

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

August 24, 2018

Administration Building Board Room — 9:00 a.m.-3 p.m.

Agenda

Call to Order

***Agenda Changes**

***Approval of Minutes**

June 11, 2018 Board of Trustees' Meeting

Exhibit A

June 27, 2018 Special Board of Trustees' Meeting

Exhibit B

Trustee Work Session

Board Roles and Elections

Board Survey

Exhibit C

Board Protocols

Trustee Compensation

Community Outreach

Legislative Committee

Board Meetings Calendar FY 2018-19

Carver Model Professional Development

Reports

Program Updates

Partnerships Update

Housing Update

Financials

Unaudited FY2018 Income Statement

Exhibit D

Major Capital Update

Renovations Update

Safety/Security Update

Program Survey Report

Exhibit E

Northwest Commission Update

Mission Fulfillment Targets

Exhibit F

Strategic Planning

Discussion

***Consent**

Resolution 18-05, Indemnification of College Employees

Exhibit G

Executive Session

RCW 42.30.110 (1)(I) To discuss with legal counsel representing the agency litigation

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

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 542-4801 as soon as possible to allow sufficient time to make arrangements.

Exhibit A

Columbia Basin College
Board of Trustees' Meeting Minutes
June 11, 2018
SWL 121 – 4:30pm

Board Members in attendance: Kedrich Jackson, Sherry Armijo, Duke Mitchell, Bill Gordon, Allyson Page

Rebekah Woods, Secretary to the Board, Darlene Scrivner, Recording Secretary

Others in Attendance: Tyrone Brooks, Camilla Glatt, Cheryl Holden, Michael Lee, Melissa McBurney, Caitlin Fleming (AAG), Jason Engle, Frank Murray, Brian Dexter, Deborah Meadows, Bill McKay, Curtis Crawford, Monica Hansen, Josh Ellis, Daphne Larios, Alice Schlegel, Scott Rogers, Lane Schumacher, Kim Tucker, Vlada Mykhailova, Kristen Billetdeaux, Collin Wilson, David Cazier, Melinda Carmona, Joetta Ruppert, Tom Mattis, Keri Lobdell, Janese Thatcher, Erica Garcia, Ana Tensmeyer, Dallas Barnes (and guests)

The Agenda	The Discussion	Action
Call to Order	<ul style="list-style-type: none"> Meeting called to order by Chair Kedrich Jackson 	
Agenda Changes	<ul style="list-style-type: none"> None 	Trustee Mitchell moved and Trustee Armijo seconded the motion to approve agenda as written.
Approval of Minutes	<ul style="list-style-type: none"> May 14, 2018 Meeting Minutes Discussion - None 	Trustee Armijo moved and Trustee Mitchell seconded the motion to approve all minutes as written. Approved unanimously.
Celebrating Excellence Women's Golf	<p>Women's Golf – NWAC Champions</p> <ul style="list-style-type: none"> Scott Rogers, CBC Athletic Director introduced head coach Dan Clifford and the women's golf team. The Lady Hawks claimed the NWAC Championship at the Apple Tree Golf Resort in Yakima, WA. Brianna Esvelt was named player of the tournament. 	The coach and players received the coin of excellence from the Board of Trustees.
Men's Baseball	<p>Men's Baseball – Scott Rogers</p> <ul style="list-style-type: none"> Scott Rogers, CBC Athletic Director introduced the men's baseball players. The baseball team qualified for post-season play for the 20th time in the last 21 years. The defending East Region Champions were playing for another East title in the final two weeks of the season. Xander Orejudos and Troy Simpkins were selected to the All-East Region First Team, while Jeremy Davila was selected to the Second Team. Orejudos and Simpkins were also recognized on the All-NWAC First Team. Orejudos was selected as a Third Team All-American. 	The players received coins of excellence from the Board of Trustees.

Department of Music

Jazz Ensemble, FreeForm & DeserTones – Bill McKay

- Bill McKay, introduced Colin Wilson, Assistant Professor of Music, director of the Columbia Basin Jazz Ensemble, Associate Conductor of the CBC Concert Band, and David Cazier, Associate Professor who shared highlights from the ensembles.
- The Choir recently played at Carnegie Hall
- Diego Peralta Ruiz played in the CBC Jazz Ensemble and Jazz Combo and was involved in both of those groups winning their division at the Lionel Hampton Jazz Festival as well as the solo saxophone category.
- Other Students in Attendance: Jocelyn Brown, Liliana Arzate, Everett Brooks, Yaneth Renteria

The instructors, and students each received a coin of excellence from the Board of Trustees.

Linkage to Community

Melinda Carmona, CBC Director for Veterans Education and Transition Services

Joetta Ruppert, Director of Veteran's Opportunity Center

Tom Mattis, VOC President of the Board

Melinda Carmona & Veteran's Opportunity Center

- Melinda, Director for Veterans Education and Transition Services introduced Joetta Ruppert, Director of Veteran's Opportunity Center and Tom Mattis (brother to Secretary Jim Mattis) and gave remarks about the recent partnership between CBC VETSservices and the Veteran's Opportunity Center in collaboration on the Veterans Public Forum with Secretary of Defense Jim Mattis. The purpose of the forum gave TC Veterans and their families an opportunity to hear from and ask questions of Secretary Mattis regarding matters of concern.

The Board shared their appreciation for their efforts in making the event a success within the community and presented each with a coin of excellence.

Remarks

Administration-President

Rebekah Woods

- An ALSC Student Center Conceptual image video was played for the Board. The concept video was shared during a meeting last week and based on feedback ALSC received.
- There is a meeting on Thursday to hear report for the Culinary Feasibility study. There will be another presentation with the Foundation Board on Friday.
- Health Science Academy, 57 students enrolled for this fall, pathway for health science, looking at next steps.
- Arcora Foundation Dental Hygiene Grant: granted CBC \$100,000 to help towards the funding of the new Dental Hygiene Clinic. There are some conditions to be met in order to receive the funds.
- Year-end celebrations:
 - Hawk Block Party, 300 people attended.
 - Dental Hygiene pinning, 15 graduates, attendance was very well attended.
 - High School Equivalent Program
 - First Annual Multicultural Celebration, approximately 150

attended.

- High School Academy, Commencement,
- Radiologic Technology and Nursing pinning,
- Commencement

Faculty Senate Chair

- No Report

ASCBC

Vlada Mykhailova

- Vlada will be graduating and this is her last update to the Board.
- She thanked the leadership for providing her the opportunity to develop as a leader.
- Vlada introduced Dylan Mockler, the new ASCBC President and new Vice President, Tori Remington.

Executive Director Foundation

Alissa Watkin's

- Alissa was not present
- A hard copy of her report was included in the Board of Trustees Packets
- Culinary Feasibility Study
 - The feasibility study has been completed and the results along with a complete report will be presented to CBC Board Members and Administration, Foundation Board of Directors and Foundation Staff over the next couple of weeks.
- CBC Summer Showcase
 - The Foundation is working with the performing arts department to put on the annual summer showcase reception. This is a donor stewardship and cultivation effort with a reception and viewing of the final dress rehearsal for the summer showcase play. This year's play is Sister Act.
- Audit and Financials
 - The CBC Foundation Operations and Finance team is working to close out the fiscal year with the CBC Business office and has scheduled their annual audit, with field work beginning in September.
- Foundation staff are meeting with representatives from the Kennewick Police Department to discuss a \$25,000 gift from the Kennewick Police Officers Benefit Association. Special thanks to Matt Boehnke for helping connect this organization with the Foundation and supporting their decision to donate these funds.

- A new endowment has just been established from a donor in Florida whose late partner was a longtime supporter of the CBC Scholarship Program

AHE – Faculty Rep

Classified Staff

No report/Ratification meeting on Friday

No Report

Trustee Work Session

Duke Mitchell

- 5/16/18 – Attended the Tri-Cities Legislative Councils meeting at the TRIDEC building at 7310 W. Grandridge Blvd, Kennewick, Washington. Had an opportunity to “meet and greet” many of our local legislators, their spouses, and their staff members.
- 5/17/18 – Attended the CBC Foundation Board of Directors monthly Board Meeting in the CBC Board Room.
- 5/18/18 – Met with Sharon Holden, consultant, for a CBC culinary program interview and completion of a questionnaire.
- 5/18/18 – Attended a WSU Tri-Cities dedication of the Dr. Ronald and Susan Kathryn Radiological and Affiliated Sciences Library Collection donated to the university by Dr. and Mrs. Kathryn. They are long-time friends, colleagues, and former neighbors of my parents and our family.
- 5/22/18 – Attended Pasco School Board Meeting.
- 5/23/18 – Attended the Tri-Cities “State of the Cities” Luncheon at the Pasco Red Lion Hotel along with CBC President Woods.
- 5/23/18 – Attended Kennewick School Board meeting.
- 5/24/18 – Attended the annual CBC Memorial Day Recognition program at the CBC Veterans Monument.
- 5/31/18 – Mrs. and Trustee Mitchell attended the Northwest Athletic Conference (NWAC) Hall of Fame Banquet at the Pasco Red Lion Hotel along with President Woods and her husband, Robert, Trustee and Mrs. Gordon, and many others from CBC. The 2004-2005 NWAC Champions CBC Women’s Basketball team and CBC Women’s Basketball Coach Cheryl Holden were inducted into the NWAC Hall of Fame. CBC sophomore Forward Israel Gonzalez was selected NWAC Baden Athlete of the Year in Men’s Soccer. Brianna Esvelt is the reigning Women’s Golfer of the Year
- 6/7/18 – Attended the CBC Block Party in the CBC Baseball Field.
- 6/8/18 – Attended the CBC Dental Hygiene Graduation and Pinning ceremony

