistent and concerning. Of course, this has implications for equity gaps in our other, lagging metrics like completion or transfer. It also is concerning when we dig deeper. In our surveys of incoming HDEV students, one of the largest barriers to student progress, especially for those who have not seen themselves as college material – or have not had academic success in the past – is self-efficacy and a belief that they are capable of succeeding. Having one "bad course", to a resilient learner with a built academic self-image, is an obstacle that is difficult, but more easily overcome. To a less resilient learner, courses that are not passed can become reinforcement of a self-image of lack of capability.

Fall Retention is Rebounding

Retention has been an area of weakness during COVID that has historically been a CBC asset. Students starting in the Fall are re-enrolling and persisting more often than during the pandemic. Over the last 6-8 years, despite gains in many academic areas, our Fall to Fall retention has meandered above 50%, only to drop in 2019-20 and 2020-21. Results from Fall 2022 (2022-23) results indicate that this effect has not lasted overall. Our most recent data shows a drastic increase in retention overall (+6%), putting our Fall to Fall retention rate at 55.7%, lining up with pre-pandemic levels.

Hispanic students, who saw a particularly large drop in Fall to Fall retention in previous years, has rebounded by over 10% and has surpassed Non-Hispanic students by nearly 2% - a parity we have seen historically.
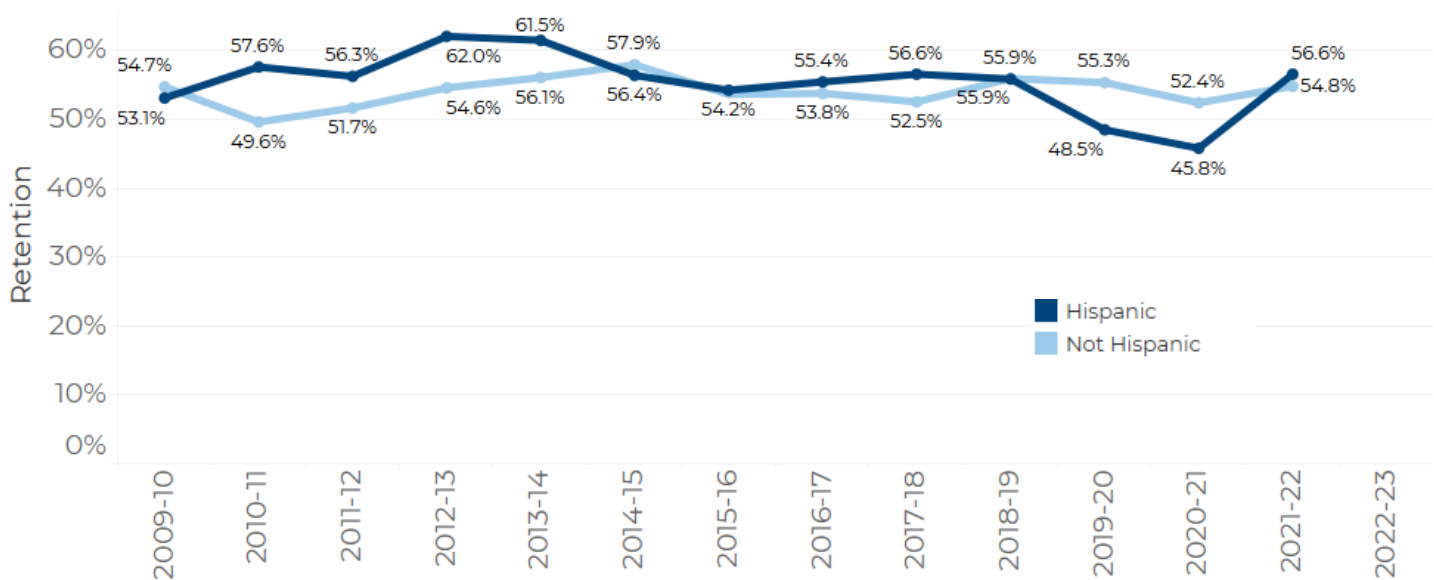
Figure 14. Fall to Fall Retention: Hispanic vs Non-Hispanic

Transitional Studies

Like the last two years, in comparison to pre-COVID levels, Transitional Studies ratings are particularly vulnerable to student persistence and re-registration, and 2022-23 saw enrollment come back quite a bit, notably in the Winter and Spring of 2023. This year's results indicate a rebound in a number of yearly measures that were hit hard in the last two years but have not recovered to pre-COVID levels. Among them are:

- Federally Reportable students. Registered students who spend 12 or more hours in instruction are deemed "Federally Reportable". This year, while up to 69.4% of Spring snapshot students last year met the 12 hour threshold. In previous years, this had been closer to 80%. While we are seeing encouraging increases in students in Transitional Studies, these students still struggle to come back at a minimal level.
- Hours of instruction beyond 12 hours. Federal testing measures (CASAS) have also changed to largely hours-based reporting, and those measures in the yearly objective are sensitive to reduced hours for students who are federally reportable. The threshold equivalent to a measurable skills gain is 45 hours of instruction in an academic year. This year's measures have been better overall, but still below pre-COVID levels.
- The modest decrease in I-BEST enrollment FTE represents an aspiration yet to be fulfilled in these last three years. As a top tier research-based intervention, this program is one that has a very good chance at significant success but has not seen significant growth yet. Expansion into other areas besides agriculture has not seen the desired uptake. This said, the adoption of English Composition (101) with I-BEST support courses was implemented for four sections in the Fall 2023 (36 additional I-BEST students in Fall alone) is a big step forward for next year's data. With a month to go, at least 50 students were enrolled in the Winter 2024 as well. If the supported college level English course remains a mainstay of developmental English work in this way, it will most certainly create 25 additional FTE or more, and more importantly, build the systems and support consistency that will allow adoption of I-BEST more readily and increase our completion of college-level English as well.
- College coursework at CBC for Transitional Studies students. The 3 Year successes that we saw in the previous years have not seen those levels since – particularly in taking the next step to college coursework. The encouraging spike of students taking college coursework in 2019-20 results has not been replicated at that level.