	<p>in the CBC Gjerde Center.</p> <ul style="list-style-type: none"> • 6/8/18 – Attended the CBC High School Equivalency Program (HEP) Graduation and picnic at the CBC Gazebo. • 6/11/18 – Attended the Frank Murray Retirement Social at the CBC Foundation Office. <p><u>Kedrich Jackson</u></p> <ul style="list-style-type: none"> • Cheryl Holden was acknowledged and congratulated for her coaching accomplishments and recent Induction into the NWAC Hall of Fame, • Thank you to Frank Murray for 18 years of service at CBC • Attended Tri-City Regional Chamber-Big Vision Workshop <ul style="list-style-type: none"> ➤ Small business owners and representatives ➤ Focus 20-30 year vision for Tri-Cities ➤ Looked at trends and elements to increase the population ➤ More work ahead 	
<p>Reports Budget Tracking and Fund Balance</p>	<p><u>Tyrone Brooks</u></p> <ul style="list-style-type: none"> • Reviewed three budget reports: <ul style="list-style-type: none"> ➤ Operating Funds Variance Report ➤ Operating P&L Report ➤ Operating Reserves <p>Overall revenue tracking is close to expected. Trustee Gordon commented on capital budgets delayed in funding: projects are in design and will see construction activity, and should be caught up next April.</p>	
<p>Discussion Guided Pathways</p>	<p><u>Kristen Billedeaux</u></p> <ul style="list-style-type: none"> • Presented a PowerPoint presentation on Guided Pathways and the progress made as CBC is entering the second year of planning. • Highlights: <ul style="list-style-type: none"> ➤ Purpose: increase student success (completion rates & retention) ➤ Provide equitable experience for students ➤ Developing Academic maps and map sequences ➤ Student focus groups ➤ Develop onboarding structure 	

Retreat Agenda	<ul style="list-style-type: none"> ➤ Form work groups focused on initiatives and goal setting 	
Mission Fulfillment Model	<p><u>Board Retreat</u></p> <ul style="list-style-type: none"> • The date has been set for August 24 • Allyson will be unable to attend and will phone in. • Chair Jackson and Rebekah Woods will finalize the agenda <p><u>Jason Engle</u></p> <ul style="list-style-type: none"> • Jason presented a Power Point presentation on the Mission Fulfillment Model. • Highlights <ul style="list-style-type: none"> ➤ Objectives and indicator summary toward evaluating mission fulfillment ➤ Outlining objectives: areas of goal setting ➤ Key Themes: Academic Transfer, Professional/Technical Transitional Studies ➤ Indicator rating approach/each indicator receives a rating based on targets for improvements ➤ Mission fulfillment is achieved when objective improvement rating reaches 3.5 (significant improvement) over a three year period 	The Board of Trustees support the Mission Fulfillment Model to be included in the September report.
Consent	<ul style="list-style-type: none"> • S&A Budget <ul style="list-style-type: none"> ➤ Was not voted on at the last board meeting. The Board of Trustees supported what they saw and the comments that were made. 	
Public Comment	<ul style="list-style-type: none"> • Dallas Barnes <ul style="list-style-type: none"> ➤ Concerns expressed regarding the college's proceedings with Professor Aissata Sidibe 	
Executive Session	<ul style="list-style-type: none"> • RCW 42.30110(1)(g): to review the performance of a public employee. • RCW 42.30.110(1)(i) discuss potential litigation to which the agency, the governing body, or a member acting in an official capacity is, or is likely to become, a party. 	Board went into Executive session at 5:57 p.m. Board reconvened at 6:48 p.m.
Adjournment: 6:52 p.m.	Next Board of Trustees' Meeting Beers Board Room September 10, 2018 – 4:00 p.m.	

Exhibit B

Columbia Basin College
Board of Trustees' Special Meeting Minutes
June 27, 2018
Beers Board Room – 4:00 p.m.

Members in attendance: Kedrich Jackson, Duke Mitchell, Allyson Page, Sherry Armijo (phone), Bill Gordon (phone)
Rebekah Woods, Secretary to the Board, Darlene Scrivner, Recording Secretary
Others in Attendance: Tyrone Brooks, Cheryl Holden, Michael Lee, Melissa McBurney, Alyssa Watkins, Wendy Culverwell (Tri-City Herald)

The Agenda	The Discussion	Action
Call to Order		Meeting called to order by Chair Jackson at 4:03 p.m.
Agenda Changes	<ul style="list-style-type: none"> Add Resolution 18-05, Indemnification of Lee Thornton and Ralph Reagan 	<ul style="list-style-type: none"> Trustee Mitchell moved to add resolution to consent for the August agenda. Trustee Page seconded the motion. Approved unanimously.
Discussion Culinary Program-Next Steps	<ul style="list-style-type: none"> Foundation Board would like to know what the next steps are Trustee Mitchell's Questions and Public's Concerns Why do we want a culinary school at CBC given the data in the study? Does the \$13 million option include culinary staff and training for the staff who will run the school? If, not, how much would that cost? How do we raise that money? Where will the CBC culinary school be located? When will a "final" decision be made? Who is the "Champion" for the CBC culinary school? When will that decision be made if there is not one now? Knowing what they know now, would any existing culinary schools NOT pursue this path again? Concerns were also addressed in the study Rebekah recommended: vision session with individuals from the study group; this year move things ahead and put "meat on the bones," stay connected with those that are excited about the prospects. The year after, move forward with approvals, (State N.W. Commission, Culinary Federation). Key milestones and tentative plans will be on the August agenda Chair Jackson: At this point there is nothing to approve 	
Public Comment	<ul style="list-style-type: none"> None 	
•Adjournment: 4:45 p.m.	<p style="text-align: center;">Next Board of Trustees' Meeting Beers Board Room August 24, 2018 – 9:00 am.</p>	

Kedrich Jackson, Chair

Exhibit C

Exhibit D

Columbia Basin College
Statement of Revenues, Expenses and Changes in Net Position
For the Year Ended June 30, 2018

	FY18 (Unaudited)	FY17 (Audited)
Operating Revenues		
Student tuition and fees, net	13,528,038	11,454,644
Auxiliary enterprise sales	2,358,178	2,137,212
State and local grants and contracts	15,494,861	16,522,174
Federal grants and contracts	2,378,348	3,623,203
Other operating revenues	769,915	856,294
Total operating revenue	<u>34,529,342</u>	<u>34,593,527</u>
Operating Expenses		
Salaries and wages	26,683,792	26,937,180
Benefits	9,318,835	9,147,576
Scholarships and fellowships	8,718,564	7,326,503
Operating Expenses	5,489,181	6,563,837
Purchased services	4,411,829	4,021,815
Depreciation	3,861,779	3,401,940
Supplies and materials	2,664,726	2,512,467
Utilities	1,083,612	1,084,344
Total operating expenses	<u>62,232,318</u>	<u>60,995,662</u>
Operating income (loss)	<u>(27,702,976)</u>	<u>(26,402,135)</u>
Non-Operating Revenues (Expenses)		
State appropriations	23,166,053	22,138,957
Federal Pell grant revenue	8,935,252	8,119,887
Investment income, gains and losses	72,667	34,421
Building fee remittance	(1,661,493)	(1,623,580)
Innovation fund remittance	(442,414)	(426,255)
Interest on indebtedness	(489,924)	(320,941)
Other Rev(Exp)	-	-
Net non-operating revenues (expenses)	<u>29,580,141</u>	<u>27,922,490</u>
Income or (loss) before other revenues, expenses, gains, or losses	<u>1,877,165</u>	<u>1,520,355</u>
Capital appropriations	749,958	3,568,959
Non cash capital contribution		
Foundation donation		16,507
Increase (Decrease) in net position	<u>2,627,123</u>	<u>5,105,822</u>

Exhibit E



PROGRAM SURVEYS: SUMMARY AND NEXT STEPS

Review of 2018 Program Survey First
Administration and Plans for 2019

A key component of institutional self-assessment lies in the institution's component parts, the offerings, leadership, and direction of programs of instruction. Working together, these programs represent the working of CBC's mission where "the rubber hits the road", creating and maintaining quality degree pathways and opportunities for post-CBC student success. Quarterly Reporting and Mission Fulfillment provide overall institution-wide accountability. Program Surveys, by contrast, report on the process of improvement from a program perspective and help facilitate dialogue in the Program Review cycle at CBC starting in Spring 2019. In contrast to our overall End State metrics, program surveys rely on more qualitative observations and in-depth analyses by program. This report documents that work.

Program Surveys: Summary and Next Steps

REVIEW OF 2018 PROGRAM SURVEY FIRST ADMINISTRATION AND PLANS FOR 2019

INTRODUCTION

Program surveys at CBC are an annual part of the program review process, which aids in developing institutional self-assessment. It is also an opportunity for faculty responsible for programs of study to characterize their own roles in the mission at CBC and help reinvigorate a new Program Review process. In February 2018, the program surveys were distributed to program leads throughout the college consisting of 57 different programs (Appendix II).

The programs surveyed were identified by Deans and faculty beginning with common course prefixes and common program goals (such as a degree, certificate or area of emphasis) with the intent of identifying common outcomes. This had the benefit of being representative of faculty leadership by subject matter, discipline, and natural affiliation between broad content areas - where most of our other information and measures reflect student outcomes. While student outcomes are key to institutional success, faculty, and faculty leadership play another vital role. This perspective also had the benefit of being feasible and realistic at CBC, where currently students do not (and very often cannot) express what specific studies they are targeting - especially true of those seeking AA DTA transfer degrees that often do not require an area of concentration. Working on identifying student intent specifically is a development we hope to institutionalize as part of Guided Pathways and is a central part of the pathways philosophy.

The survey contains a short data profile provided by Institutional Research which summarized the program's data through its courses: student FTE served through its courses, faculty FTE, student/faculty ratios, course success, course times offered, and online offerings to name a few. Programs were asked to provide an overall introduction based on their program knowledge and some observations about the profile data and to identify questions for future surveys and inventory data needs.

Findings from each program in this report are, then, representative of CBC faculty/instructional leadership and describe the current state of programs by those leaders, helping to understand and identify key opportunities, challenges, and successes. Put together, the results have been shared broadly, the responses available to Deans and Leads of each program, and the institution-wide summary shared annually with the Board of Trustees as a portion of our Mission Fulfillment. The findings in this report describes both the results and the status of the conversation around programs. In that way, we are asking questions about programs, and especially in these formative years, and assessing the quality of how we analyze ourselves.

CBC has diverse program areas that serve many students at different points in their college careers. Understanding this diversity with open-mindedness is a key pre-requisite to working toward program goals, and linking all programs and faculty to our collective, institutional goals.

Program surveys this year contain lessons in content and in process, both examined here.

CONTENTS

INTRODUCTION 1

EXECUTIVE SUMMARY 3

PROGRAM SURVEY: WHERE ARE WE? 5

PROGRAMS SUMMARY 6

PROGRAM SURVEY OPEN ENDED QUESTIONS 7

DATA OBSERVATIONS BY PROGRAMS 13

PROGRAM OBJECTIVES/OUTCOMES 16

CBC STUDENT LEARNING OUTCOMES (SLOS) 16

TOWARD PROGRAM REVIEW 19

 Year 1 of 3 19

 Year 2 of 3 (compiled with annual metrics and other years) 20

 Year 3 of 3 (compiled with annual metrics and other years) 20

REVIEW OF SURVEYS: LESSONS LEARNED & IMPROVEMENTS..... 21

APPENDIX I: DATA PROFILES FOR ALL PROGRAMS 24

APPENDIX II: PROGRAMS LIST 0

EXECUTIVE SUMMARY

We consider this year's program survey process as a first step in a more comprehensive study of programs at CBC. Institutional Research used to be the pivot point for each program's self-study on a multi-year cycle. After a few years of discussion and after reworking our Mission/Vision/Values and End State reporting in 2017, the survey restarts Program Review by asking an annual inventory of questions that we can build upon and serve as a basis for working together and building a common space for program dialogue. Expanded sets of questions include identifying students programs serve, understanding their destination degree aspirations, and refining program direction and mission to fit the needs of these students.

Timeline. The 2018 annual program survey identified programs by courses in January 2018, was distributed in February 2018, and initial results were compiled by May 2018 from 57 different programs (Appendix II). The survey consisted primarily of 8 open-ended questions to introduce each program in CBC:

- 1) How would you describe your program?
- 2) How would you describe your overall goals?
- 3) What particular strengths and innovations does your program bring to the campus community?
- 4) What are your most pressing needs?
- 5) What Guided Pathways (GPs) work might be needed in the coming year?
- 6) What are the main observations that follow from reflecting on the few items on your program profile?
Were there any discoveries or thoughts that came from the profile?
- 7) What questions do you have about your program (based on these data or your experience)?
- 8) What kinds of information, or additions to the profile would be most helpful as you study your program?

Additionally, programs were asked to list their own program goals and course coverage of the institutional Student Learning Outcomes (SLOs).

Results. To inform our practice and progress, two ideas are central to evaluating this effort:

- Looking at the content of response, and
- Evaluating the process and making changes to improve and expand our institutional knowledge

Content:

- Program self-descriptions were heavily weighted the degree completion themes, community support, and/or geared toward student learning, many times emphasizing more than one theme.
- Program goals largely emphasized career preparation, discipline-specific knowledge, and transfer outcomes.
- CBC programs had a diverse view of their strengths. Community linkage and support was a common theme, but beyond that, programs viewed themselves as having strong faculty, good student outcomes/skill attainment, tout the equipment and technology, and campus contribution, to name a few. It is safe to say, overall, that there was no prototype for a CBC department strength.
- Needs generated some key areas that program leadership had in common - mainly in capital needs (lab space, facilities, equipment), faculty support (including hiring), and in marketing needs.
- The vast majority of leadership in programs were aware and/or progressing on Guided Pathways work,
- As far as observations that came with the data profile, the majority of respondents had observations, were circumspect about the data, and had good ideas about what they would like to know about their students and courses.

Review Process and Improvements:

The open-ended responses provided a good baseline for understanding the status and direction of programs, the responses represented a wide variety of approaches to answering program questions. Some were short and

provided clear vision, others were longer and comprehensive, ranging from formal to informal in tone with some variety in implicit audience - that is, some were more centered on colleagues while others saw the questions as targeted for the public or for oversight purposes. The purpose may have been clearer to us than to program leadership, and some more orientation might be necessary. Some of the response may be a natural reflection of this being the “first time” that these kinds of questions have been asked of them, or the first time in recent memory. To answer this, the process might benefit from more orientation, exemplars, and sharing of responses beforehand.

Student Learning Outcomes and Program Outcomes appeared to be a challenge for many. Some programs have not been organized this way by course, and common outcomes appear to come with difficulty to those programs who may have new faculty, new leadership, or for which program outcomes are diverse among faculty peers. Though there were well over 150 different program goals overall, within department we might aspire to some common way of expressing these different outcomes.

As far as Student Learning Outcomes, for the October SLO report, a better way of differentiating and defining these outcomes might be warranted. Courses often had more than one primary outcome, and follow-up discussion identified an understanding that these concepts had significant overlap (what is a quantitative reasoning course that does not also stress critical thinking?). We understand that overlap, but also want to acknowledge when some outcomes are more central to learning than others. One faculty member suggested that we might ask whether outcomes were important in the course AND whether they were assessed explicitly. This approach seems a novel way to define practice.

A final need seems to be in the category of entry level and advanced knowledge of, and working with, data. Our awareness in Institutional Research is more refined about the different levels at which leadership consumes this information. Our findings from consulting elsewhere have reminded us that we might benefit by providing leadership with orientation to research and data conventions. More planned, accessible, and friendly data displays may help, and pursuing video tutorials may help where faculty leaders access these resources.

Next Steps:

The next question is: where do we go from here? While this may be a very productive first step, we hope to make some improvements this year in the kinds of data programs can easily access and in support of their own Program Review. Some feedback and ideas were gathered through several discussions (Deans, Cabinet, Teaching & Learning).

- Enhancing the program data profile. Adding data elements to answer specific questions (time of day, time slot demand, a more detailed breakdown of student GPA, benchmarks and history if available, among others). Additionally adding program profiles and survey answers to an online platform for ease of review.
- Adding questions and content to supplement the 3-year, and deeper, Program Review process. For Year 1 of this process (2019), this means continuing the annual survey with an eye to identifying and thinking about some evidence-based practices (High-Impact Educational practices,¹ considering the concept of “success” as we define in our End State monitoring and how early course failure links directly to degree attainment, supporting students on this “bubble”.
- Finally, defining and measuring outcomes will require concerted effort leading to Year 2 of Program Review, in terms of what is appropriate in each area, by degree requirement area, and institution-wide.