Results: Extended Discussion

Student enrollment and retention were a big concern in the first two reports (2020-21 and 2021-22) and their impacts appear to have lessened – evident in the retention results this past year. We have discussed some of the residual negative learning impacts of the COVID years on CBC students. Students may still struggle to adjust to a college environment and learning loss after having some formative period of their high school careers affected by COVID. There are numerous national assessments (NAEP, TIMSS) and state assessments that validate this theory and anecdotal evidence, but it is still unclear how much of that may persist in our data. Concerns remain, even though the outlook appears a bit better now than last year. Students who remain may also have increased performance divisions that can be associated with stress, comfort, access, and/or difficulty meeting basic needs. Again, we can comment on what might be the result of the increase in online instruction as well,[9] suggesting that the main effects of online vs face-to-face instruction have shown a small, but meaningful, negative effect overall. Overall, we are doing quite well on average, especially in the segment of our students who might be most vulnerable to learning loss – first year academic transfer students. Even though we have done reasonably well in many of these metrics, calibrating our offerings for students who need online work with the kind of benefits face-to-face instruction might bring is still very much on our collective mind.

---

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

Interpreting our Results: Guided Pathways and Inclusivo

While Guided Pathways is a clear strategy/imperative on a college-wide scale, other changes in which critical needs exist can have effects that outpace their size or expectation when filling a critical need, following evidence-based research, and/or executed well. Placement was a perfect example of this in a "critical need". The addition of Directed Self Placement (DSP) and transcript placement can, did, and does affect likelihood of completing coursework in English and math, and those effects have carried over. The adjustments to placement, while being considered or piloted for some time, was (a) a change that affected a smaller number of students, and (b) was accelerated in one term to respond to our need to place students without in-person standardized assessments. Not technically large scale, long term, or comparatively costly overall - these changes nonetheless had positive impacts that exceeded expectations. Other projects have this potential as well – and they cannot be overlooked as sources of potential strength in the future. These localized improvements continue and are apparent in our (ongoing) effort to document and focus our institutional work in our strategic plan.

Some of the work we are furthering in Guided Pathways often cannot be measured in the same way as the metrics in these reports, but are, nonetheless, critical to student success. Assessment work is a prime example of this. "Ensure Students Are Learning" is the fourth pillar of Guided Pathways, is also an important aspect of fulfillment of the College's mission,[10] and a strategic priority in *Inclusivo* is Teaching and Learning with goal 4 being Ensure students are 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 Assessment, Teaching and Learning Committee continues to lead projects to assess Institutional Learning Outcomes (ILO). In winter 2023, faculty assessed Reason Quantitively and Symbolically and results were reported during the Fall 2023 Welcome Week.

The faculty conversations around assessment, pedagogy, and curriculum continue to be an important part of this work. Faculty in all areas of the College conducted assessment projects at the program and course level. Here are just a few examples:

- The Fire Science faculty met to rewrite program learning outcomes and map the outcomes to the curriculum.
- The English faculty participated in a norming session to discuss expectations for student writing in English 101.
- Biology faculty updated course learning outcomes for several courses, so they were clearer, measurable, and matched best practices.
- The Welding program developed an additional pathway to completion, created new course offerings, and updated course outcomes to help students complete with the skillset they need.

The program review process remains one that is critical both to the improvement of courses/programs and the demonstration of the integrity and transparency of teaching and learning at CBC. Results from these and other assessment activities are used by faculty to make improvements in their courses and programs to help students

---

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

obtain the knowledge, skills and abilities to make them successful at CBC and at the next step in their educational and career journey.

Beyond 2022-23

This report marks the last year of this three-year cycle of reporting which will start a new cycle of report modification. The Board of Trustees, from advice in training for our Carver model of institutional governance, may choose to view and frame many of its goals on a high level – some of which may require a new strategy of data collection and reporting, and/or may choose to use the Guided Pathways-based reporting here in a different way. The following may not speak to the Board's purview but represents reflection on data collection and review that might be done in a different way in future reports. We list a few of these ideas here from the standpoint of Institutional Research and reporting. This might read like a laundry list, but reflects some more of the dialogue nationally, here at CBC, and among researchers.

- The **equity measures** of three years ago will most certainly not align perfectly with the priorities of equity in 2023-24. This might mean reporting, like Aspen, the disaggregated results in a way that emphasizes them appropriately by including more targeted measures of historically disadvantaged groups. We may even include different measures that can show indexes of equity, or re-imagines our work in closing equity gaps.
- Our institutional self-evaluation has been heavily influenced by **Transitional Studies**, a vital part of our community, yet follow different paths of success and are overweighted sometimes, and based on data that are not particularly current or reliable from year to year. That is, while Transitional Studies is one of our most disadvantaged populations, they make up 1/10 of our students and 1/3 of our measurement. A strategy more aligned with SBCTC's SAI's emphasis may give Transitional Studies an elevated standing, but introduce less volatility.
- Divisions between Professional/Technical and Academic Transfer students can often be murky. What divisions among our AA transfer/AAS students could we embrace that might be more meaningful and how might they be similar in ways that does not need separation?
- Categories of enrollment like Running Start, a growing population at CBC, but for whom we often have few external benchmarks. Interpretation of these students' careers may deserve more attention. There also appears to be revitalized interest in our dual enrollment students given their impact on our CBC community. CBC has concentrated efforts on students who are most likely to encounter difficulties as a primary measurement strategy and that has led us away from Running Start in the past. However, it may again be time to consider including Running Start students – especially those who might have more pressing needs outside of the classroom, for which there might be evidence in our expanded recent cohorts.
- CBC measures of progress can, and likely should, emphasize comparison in our peer institutions. How to do this well is not immediately evident, but since we are more focused in this area than in the past, it might be more useful than in the past.
- CBC measures of first year success with degree and program MAPs as a guide, can help us define more relevant first year metrics – whether we are following our Guided Pathways principles and how well.

While considering the weighting of student groups and intent, we might also consider weighting based on how directly each of our measures has an influence on a student's path to completion – or their potential success in the labor market. Not all measures are equal in their impacts – or for whom – and this may skew how we view ourselves and our progress. We note our primary goal areas have shown broad-based and meaningful strength, but we routinely report impacts in the labor markets, for example, for which we rarely see change, or more correctly, change that we confidently understand as attributed to our work.