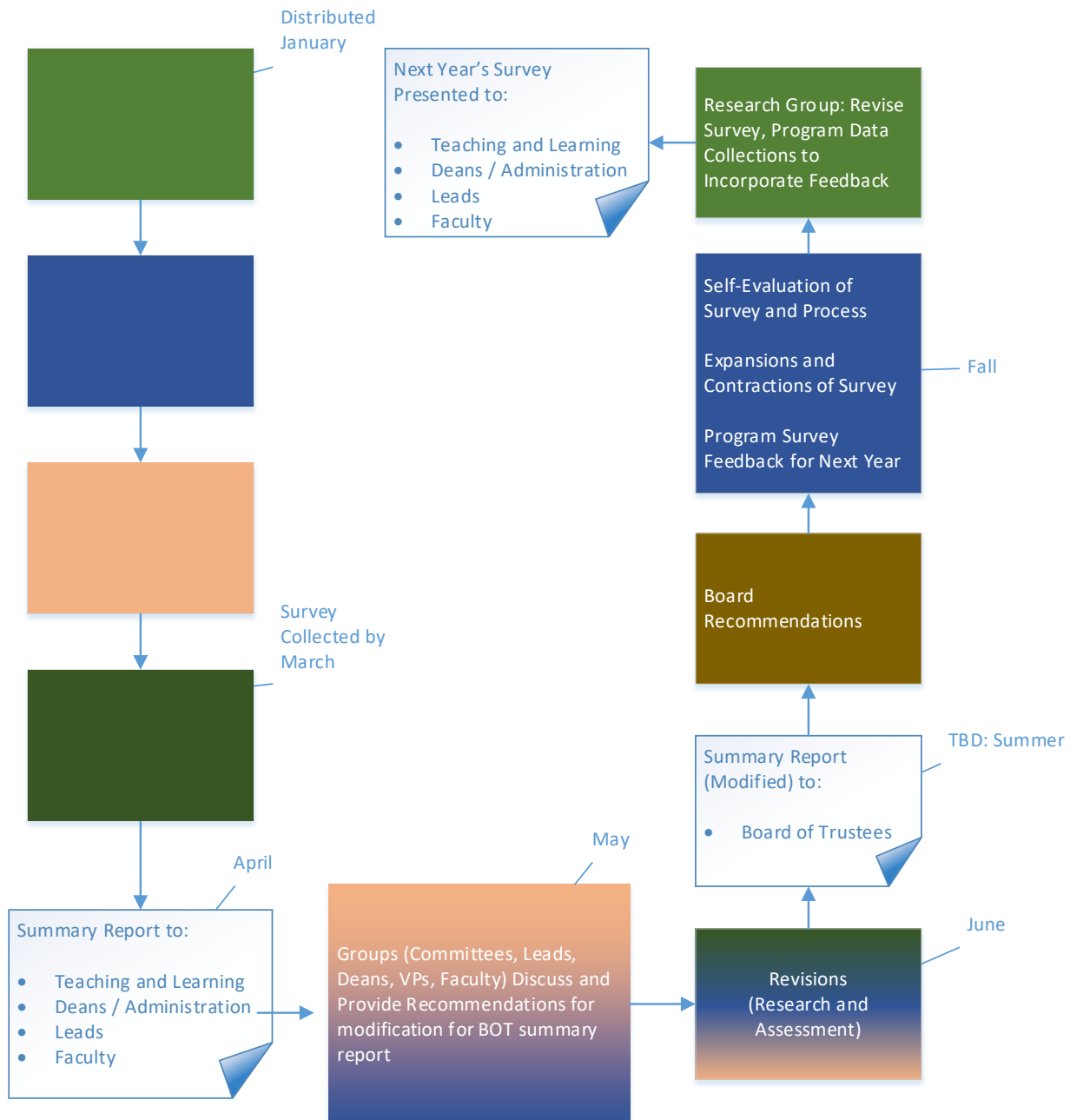
¹ Kuh, G. D. (2008). Excerpt from high-impact educational practices: What they are, who has access to them, and why they matter. Association of American Colleges and Universities.

Brownell, J. E., & Swaner, L. E. (2009). High-impact practices: Applying the learning outcomes literature to the development of successful campus programs. *Peer Review*, 11(2), 26.

PROGRAM SURVEY: WHERE ARE WE?

As part of our seven year accreditation cycle, CBC has developed a program survey process to aid in institutional self-study. This self-study includes a process of assembling program information so that the data can be summarized and used college-wide. Data will be used to identify common areas of strength and to address common challenges more effectively. The goal is ultimately to know our students better (where they come from, where their destinations are), understand our college-wide offerings and direction, and develop a body of work to support decisions in programs/departments and across campus. Figure 1 mirrors the process followed in 2018 to repeat annually.

Figure 1. Annual Program Survey Cycle 2019

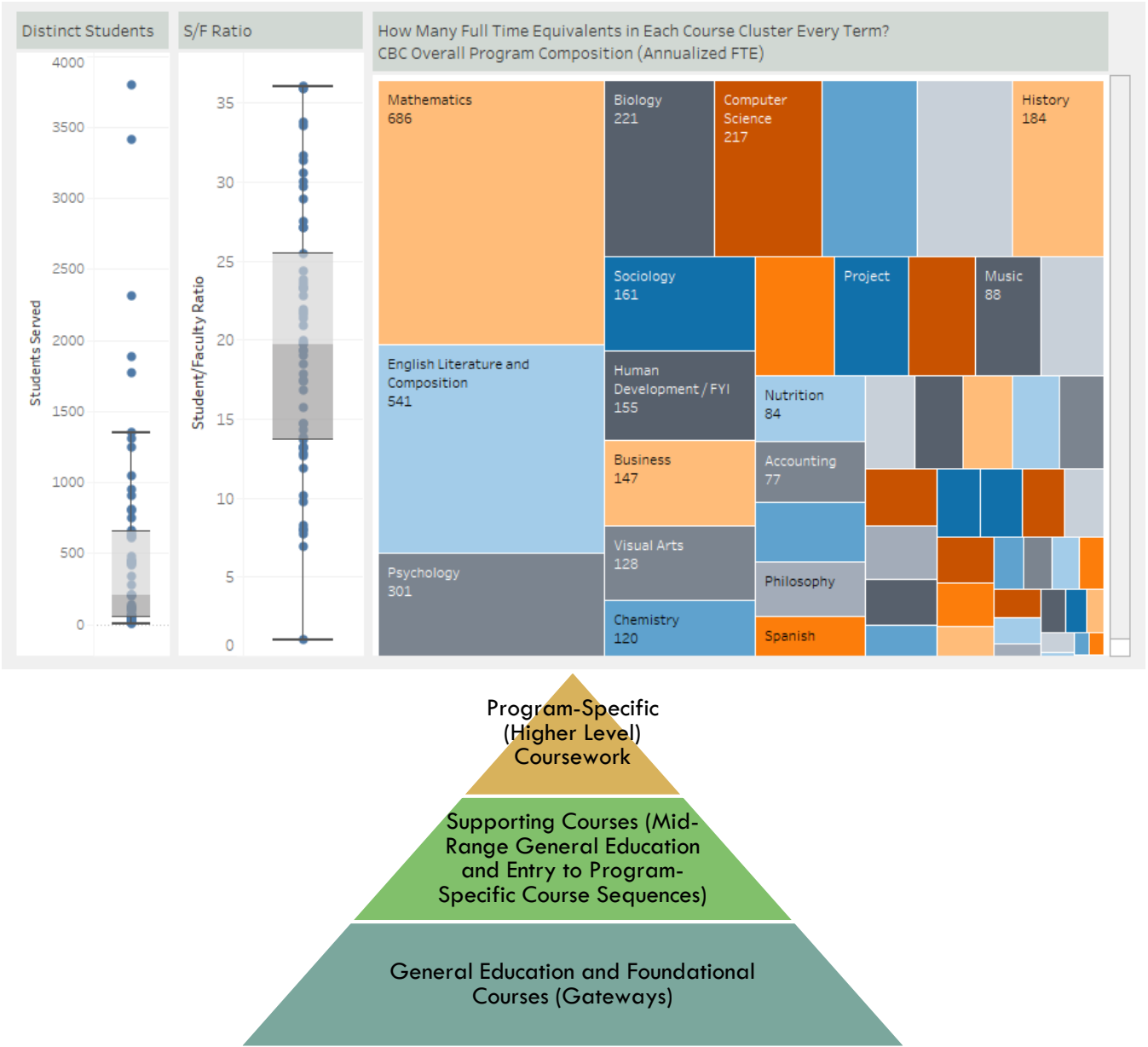


PROGRAMS SUMMARY

This summary report was derived from responses from all 57 programs (Appendix II). Data produced was organized and general themes were formulated to represent the institution overall.

Figure 2 exemplified the kind of information CBC can obtain using a “program perspective” - where courses taught by faculty in program areas are grouped together. The most direct observation is that general education courses, often large contributors to degree programs, are heavily weighted in terms of course time. In 2016-17, for example, 686 FTE per term were enrolled in Mathematics courses, arguably a core foundation of degree programs. Between Math and English, this represents over 1,200 students per term, which shows graphically how these foundational courses (often taken early in students’ careers) take a front seat in student success and have higher enrollment, supporting more advanced work. Early success for students translates into patterns of success later in a student’s career, which in turn contributes to greater degree completion.

Figure 2. Viewing CBC Programs from a Course Perspective



We use History as an exemplar because it contains students at multiple levels of study, and progress along their path the graduation. In Figure 3, we can see that each program's course inventory will contain several pieces of a student's developmental progress - from foundational work to more advanced content. Courses such as HIST&146 "US HISTORY I" will contain students who are fulfilling introductory requirements and those who are aspiring to more advanced work, or progress toward a concentration in, the study of History.

Figure 3. Example of a Program's Course Inventory

2016-17 Course Offerings & Student Learning Outcomes (click on course to view sections)					Critical Thinking	Cultural Competence	Information Tools/ Resources	Quantitative Reasoning	Writing
Social Sciences	Dave Arnold	History							
			GEO150	CULTURAL GEOGRAPHY					
			HIST&126	WORLD CIVILIZATIONS I	4	3	1	1	3
			HIST&127	WORLD CIVILIZATIONS II	4	3	1	1	3
			HIST&128	WORLD CIVILIZATIONS III	4	3	1	1	3
			HIST&146	U.S. HISTORY I	4	3	1	1	3
			HIST&147	U.S. HISTORY II	4	3	1	1	3
			HIST&148	U.S. HISTORY III	4	3	1	1	3
			HIST&214	PACIFIC NW HISTORY	4	3	1	1	3
			HIST107	CHICANO HISTORY	4	3	1	1	3
			HIST110	HISTORY OF MODERN E.ASIA	4	3	1	1	3
			HIST233	WAR IN HISTORY	4	3	1	1	3

These initial observations, when we see them presented like this, have the benefit of orienting programs (in the tradition of Guided Pathways) to where students in their programs have been and where they are likely to go next. While it might be obvious to many that programs often provide very different functions in a student's career, it is an important understanding to reinforce and build upon.

Program Data Distributions

Appendix I provides data distributions based on WA SBCTC supported data, represented in box and whiskers plots. The middle of the box plot is the median, the top of the box plot represents the top (75%) quartile, and the bottom the (25%) quartile. The whiskers are representative of the range (in the graphs, 1.5x the size of the bottom to top quartile range). Box plots are excellent tools for looking at the spread of a larger amount of data visually and can aid in interpreting our program data.

For example, in Figure 1, our Student/Faculty Ratio CBC-wide is usually reported at 20-22 students/faculty, but because larger programs have very slightly more students/faculty the median centers around 18. These are also helpful for programs to locate themselves in comparison with other programs within the range of what we see in the CBC community, while building data literacy throughout the institution.

PROGRAM SURVEY OPEN ENDED QUESTIONS

IR and respective program leads were able to learn more about how our data is put together and get a better idea of how our programs differ in some very fundamental ways (e.g. number of first-year students, program size, and distinctive course characteristics). This discourse provided programs (and IR) a better understanding of how our metrics were derived and produced great suggestions for improvement on the next iteration of program surveys.

After reading the responses for each open-ended question, the survey responses were coded and categorized using the most common themes for each question. These data are then reported by the frequency with which they appeared in survey responses (shown in parentheses). This same approach was used when coding observations about program data and suggestions for future analysis.

Response lengths varied widely from very brief to highly specific. Some programs valued succinct descriptions without a great deal of supporting text and opted for being clear and concise. Others had more lengthy descriptions that went into more detail. Because this is our first year looking at these responses together, the intended audience may have contributed to how much responses varied (some programs appeared to have developed language already).

The following summaries consider the rate of response for these coded themes and follows with some examples that we believe are more typical of these themes:

1) How would you describe your program?

The overall characteristic of this question was diverse, which was expected given the varied program offerings. With a large diversity of programs and associated outcomes, critical thinking, quantitative reasoning, communicate effectively, and cultural awareness were distributed widely, and appeared to align agreeably with SLOs reported. These reiterate well CBC's core learning outcomes as part of how programs describe themselves. Figure 4 provides the distribution frequencies of the themes generated from program descriptions.

Larger themes/mentions:

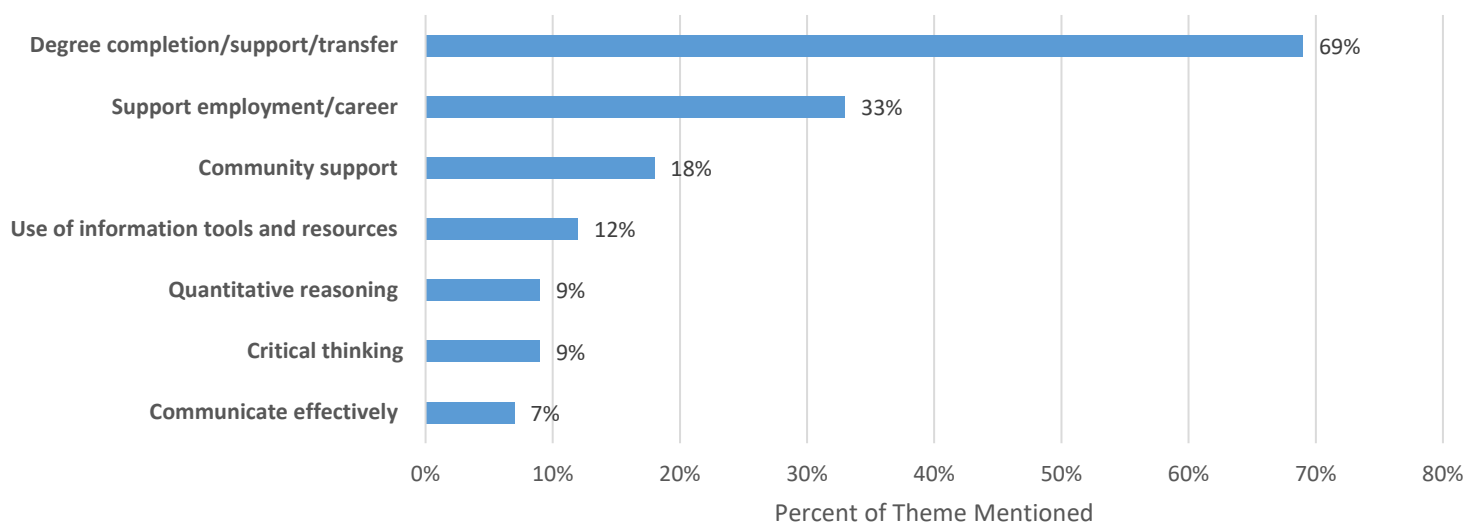


Figure 4. The frequency at which individual programs mention respective themes based on program descriptions. The majority of programs describe their program as supporting degree completion/transfer and/or support employment/ career.

Example vignettes:

"The CBC Associate Degree Nursing (ADN) program is a pre-licensure nursing program that leads to an Associate of Applied Science-Transfer degree in nursing and graduates are eligible to take the NCLEX RN licensing exam". (Degree completion/support/transfer).

"This program provides students the technical expertise, critical and analytical skills, and knowledge needed to work in the nuclear industry." (Critical thinking, quantitative reasoning, & support employment/career).

"CBC Music provides courses and performing ensembles that: 1) prepare students for transfer as a music major, 2) prepare students for employment in the music professions, 3) provided general students Humanities courses and elective credits, and 4) provided community outreach." (Support employment/career and community support).

“...courses are intended to develop critical thinking, effective communication skills, and cultural awareness, but they also touch on other SLOs such as quantitative reasoning (through the interpretation of graphs and charts) and information literacy. The history program primarily serves transfer and Running Start students.” (Degree completion/support/transfer, critical thinking, quantitative reasoning, & cultural awareness).

2) How would you describe your overall goals?

In this question, the main response themes focused on preparing students for work after CBC. These include career preparation, life skills, and provide employers with qualified candidates. Some responses included discipline knowledge or a more general learning outcomes focus. There appeared to be another common emphasis of community, including service to local employer needs and making community connections. Figure 5 describes the frequency of themes based on program goals.

Larger themes/mentions:

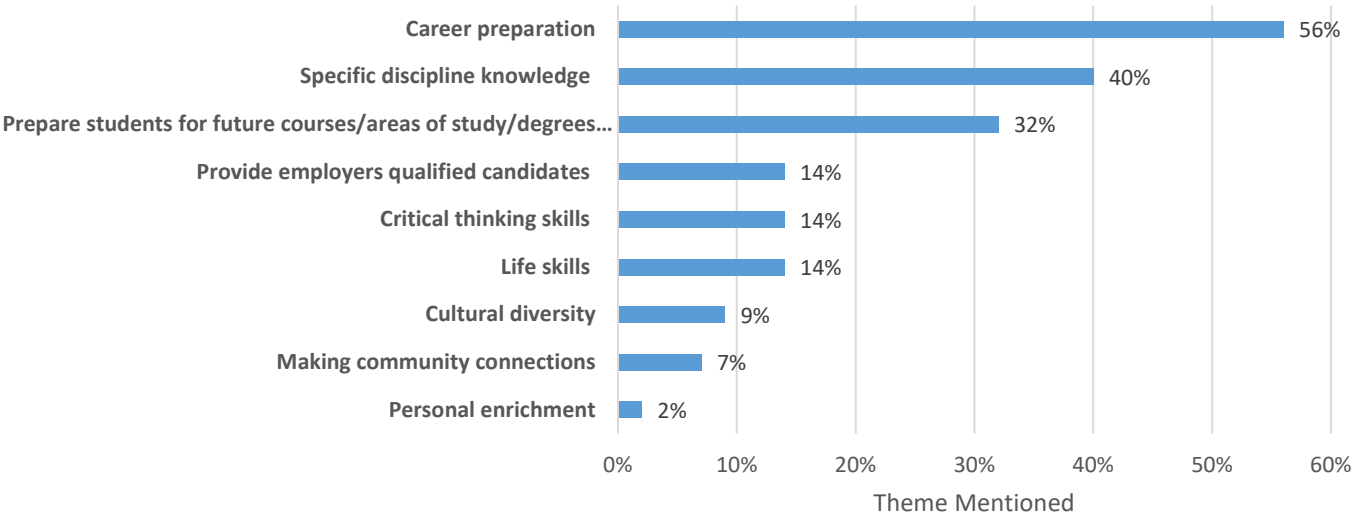


Figure 5. The frequency at which individual programs mention respective themes based on program goals. The majority of programs describe their program goals as student career preparation, with specific discipline knowledge and student preparation being well distributed as well as themes.