These are just some of the many ideas that may help us get a picture of how our students are performing in practice that can dovetail with many potential framings of Board priorities. And we expect that these strategies will become topics of interest after choosing high level outcome direction at the BOT level. We look forward to working over the next few years in creative and reliable ways to show whether we meet our goals for student success.

2022-23 Metrics by Objective Tables

Academic Transfer

Table 6. Academic Transfer - Course Performance, Gateway Courses, and Retention

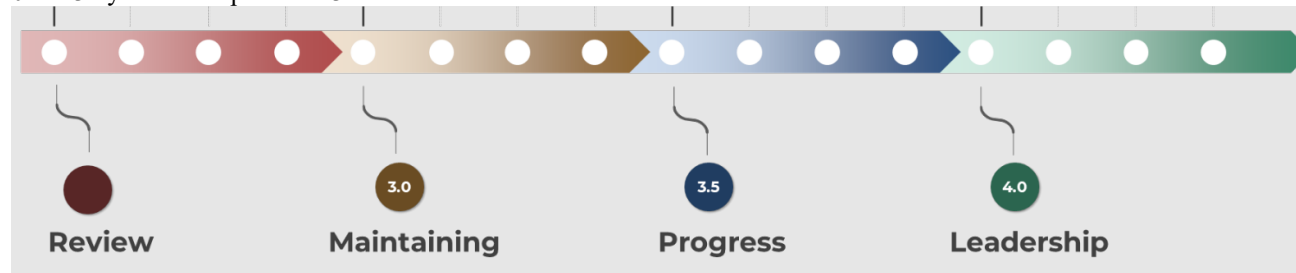|	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	3-Year Benchmark	Change over Benchmark	Rating
*Course Completion Term 1	79.4%	77.8%	79.4%	74.5%	75.8%	74.3%	78.9%	-4.6%	2
Course Completion Year 1	60.1%	58.5%	60.8%	58.2%	61.6%	57.6%	59.8%	-2.2%	2
Course Completion Year 1 (Hispanic >2.0)	53.7%	55.2%	54.1%	52.8%	55.3%	54.3%	54.3%	0.0%	3
Course Completion Year 2+	74.0%	76.6%	74.3%	74.1%	76.4%	80.0%	75.0%	+5.0%	5
*Course Success Term 1 (>2.0)	57.0%	58.3%	58.8%	61.8%	63.5%	63.1%	58.0%	+5.1%	5
Course Success Year 1 (>2.0)	33.9%	35.5%	38.7%	41.5%	45.7%	42.4%	36.0%	+6.4%	5
Course Success Year 1 (Hispanic >2.0)	24.4%	30.9%	31.1%	33.5%	41.4%	38.4%	28.8%	+9.6%	5
Course Success Year 2+ (>2.0)	57.5%	55.7%	57.8%	61.3%	64.5%	66.6%	57.0%	+9.6%	5
Course Performance									**4.00**
Gateway Course Year 1 (Math)	18.3%	17.8%	24.5%	32.7%	38.9%	36.2%	20.2%	+16.0%	5
Gateway Course Year 1 (English)	33.5%	31.0%	31.2%	37.5%	39.2%	38.9%	31.9%	+7.0%	5
Both Gateways Year 1 (Math + English)	10.3%	9.3%	12.2%	17.8%	23.7%	22.3%	10.6%	+11.7%	5
Both Gateways Year 1 (Lower SES Quintiles)	7.7%	8.6%	10.4%	15.3%	22.7%	n/a	8.9%	n/a	-
Gateway Courses									**5.00**
Retention Year 1 (Fall to Winter)	78.0%	78.7%	80.3%	77.1%	79.4%	80.4%	79.0%	1.4%	3
Retention Year 1 (Fall to Spring)	67.8%	68.4%	69.1%	64.0%	66.6%	71.0%	68.4%	2.6%	4
Retention Year 1 (Fall to Fall)	53.3%	52.6%	54.9%	53.9%	49.0%	59.5%	53.6%	5.9%	5
Retention									**4.00**

*First Term metrics updated to compare post ctcLink completion and success with pre ctcLink. No substantial change in interpretation. No substantial change in rating occurred.

Table 7. Academic Transfer - Credit Attainment, Completion, and Post-CBC Outcomes

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	3-Year Benchmark	Change over Benchmark	Rating
15 Credits College Level (Year 1)	64.7%	63.8%	68.5%	65.4%	68.1%	69.3%	65.7%	+3.6%	4
30 Credits College Level (Year 1)	34.7%	36.2%	41.6%	42.5%	46.8%	48.1%	37.5%	+10.6%	5
30 Credits Winter/Spring Enrollees (Year 2)	22.8%	24.3%	23.5%	30.5%	23.9%	32.2%	23.5%	+8.7%	5
30 Credits Running Start (Year 1)	62.8%	67.6%	69.0%	60.9%	62.2%	67.2%	66.5%	+0.7%	3
45 Credits College Level (Year 2)	36.9%	38.2%	40.1%	41.1%	41.9%	44.7%	38.4%	+6.3%	5
Credit Attainment									**4.40**
Completion or Transfer (3 Years)	32.7%	30.7%	29.6%	33.7%	33.6%	35.9%	31.0%	+4.9%	4
Degree Completion (3 Years)	23.9%	22.8%	22.6%	26.6%	26.9%	29.7%	23.1%	+6.6%	5
Completion									**4.50**
^Employment % vs State	6%	8%	9%	9%	8%	n/a	7.7%	n/a	3
^Wages State Difference (1,000/yr)	-2	-3	-3	-2	-2	n/a	-2.7	n/a	3
***4-Year Transfer**	28.7%	28.9%	26.4%	27.0%*	28.1%	n/a	28.0%	n/a	-
"Transfer-Preferred" GPA Year 1 (>3.0)	21.4%	24.0%	25.6%	29.0%	32.8%	36.5%	23.7%	+12.8%	5
"Transfer-Preferred" GPA (Hispanic)	10.3%	13.6%	20.0%	22.0%	27.5%	32.0%	14.6%	+17.4%	5
Post-CBC Outcomes									**4.00**
Academic Transfer Average Rating									**4.32**

*revision in timing affected these substantially without corroboration in other measures. NSC collection from SBCTC to be released by year end.
^new data not available for 2022-23 by time of report. A "3" indicates the static nature of these measures.

Review   Maintaining (3.0)   Progress (3.5)   Leadership (4.0)

Professional / Technical

Table 8. Professional Technical - Course Performance, Gateway Courses, and Retention

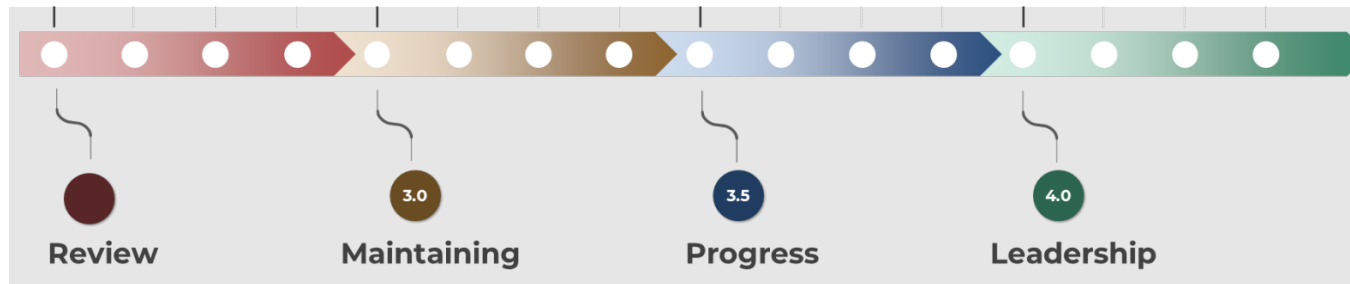|	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	3-Year Benchmark	Change over Benchmark	Rating
*Course Completion Term 1	84.9%	80.4%	78.7%	80.7%	79.6%	81.4%	81.3%	+0.1%	3
Course Completion Year 1	70.4%	63.6%	63.9%	69.0%	67.4%	69.9%	66.0%	+3.9%	4
Course Completion Year 1 (Hispanic >2.0)	64.3%	55.4%	54.3%	62.6%	62.9%	63.7%	58.0%	+5.7%	5
Course Completion Year 2+	81.6%	79.4%	75.0%	75.1%	78.1%	80.9%	78.7%	+2.2%	4
*Course Success Term 1 (>2.0)	72.4%	69.5%	64.1%	73.1%	69.4%	70.4%	68.7%	+1.7%	3
Course Success Year 1 (>2.0)	54.0%	47.2%	46.2%	53.8%	52.1%	53.4%	49.1%	+4.3%	4
Course Success Year 1 (Hispanic >2.0)	50.0%	38.9%	38.0%	43.9%	48.5%	46.8%	42.3%	+4.5%	4
Course Success Year 2+ (>2.0)	63.5%	69.9%	62.1%	66.0%	66.6%	71.5%	65.2%	+6.3%	5
Course Performance (Student Risk)									**4.00**
Gateway Course Year 1 (Math)	14.4%	14.9%	16.7%	29.1%	29.1%	24.3%	15.3%	+9.0%	5
Gateway Course Year 1 (English)	24.3%	22.1%	20.0%	29.7%	27.3%	23.4%	22.1%	+1.3%	3
Both Gateways Year 1 (Math + English)	6.1%	6.9%	7.0%	16.7%	15.3%	12.1%	6.7%	+5.4%	5
Both Gateways Year 1 (Lower SES Quintiles)	6.9%	7.5%	5.6%	14.5%	14.9%	n/a	6.7%	n/a	-
Gateway Courses									**4.33**
Retention Year 1 (Fall to Winter)	77.3%	77.7%	76.6%	78.4%	77.4%	75.7%	77.2%	-1.5%	3
Retention Year 1 (Fall to Spring)	65.7%	62.8%	60.1%	66.1%	63.9%	64.7%	62.9%	+1.8%	3
*Retention Year 1 (Fall to Fall)	57.3%	58.6%	58.6%	49.0%	50.3%	50.5%	58.2%	-7.7%	1
Professional Technical - Retention									**2.33**

*First Term metrics updated to compare post ctcLink completion and success with pre ctcLink. No substantial change in interpretation. No substantial change in rating occurred.

Table 9. Professional Technical - Credit Attainment, Completion, and Post-CBC Outcomes

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	3-Year Benchmark	Change over Benchmark	Rating
15 Credits College Level (Year 1)	61.0%	59.3%	57.9%	65.5%	61.2%	61.8%	59.4%	+2.4%	4
30 Credits College Level (Year 1)	34.0%	36.0%	30.4%	41.8%	39.2%	37.6%	33.5%	+4.1%	4
30 Credits Winter/Spring Enrollees (Year 2)	22.6%	27.3%	24.9%	24.6%	25.6%	33.7%	24.9%	+8.8%	5
*30 Credits BAS (Year 1)	61.9%	64.8%	58.2%	66.0%	70.0%	68.6%	61.6%	+7.0%	5
45 Credits College Level (Year 2)	32.7%	37.6%	40.0%	32.6%	39.5%	37.7%	36.8%	+0.9%	3
Credit Attainment									**4.20**
Completion or Transfer (3 Years)	32.6%	34.0%	31.0%	34.7%	27.1%	27.9%	32.5%	-4.6%	2
*BAS Completion (3 Years)	58.3%	57.0%	52.2%	52.6%	48.2%	50.2%	55.8%	-5.6%	2
Completion									**2.00**
^Employment % State Difference	6%	4%	9%	7%	5%	n/a	6.3	n/a	3
^Wages State Difference (1,000/yr)	1	1	3	-3	2	n/a	1.7	n/a	3
Post CBC Outcomes									**3.00**
Professional Technical Average Rating									**3.31**

*substantial changes in state published cohort that reflected BAS courses taken by non-BAS students required amendment to ensure year to year comparability.
^new data not available for 2022-23 by time of report. A "3" indicates the static nature of these measures.