Example vignettes:

“Teach critical thinking, challenge societal norms, learn history, general education, cultural diversity, connect various fields of study in a meaningful way.” (Specific discipline knowledge, critical thinking skills, & cultural diversity).

“The overall goal of the History Program is to support CBC’s general education requirements for transfer students and to serve dual enrollment students (Running Start). History courses are intended to develop critical thinking, effective communication skills, and cultural awareness through the following goals: 1. Historical Consciousness: Students will learn that the discipline of history is not simply “facts,” but rather an ongoing debate involving primary and secondary interpretations with which the student of history must engage. 2. Historical Methodology: Students will practice how historians ask and answer questions by gathering, analyzing, interpreting, and evaluating information and then making clear historical explanations. 3. Historical Thinking: Students will demonstrate critical thinking within the discipline of history by interpreting, analyzing, and marshaling relevant data to make coherent, persuasive, and accurate historical arguments”. (Specific discipline knowledge, critical thinking skills, cultural diversity, & prepare students for future courses/areas of study/degrees).

“Our primary goal is to help students develop their mathematical reasoning and skills in order to solve problems at their level and proceed to higher levels of math and/or complete their program of study.” (Specific discipline knowledge & prepare students for future courses/areas of study/degrees).

3) What particular strengths and innovations does your program bring to the campus community?

The responses to this question were vast; however they appear to be centered directly to the question at hand. Programs described their strengths and innovations as directly supporting the community through employment, partnerships, campus enrichment, and producing skilled individuals by engaging with experienced faculty, robust programs, and technology. Figure 6 provides the frequency distribution of the themes produced from question #3.

Larger themes/mentions:

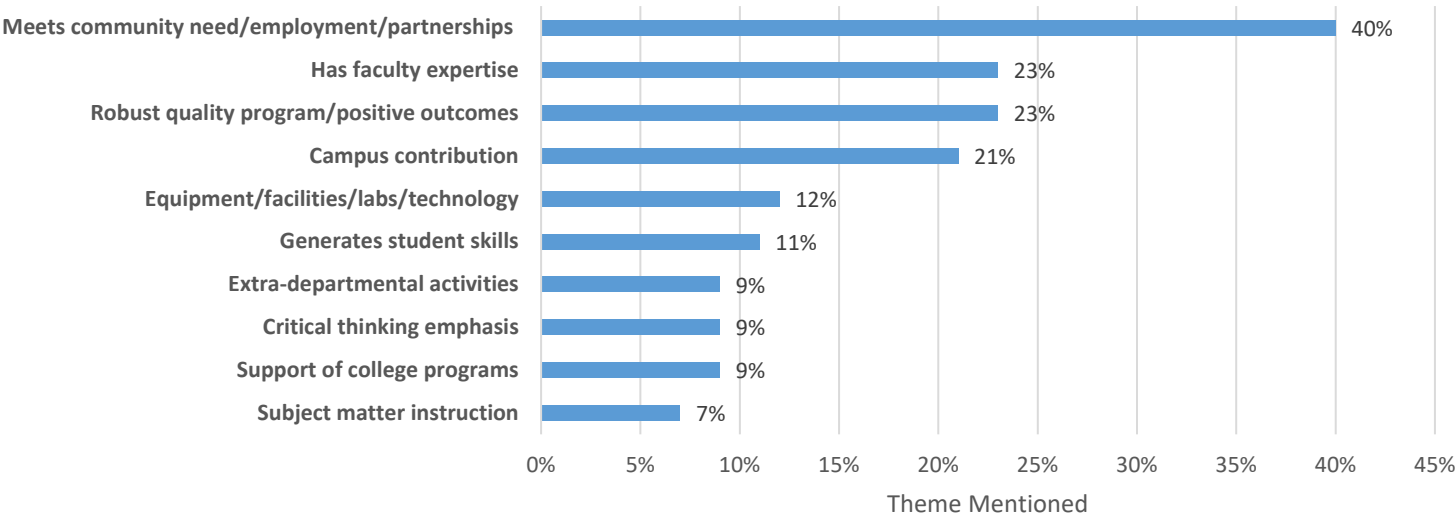


Figure 6. The frequency at which individual programs highlight their strengths and innovations to the campus community. There were several themes that appeared through this analysis, however, programs used different language to describe a central theme, which was supporting students by providing employment, partnerships, faculty expertise, robust programs, technology, and skills.

Example vignettes:

“Our ABE program provides access to educational services for community members otherwise unable to receive them. In I-BEST offerings, our program provides support to college-level programming on campus, allowing student access and support”. (Meets community need & support of college programs).

“The two quarter training at CBC provides individual students with the knowledge, skills and abilities to fulfill the Washington State Department of Health requirement for certification. End point certification demonstrates to the community the rigor associated with the education provided by the school”. (Meets community need & robust quality program/positive outcome).

“1) An additional partner in building campus community, 2) a strong representative for CBC in the state and PNW, 3) an avenue for expanding student understanding and experience in the Humanities, 4) opportunities for students to connect outside of the classroom, 5) avenues for students to develop their creative abilities and self-expression, 6) additional opportunities to expand critical thinking and self-evaluation methods, 7) avenues to develop skills in teamwork, interdisciplinary relationships and cross cultural relationships.” (Meets community

need/employment/partnership, robust quality program/positive outcome, campus contribution, critical thinking emphasis, & extra-departmental activities).

“A strong core of innovative full time and adjunct faculty with a broad background of education and experience. Several sources of new technology are available to us and most of us utilize many of these resources whenever possible. This includes websites from the various textbook publishers, other websites, videos, recording lectures and other online resources. We have the Bechtel Planetarium available as a classroom resource. The biology department has access to two very dynamic movies at the planetarium. They are Cell, Cell, Cell and Anatomy of the Human Body, which are both a great resource for biology students. We also try to make sure adjuncts are linked with appropriate full time faculty initially to mentor them for at least the first year. I think this should be part of our contract for adjuncts to insure they are guided into the classroom with the appropriate expertise”. (Faculty expertise & equipment/facilities/labs/technology).

4) What are your most pressing needs?

In this question, programs’ needs were largely focused on faculty support (hiring, compensation, class size), capital support (facilities/equip), and other administrative support. Several programs had concerns over class sizes, curriculum revision/alignment (GPs), and progress towards more articulation agreements. Figure 7 describes the frequency at which the core themes were mentioned by programs.

Larger themes/mentions:

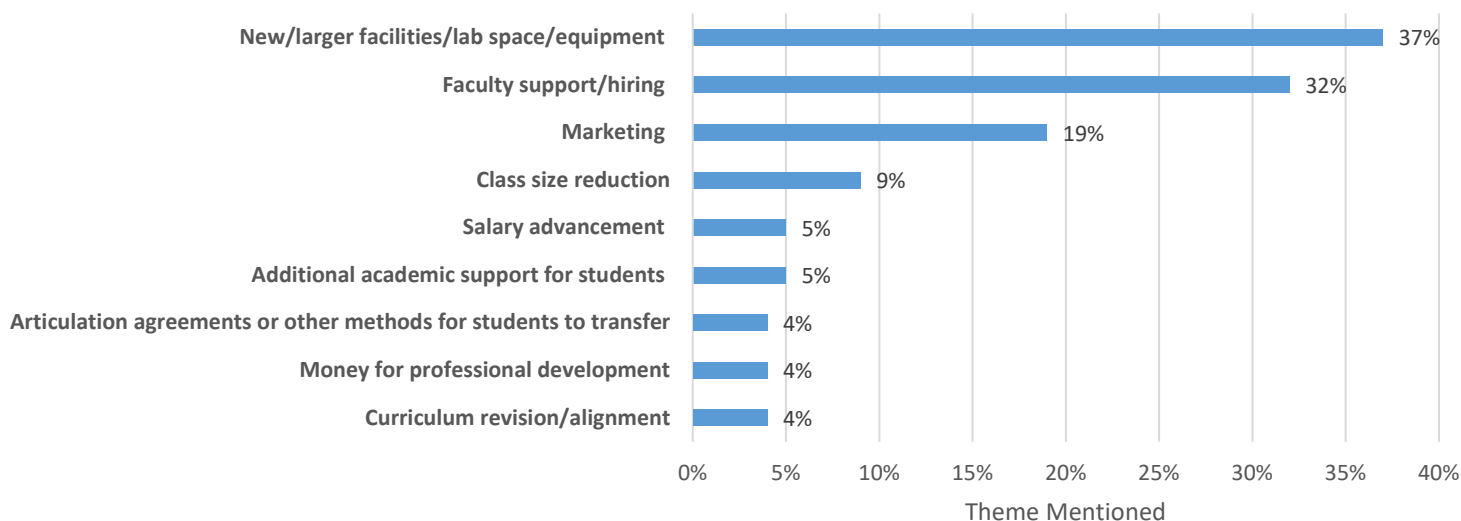


Figure 7. The frequency at which individual programs highlight their most pressing needs. The common needs centered on faculty support, capital support, and other administrative support.