Review   Maintaining 3.0   Progress 3.5   Leadership 4.0

Transitional Studies

Table 10. Transitional Studies

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	3-Year Benchmark	Change over Benchmark	Rating
+Federally Reportable (%)	83.5%	80.8%	76.5%	61.6%	63.8%	69.4%	80.3%	-9.9%	1
+I-Best Enrollment (Term FTE)	65	48	53	63	54	42	55.3	-13.3	1
Measurable Skills Gains	73.9%	71.3%	65.5%	62.5%	67.0%	66.4%	70.2%	-3.8%	2
Yearly									**1.33**
45 Hours or more ABE	70.2%	65.5%	61.7%	55.9%	55.7%	63.2%	65.8%	-2.6%	2
45 Hours or more ELA	77.5%	77.8%	74.4%	73.9%	74.0%	73.8%	76.6%	-2.8%	2
Retention (First to Second Year)	32.7%	27.9%	26.9%	14.8%	29.2%	34.4%	27.9%	+6.5%	5
3 Year									**3.00**
HS Credential / Any College Courses	33.3%	37.8%	40.6%	32.5%	31.1%	29.9%	37.2%	-6.1%	1
Completed HS Equivalent / GED	21.5%	27.8%	23.2%	22.5%	22.8%	25.7%	24.2%	+1.5%	3
Completion									**2.00**
Completed any College Level Credits	6.7%	8.6%	18.1%	8.3%	9.8%	10.3%	11.1%	-1.3%	3
15 College Level Credits	3.0%	4.4%	12.5%	3.6%	4.3%	4.1%	6.6%	-2.3%	2
30 College Level Credits	1.5%	3.9%	10.3%	1.8%	1.6%	1.4%	5.2%	-3.6%	2
College Transition									**2.33**

+WABERS direct computation or SBCTC enrollment computation used.

Transitional Studies Average Rating	**2.17**

Ending Notes

This has been a particularly active year in terms of change in the underlying metrics. In the past, our cohorts may have changed due to how we better understand these data, change in the underlying data due to policy/corrections/data governance, and change in accounting for student progress. Some are marginal changes (enrollments are fairly routine and change little, if at all), while others more substantive.

This year, ctcLink changed quite a lot of how we track data "on the ground" (through changes in the FTEC Research file at SBCTC and through our own data collection procedures adjusting to ctcLink)**.** This has effects on the data in many cases, though only rarely what stories they tell. For the most part, what goes up, year to years, still goes up and what goes down goes down. For example, more students this year may receive AA DTA designations (are "Academic Transfer" students as opposed to "Professional/Technical") because of how ctcLink accomplishes initial program accounting (pre-requisite AA work in particular which may affect up to 100 students). That said, after looking at these data and data history, the impact on interpretation from year to year has not been substantial and IR is confident about the story and our evaluation that comes from reviewing these metrics.

Because of one-time timing issues of data release (also ctcLink artifacts), Institutional Research has done a best estimate for a few areas, again, with changes in results of just a handful of students possible. Where we cannot have confidence in these measures currently, we have carried over our last known. Areas of change are in 4-Year Transfer, with fairly major corrections in FTEC with updated numbers from NSC – whose "match rates" are unknown – and updated SES calculations from the SBCTC (census-location based). Other changes occur in course completion/success, mostly in the numbers for special populations. Given the breadth of measures in this report, the final scores are relatively robust to changing data collection or definition strategies.

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.

About This Report

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

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.[11] 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).

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

Figure 16. Enrollment Areas (3), Objectives (16), and Number of Measures (62) in 2022-23 Mission Fulfillment

Data Sources and Measurement Changes. The following report uses CBC Data Warehouse data, State Board college access dashboards, and other data sources (National Student Clearinghouse for enrollment outside CBC and WABERS+ for Transitional Studies / BEdA students). These data sources are the basis for a set of indicators that provide the most direct and reliable available evidence for student progress to degree completion. The individual measures are constructed to be as comparable to external metrics as possible (SBCTC data in particular), as simple and replicable as possible,

---

[11] Among others, the more accessible reference highlights these conditions: Moore, C., Offenstein, 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.

interpretable, and representative of our student body, while attempting to respect the lived experiences of all students – particularly those who have been historically underserved.

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

Why These Three Metrics Were Chosen. These three goals were chosen intentionally based on research in student completion. When indicators of community college success are evaluated by predictive power, 13 variables emerge as most significant, predicting 75-80% of outcome variance. By research standards in educational and social/behavioral sciences, this explanatory power is quite large. Of these 13 measures, first-year college credit attainment (equivalent to 30 credits at CBC) and gateway math and English credit attainment in the first year are important predictors of those 13.[12]

Why 55% 2029 Targets Were Chosen. The percentage targets for these measures were chosen for a couple reasons. One embodies our State and National expectations. The Washington Student Achievement Council (WSAC) has set a goal to have 70% of adults under 45 years of age achieve a post-secondary credential. Benton and Franklin Counties stand at roughly 35% currently. To make meaningful progress locally, with some increasing local enrollment, we believe we could make a 10% impact locally by 2030 at 55% completion or transfer. The second factor concerned whether these goals were realistic. While it is sometimes necessary to set "aspirational" goals, our survey of the steps we were taking, the effects of those cumulatively given prevailing research, and an examination of community colleges who are more mature in following CCRC guidance, 55% Completion + Transfer was not unrealistic. Top tier community colleges are already attaining these kinds of results (notably in Aspen 150), and our Running Start students are completing or transferring in three years at a 61% rate. Achieving that goal would mean that we would be among the top tier community colleges nationwide.

---

[12] 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*.

Appendix A. Mission Fulfillment Methodology / Procedures

Institutional self-assessment requires three elements:

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

Clear Mission: Board Policy

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

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

The primary structure of Mission Fulfillment is evaluated through:

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

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

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

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

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

Measures / Indicators

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

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

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

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

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

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

- Under 3 Core Themes > 16 Objectives > 62 Indicators

Why Group Indicators into Objectives? Aside from the convention of Goal-Setting that accreditation looks for, grouping indicators this way lends clarity to the purpose of the Mission Fulfillment report, composed of intermediate groups of goals that culminate in the CBC mission. Several studies show this grouping in terms of stair steps. This graphic displays how the completion goals depend on successful navigation of the previous step (Critical Basic Conditions). Completion of a degree requires several successive milestone markers across a student's career, which we call critical basic conditions to success.[13]

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

For example, the 3 different indicators (measures of progress) of "Retention" (Figure A1) represent a single objective of "Retention". These indicators point toward a single goal, but including individual measures of student retention from Fall to Winter, Fall to Spring, and Fall to the second year Fall.
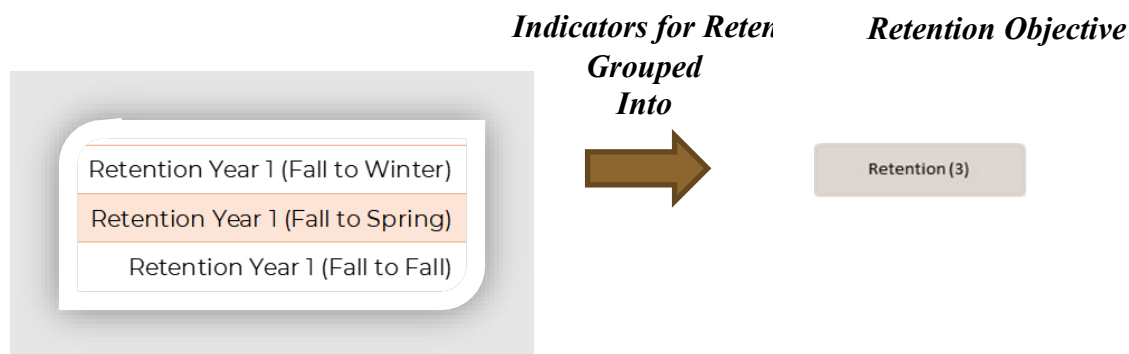

Indicators for Reten Grouped Into   *Retention Objective*

Retention Year 1 (Fall to Winter)
Retention Year 1 (Fall to Spring)
Retention Year 1 (Fall to Fall)

Retention (3)

Figure A1. Course Completion Indicators "Roll Up" into the Course Performance Objective

Targets

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

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

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

---

[13] Moore, C., Offenstein, J., & Shulock, N. (2009). See also Washington State Board for Community and Technical Colleges (2007).

success[14], and results of similar "whole school" initiatives that have been evaluated and published.[15] The other is to define, as well as research can help us, a threshold that is more than reasonable improvement, but an exemplary performance that is typical of similar 2-year colleges that are recognized state and national leaders.

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

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

Each Indicator receives a rating based on targets for improvement:

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

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

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

---

[14] 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.
[15] A *sustained* quality improvement that exceeds 0.05 ES (effect size) is in the positive range that can be detected here. Exceeding 0.15 ES for institutional initiatives has represented institutional improvement that is equivalent of taking a median school performance into a top decile (Lipsey et al 2012). Though each measure may exhibit unique properties, these thresholds represent these two levels of quality improvement.
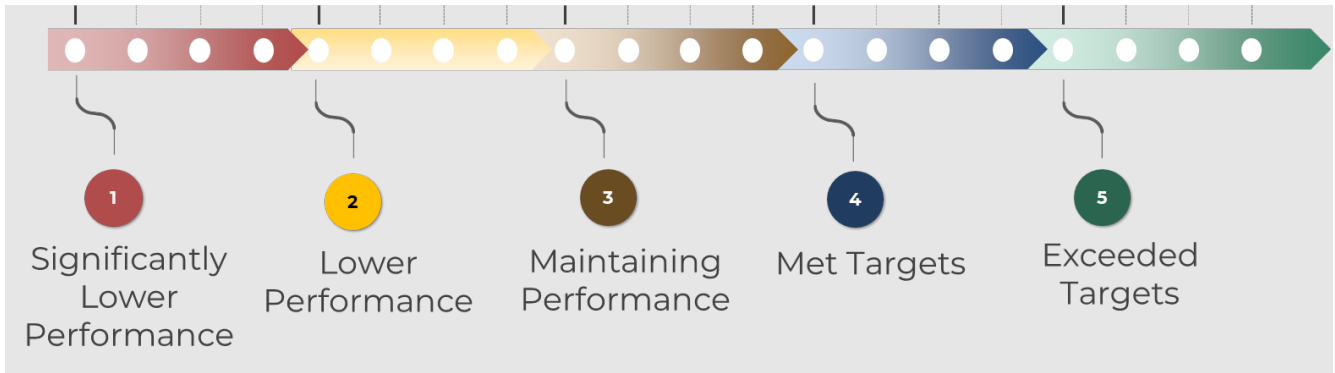
Figure A2. Individual Indicator Performance Scale

Summarizing Results

For Mission Fulfillment Summary, we:
- summarize indicator ratings on a 1-5 scale for each indicator (Figure A2),
- summarize these ratings by objective (objective performance in Figure A3),
- summarize core theme average rating and 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
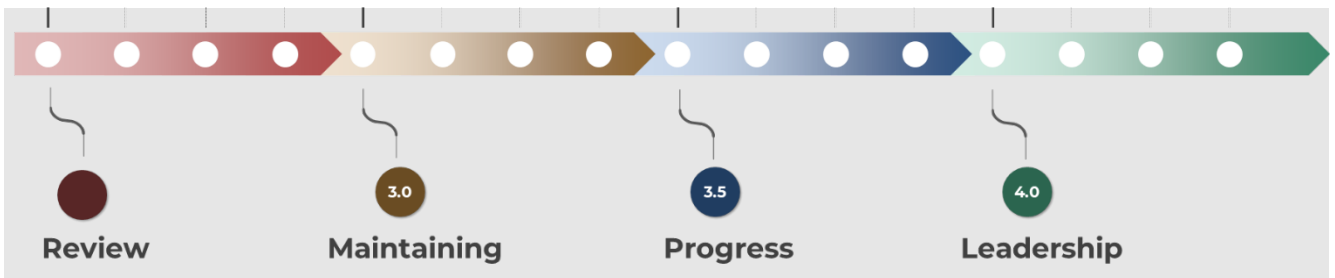
Figure A3. Summary Performance Scale

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

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

Appendix B: Data Dictionary

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

Table B1. Critical Basic Conditions (by Objective). These indicators are milestones/steps in a student's career at CBC that must typically be satisfied in order to remain eligible for a degree or, when not done, represent a serious risk factor for non-completion of a degree. These indicators represent more recent data that may result in lower/higher achievement over a longer period – often occurring in the transitional, important first year of study.