Example vignettes:

“Newer equipment to maintain industry standards”. (New/larger facilities/lab space/equipment).

“More funding for travel and undergraduate research for students. Exploration of the viability of a human services pathway. Salary advancement (to keep and attract qualified instructors)”. (Additional academic support for students & salary advancement).

“As with most departments, first and foremost, the most pressing need is to maintain a consistent, qualified, and rooted faculty. A second need would be a Communications Lab. Currently, students in Communication Studies classes use their own equipment and space to construct projects required for those classes. There should be a space for students (Really, in any discipline.) to create and construct projects, view material, collaborate on

assignments, and engage each other and faculty. The Lab should be equipped appropriately so students can produce work equivalent to what would be produced outside of an academic setting". (Lab space/equipment & additional academic support for students).

5) What Guided Pathways (GPs) work might be needed in the coming year?

This question was analyzed in a slightly different way. Programs appeared to be at varying degrees of engagement with GPs and how GPs might be happening in the program overall. However, the majority of programs appear to be involved with GPs or have an understanding that they want GPs to connect to other institutions (e.g., articulation agreements).

Larger themes/mentions:

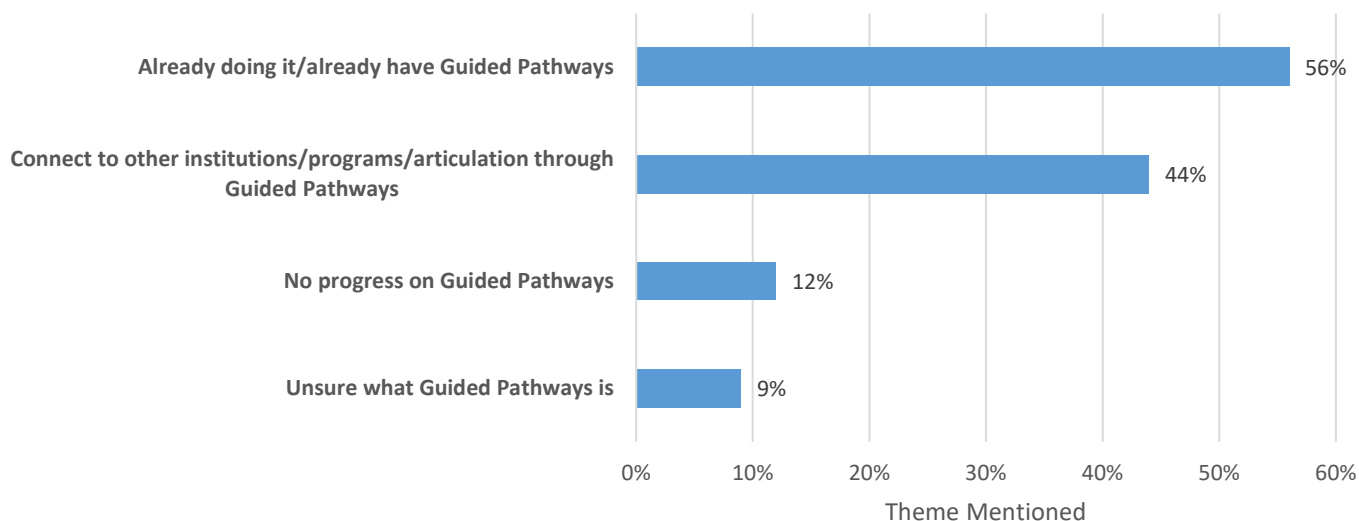


Figure 8. The frequency at which individual programs responded to GPs work. The bulk of programs appear to be already engaged in GPs, or have an understanding of how they want GPs to align with other institutions/programs and/or through articulation agreements.

As Guided Pathways implementation is essential for CBC to aid in student success and in achieving our mission of student completion, it is reassuring to see that the majority of programs are engaged or have completed pathways to guide students appropriately.

Example vignettes:

"Our guided pathway is very strong. We just need to know how CBC wants us to format it". (Already doing it/already have GPs).

"Right now we are working with the Richland School District to create a pathway (Health Sciences Academy) to start high school students on a pathway in the Health Sciences. It is our hope that students will start some of the prerequisites for the nursing program in high school and streamline their pathway into a CBC health science program; for example, the ADN program, and then ADN to RN-BSN." (Already doing it/already have GPs & Connect to other institutions/programs/ articulation through GPs).

"We are pretty much done with guided pathways for economics. We need to know what the expectation is for final format so we can finish it up". (Already doing it/already have GPs).

"We are currently working on restructuring the developmental sequence in math. We need to make sure that restructured courses will not adversely affect transferability of our courses to other colleges and universities. We need an overhaul of course numbers, so that lower numbers mean lower level courses". (Already doing it/already have GPs).

“A sense of what Guided Pathways might be intended to achieve since it seems to have contradictory purposes. Clarity about how it applies to the mission of creating educated, informed citizens”. (Unsure what GPs is).

DATA OBSERVATIONS BY PROGRAMS

On the last page of the survey, we provided each program with a data profile, which included: FTE data, headcounts, GPA, fill rate, enrollment, the number of courses & sections, student completion & success, withdrawal rate, the percentage of students in their first, second, and third year, and also a data legend. We asked each program to make statements/observations about their students and their program based on the data profile provided. In addition, we asked if there were characteristics of their program that were not well represented in the data profile and what additions can we include to make this more informative in the future. The following three questions addresses the core themes represented when programs analyzed their data profiles.

6) What are the main observations that follow from reflecting on the few items on your program profile? Were there any discoveries or thoughts that came from the profile?

There were several themes generated from this question. Themes produced were meta-comment (i.e., some reviewers were more careful to look at these data, make comparisons, generate discussion). Of those who mentioned specific data observations, survey respondents engaged with enrollment number/fill rate, average GPA, withdrawal rates, retention/course completion, or expressed reservations about the data.

Larger themes/mentions:

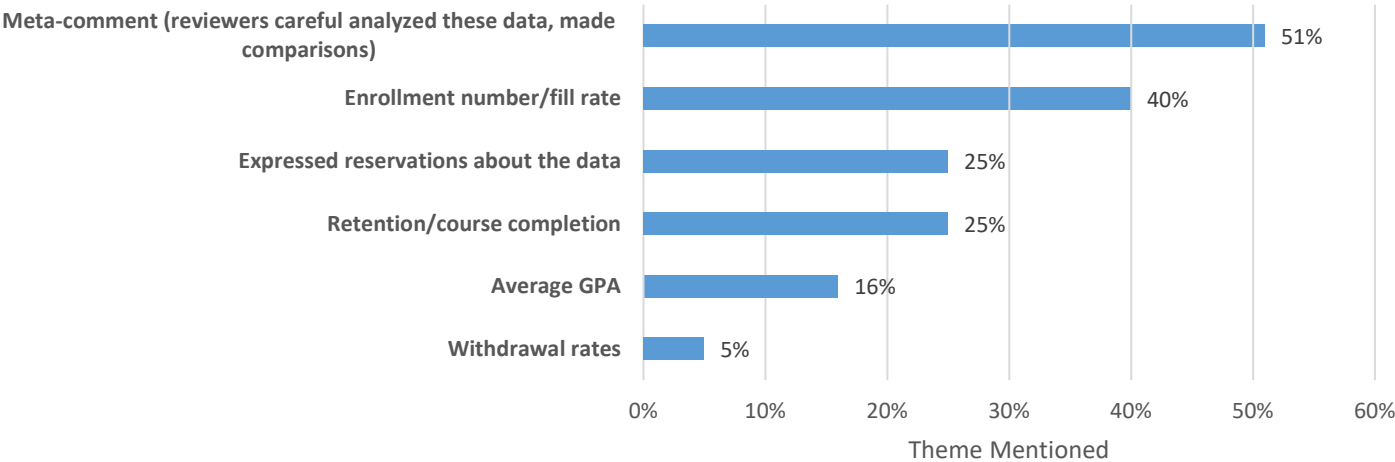


Figure 9. The frequency at which individual programs responded to data observations/discoveries. Many programs carefully analyzed the data, engaging with enrollment data, fill rates, retention, course completion, GPA, withdrawal rates, or expressed concerns over the data.

Example vignettes:

“Running Start students accounted for 64% of Political Science course enrollment in 2016-17. PS course GPA is substantially lower than the college average”. (Average GPA mention).