Course Performance	
• **Course Completion Term 1**	A student earned credit in **ALL** courses attempted (over 4 credits) in their **first term**. Earned credit can include grade points of 1.0 (D-) or higher. Data Source: CBC Data Warehouse (Transcripts EARN_IND) State Benchmarking Source: (none)
• **Course Completion Year 1**	A student earned credit in **ALL** courses attempted (over 4 credits) in their **first year**. Earned credit can include grade points of 1.0 (D-) or higher. Data Source: CBC Data Warehouse (Transcripts EARN_IND) State Benchmarking Source: (none)
• **Course Completion Year 1 (Hispanic >2.0)**	A student earned credit in **ALL** courses attempted (over 4 credits) in their **first year**. Earned credit can include grade points of 1.0 (D-) or higher. **(Hispanic Students)** Data Source: CBC Data Warehouse (Transcripts EARN_IND) State Benchmarking Source: (none)
• **Course Completion Year 2+**	A student earned credit in **ALL** courses attempted (over 4 credits) in student enrollment years 2 and above. Earned credit can include grade points of 1.0 (D-) or higher. Data Source: CBC Data Warehouse (Transcripts EARN_IND) State Benchmarking Source: (none) **Change to completion in ALL courses over 4 credits (2&3)
• **Course Success Term 1 (>2.0)**	A student earned a C (2.0) or better in **ALL** courses attempted (over 4 credits) in their **first term**. Of all students who enrolled in all classes during the year (not withdrawn). To graduate, a C (2.0) average in course GPA is required. Data Source: CBC Data Warehouse (Transcripts) State Benchmarking Source: (none)
• **Course Success Year 1 (>2.0)**	A student earned a C (2.0) or better in **ALL** courses attempted (over 4 credits) in their **first year**. Of all students who enrolled in all classes during the year (not withdrawn). To graduate, a C (2.0) average in course GPA is required.

		Data Source: CBC Data Warehouse (Transcripts) State Benchmarking Source: (none)
•	**Course Success Year 1 (Hispanic >2.0)**	A student earned a C (2.0) or better in **ALL** courses attempted (over 4 credits) in their **first year**. Of all students who enrolled in all classes during the year (not withdrawn). To graduate, a C (2.0) average in course GPA is required. (**Hispanic Students**) Data Source: CBC Data Warehouse (Transcripts) State Benchmarking Source: (none)
•	**Course Success Year 2+ (>2.0)**	A student earned a C (2.0) or better in **ALL** courses attempted (over 4 credits) in student enrollment years 2 and above. Earned credit includes grade points of 2.0 (C) or higher. Data Source: CBC Data Warehouse (Transcripts EARN_IND) State Benchmarking Source: (none) **Change to success in ALL courses over 4 credits (2&3)

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

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

Credit Attainment	
• **15 Credits College Level (Year 1)**	College level (non-developmental) credit milestones achieved since the start of a student's enrollment in their first year. These measures are 15 credits (the equivalent of a full-time 3 course load per term), 30 credits, and 45 credits (45 credits are by end of Year 2).
• **30 Credits College Level (Year 1)**	
• **45 Credits College Level (Year 2)**	Data Source: FTEC Outcomes State Benchmarking Source: SBCTC FTEC College Data Access
• **30 Credits Winter/Spring Enrollees (Year 2)**	Credit Attainment: Students whose first enrollment are in the Winter or Spring. These students will tend to have other barriers to study. * (changes estimated only in 2023 FTEC)
• **30 Credits Running Start (Year 1)**	Credit Attainment: Students whose first enrollment is as a Running start dual enrolled student. These students are predominantly college ready in coursework.

Table B2. Completion, Transfer, and Post-CBC Outcomes. These indicators are the more developed targets over student careers, representing dedicated effort over time. Often, they show sustained student effort and institutional performance, but over a period of 3 (or more) years.

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

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

Table B3. Transitional Studies Progress Indicators. These indicators are more specific to the structure of Basic Education for Adults and English Language Acquisition. Because of WIOA requirements, some of these may change as the reporting structure of BEdA evolves.

Yearly and 3 Year Indicators	
+Federally Reportable (%)	Student is federally reportable upon receiving 12 hours of instruction. This percentage indicates a baseline of students who enroll and enter CBC. Source: WABERS databases **Change: Exclusive use of WABERS Spring snapshot
+++I-Best Enrollment (Term FTE)	Total "Term Enrollment" of I-BEST Students Source: SBCTC Term Enrollment Reporting
++Measurable Skills Gains	This SBCTC metric identifies students who have made measurable progress – which can be measured in CASAS testing (less emphasized) OR by other credit or milestone attainment as reported through the WABERS + system (45 hours). CBC looks at these as a percentage of federally reported students. Source: WABERS databases (Performance Summary Gains, Completions, or 45 Hours) **-Change: WABERS+ report retired, Spring snapshot used
45 Hours or more BEdA **45 Hours or more ELA**	Percent of federally reportable BEdA or ELA students started in year who were enrolled for at least 45 hours or achieved level gains within 3 years. Source: WABERS databases **-Change: WABERS+ report retired, Spring snapshot used
~~**Made ELA Gains**~~	~~Percent of federally reportable ELA students started in year who achieved level gains within 1 year.~~ ~~Source: WABERS databases~~ **change: this metric has been shelved – largely duplicative of Hours (45 Hours or more ELA)
Retention (First to Second Year)	Percent of federally reportable BEdA/ELA students started in year who came back in the next calendar year. Completions omitted (no double-count). Source: WABERS Spring snapshot

Table B4. Transitional Studies Completion and Transition Indicators. These indicators represent completion (degree attainment) and transitional outcomes.

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

Exhibit F

POLICY TYPE: EXECUTIVE LIMITATIONS EL-5

POLICY TITLE: TREATMENT OF ASSET PROTECTION

Through operational compliance and leadership, the President shall not allow assets to be unprotected, inadequately maintained nor put at risk.

Accordingly, the President shall not:

1. Unnecessarily expose the organization, its Board or staff to claims of liability.

2. Fail to protect intellectual property, information and files from vulnerability, loss or significant damage.

3. Receive, process or disburse funds under controls that are insufficient to meet the Auditor's standards.

4. Jeopardize nor damage the organization's public image or credibility, particularly in ways that would hinder its accomplishment of mission.

POLICY TYPE: EXECUTIVE LIMITATIONS EL-6
POLICY TITLE: FINANCIAL PLANNING

Fiscal planning shall not deviate materially with the Board's *Ends* policies nor risk fiscal jeopardy. Accordingly, the President shall not cause or allow financial planning which:

1. Plans the expenditure in any fiscal year for more funds than are conservatively projected to be received in that period, plus accumulated reserve.

2. Contains insufficient and unnecessary information that limits or restricts credible projection of revenues and expenses, separation of capital and operational items, cash flow and disclosure of planning assumptions.

3. Limits or restricts sufficient funds for Board prerogatives during the year as set forth in the Board's annual activity and travel plans.

POLICY TYPE: EXECUTIVE LIMITATIONS EL-7

POLICY TITLE: FIDUCIARY RESPONSIBILITY / FINANCIAL CONDITION AND ACTIVITY

The Board of Trustees reserves the authority to set policies for and review the Financials and associated status for the College at a frequency determined by the Board. With respect to the Board's actual and continuous fiduciary responsibility, and the College's financial health, the President shall not fail to promote fiscal integrity and shall avoid material deviation from Board-approved priorities.

Accordingly, the President shall not:

1. Expend more funds than have been approved by the Board (via policy decisions) in the fiscal year, unless there has been Board approval to do otherwise.

2. Expend more funds than have been received in the fiscal year to date, plus the accumulated Reserve, unless the Board-approved debt guideline is met.

3. Incur debt in an amount greater than which can be repaid by certain and otherwise unencumbered revenues within the current year, nor can be repaid from account specifically established for such purpose.

4. Jeopardize fiscal integrity by expending College funds in a manner that will result in a zero nor negative fund balance at the close of the fiscal year.

5. Fail to settle payroll and debts in a timely manner.

6. Allow tax payments or other government-ordered payments or filings to be overdue and inaccurately filed.

7. Acquire, encumber nor dispose of real property without Board approval.

8. Fail to aggressively pursue receivables after a reasonable grace period.

9. Fail to provide to the Board, at their designated frequency, reports on the College's current financial condition that will continually enhance the Board's ability to meet its fiduciary responsibility.

10. Accept gifts or grants that are not in the best interest of the College, and not obligate the College to make future expenditures using funds other than those created by the gift or grant without Board approval.

11. Fail to maintain an Operating Reserve to a level approved by the Board, to provide for such items as, but not limited to:

    a. Current Operations
       Reserve of 2 months operating expenditures consisting of the general operating budget funds

       i. 001 State General (appropriation),
       ii. Running Start portion of 145 Grants and Contracts,
       iii. 148 Dedicated Local (fees),
       iv. 149 Local General (tuition)

    b. Emergencies
       Reserve to provide for unforeseen natural or manmade disasters to support business continuity and recovery actions.

    c. Unplanned Capital Repair & Replacement
       Reserve to cover the largest system or component failure that might occur in or outside the biennial, legislatively funded, capital repair and minor improvement funding. Examples include roofs, HVAC, and electric, water, and sewer systems.

    d. Real Estate Debt
       Reserve to provide funding for real estate acquisition and debt service needs not provided for by State resources.

    e. Planned Future Operations
       Reserve for future new program offerings, which have been recognized by the campus as appropriate and within the educational mission of the College. The Reserve will recognize each specific project and provide an allocated amount for each.

    f. Capital Facilities Projects
       Reserve to provide for capital facility projects not covered by or to supplement State resources.

    The President shall not fail to annually recommend to the Board an amount to be set aside to maintain this fund, which is subject to approval by the Board.

Exhibit G

POLICY TYPE: EXECUTIVE LIMITATIONS EL-1

POLICY TITLE: GENERAL EXECUTIVE ACCOUNTABILITY

~~The Board of Trustees is responsible for following the adopted~~ **In alignment with the** Carver Governance Model and Process **adopted by the Board of Trustees,** ~~The~~ **the** President is held accountable for organizational compliance – ensuring and allowing any practice, activity, decision or situation that is lawful, prudent and not in violation of commonly accepted business and professional ethics, and that fit within the provisions set forth in the State Board for Community & Technical College, Office of Financial Management and Columbia Basin College policies, and/or take into account any executive order of the Governor of the State of Washington.

Adopted: 07/01/1997
Revised: 11/19/2020
Last Reviewed: 11/13/23

POLICY TYPE: EXECUTIVE LIMITATIONS EL-2

POLICY TITLE: TREATMENT OF COMMUNITY MEMBERS AND STUDENTS

With respect to staff interaction with community members and students or those applying to be students, the President shall **not fail to** set and maintain organizational expectations and norms that ensure their safe treatment, respect, dignity, confidentiality and privacy.

Accordingly, the President shall not:

1. Use application forms or procedures that elicit unnecessary information or violates confidentiality and privacy.

2. Use methods of collecting, reviewing, transmitting or storing client information that fail to protect against improper access to the information elicited.

3. Fail to inform the community members and students about what may be expected and what may not be expected from the service offered.

4. Withhold a grievance process from students who believe that they have not been accorded a reasonable interpretation of rights established pursuant to this Policy.

5. Operate without written procedures which clarify the rules for students.

6. Make false claims or withhold required information about any programs, services, or cost of attendance.

POLICY TYPE: EXECUTIVE LIMITATIONS EL-3

POLICY TITLE: TREATMENT OF EMPLOYEES

With respect to the treatment of paid and volunteer staff, the President may not cause or allow conditions which are unlawful, unfair or undignified.

Accordingly, the President shall not:

1. Operate without written personnel procedures, which clarify personnel rules for staff, provide for effective handling of grievances, and protect against wrongful conditions – e.g., nepotism, grossly preferential treatment for personal reasons.

2. Discriminate against any staff member for expressing an ethical dissent.

3. Hinder, prevent or restrict the exercise of academic freedom.

4. Hinder or prevent employees from using established grievance procedures.

POLICY TYPE: EXECUTIVE LIMITATIONS EL-4

POLICY TITLE: COMPENSATION

With respect to employment, compensation to employees, consultants, contract workers and volunteers, the President shall not fail to promote adherence to nor fail to ensure fiscal integrity and good public image.

The Board of Trustees reserves the sole authority to change the compensation and benefits for the President.

The President shall not promise or imply permanent or guaranteed employment to anyone in the College.