“The course is not at maximum fill, in these numbers because this is data from 16-17. We have taken more steps to do more advertising and marketing, changed the period of application, and streamlined the application and admissions testing and changed the deadline to happen earlier in registration as a way to reach more students. The success rate in the course is high and that is what I expect to see because of the requirements for admission to the course being likely to select for those that are skilled and highly motivated. Also it reflects realistic goals and

outcomes for the students in the program that are a part of your course design". (Meta-comment, enrollment number/fill rate, & retention/course completion).

"Currently the Radiologic Technology program has an 18.4-1 Student: Faculty FTE which is slightly below average nationally (18.1). Increasing the full time faculty by one additional instructor would put the program in the top half of the nation as well as increasing program outcomes while providing more program continuity. This would allow for more student to instructor interaction and involvement and help to maximize subject mastery creating a better focus on higher outcomes. In addition it would also help to lessen the need for several additional adjunct instructors which would better balance the clinical grading". (Meta-comment & enrollment number/fill rate).

"The average fill rate of 63% appears incorrect due to an inaccuracy in the student cap for the program. All surgical technology courses should have a cap of 16 because only 16 students are accepted into a cohort each year. This number is capped at 16 because of clinical site availability and limitations with the number of clinical students who can attend a hospital or surgery center. Most importantly, our programmatic accreditor has only authorized the program to accept up to 16 students per year. Students in the Surgical Technology Program, on average, are students with more educational experience and a higher GPA than the average CBC student. This observation is based on a comparison of HCST student GPA and year of enrollment versus the greater CBC student population. Students have a high graduation rate from the Surgical Technology Program. The course completion rate is 98.9%". (Meta-comment, enrollment number/fill rate, average GPA mention, retention/course completion, & questioned data).

7) What questions do you have about your program (based on these data or your experience)?

Programs described a wide variety of questions about their program data. Completion/success rates, course offering, fill rates, or simply general concerns over their profile data were the questions produced. Several programs suggested that post-graduate information would be beneficial for next year's program survey.

Larger themes/mentions:

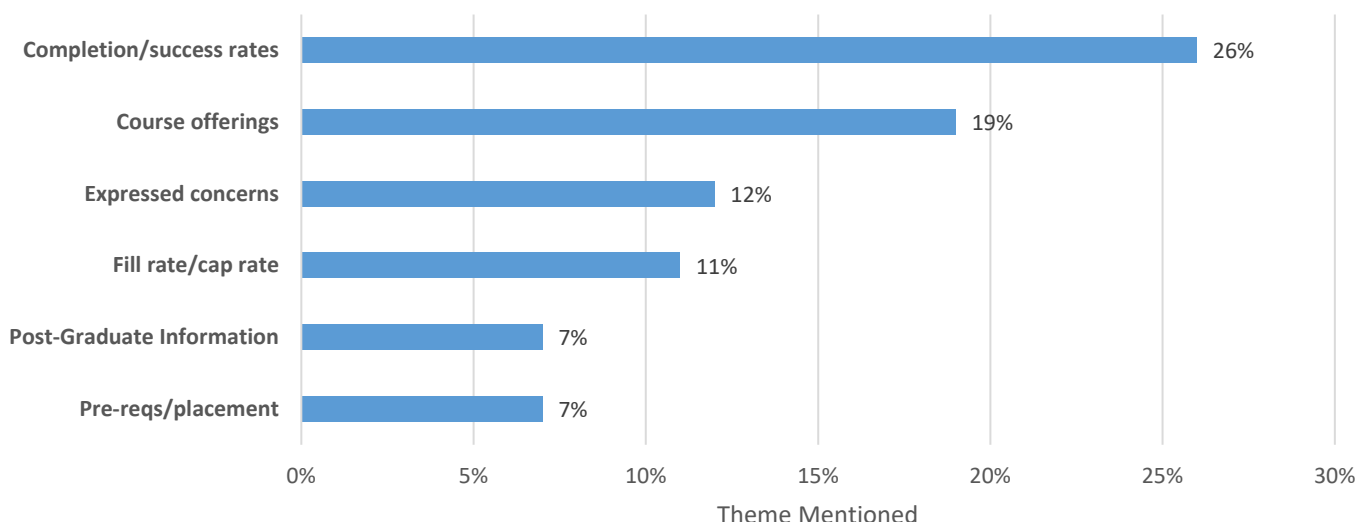


Figure 10. The frequency at which program respondents detailed questions about their program based on the data profile provided. Overall, programs had a wide variety of responses, but centered on completion/success rates, course offering, fill rates, or simply expressed general concerns over their profile data. Several programs suggested that post-graduate information would be beneficial to the profile data.

Example vignettes:

"Numbers with running start included? GPA by course and instructor"? (Success rates).

“Based on our average GPA of 2.93%, are ICS courses too “soft” in their rigor or grading? Why do we have such a high success rate? Is it because our courses are “easy,” or is because we have smaller course sizes and interesting material? Or other reasons? How can we expand ICS enrollments? How does ICS coursework support student success and how can we examine this? What about completion? Are students who have good course experiences more likely to persist and complete their programs of study? To what extent do Running Start students take ICS courses? How do these skills (intercultural competence) transfer into the community or workplace? How do these courses transfer at our 4-year institutions?” (Completion/success rates, pre-reqs/placement, & post-graduate information).

“The average course enrollment seems low as we currently have approximately 36 Fire Science students taking classes each quarter”? (Expressed concerns)

“How many students leave the program because no open classes are available”? (Course offerings).

“Why students drop classes (personal reasons, work, time, effort...), what are institutional barriers that prevent students to continue”? (Completion/success rates).

8) What kinds of information, or additions to the profile would be most helpful as you study your program?

Many programs indicated that would like to see how their program compares to other CTCs or similar courses within CBC (benchmark data). Post-graduate information, demographics, and specific student data (individual data aggregated differently) were mentioned as additions to the profile data.

Larger themes/mentions:

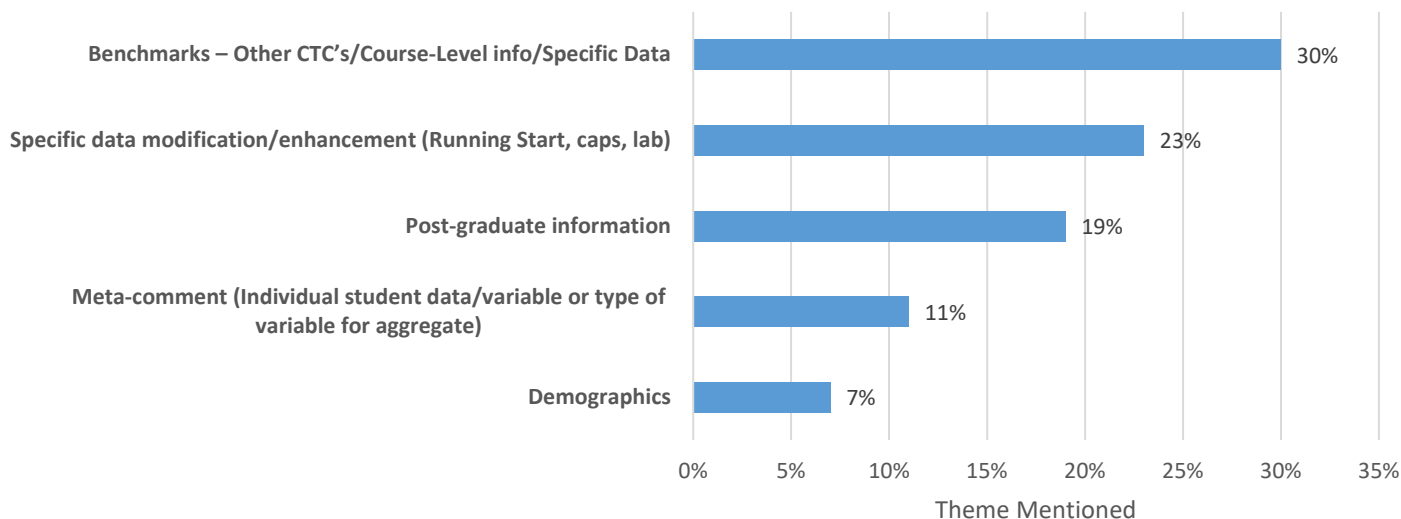


Figure 11. The frequency at which program respondents defined what additional information would be helpful when reflecting on program profile data. Many of the respondents asked that IR include benchmark data, compared to other CTC's, post-graduate information, and demographics. Others detailed that they would like specific data modifications, such as including Running Start students, or showed concern that course caps were not being reflected accurately.

Example vignettes:

“The profile lists some basic quantitative information. It might be helpful to have some qualitative information as well”. (Specific data modification/enhancement).

“What statistics does CBC consider to be the most important? Are there goals for each department? I believe we are surpassing expectations in job opportunities for graduates. However, is recruiting and retaining students a

bigger goal? A better understanding of how the Engineering Technology department can best benefit CBC would be appreciated". (Specific Data).

"What percent econ majors? Business majors? Other? GPA in online class vs face-to-face"? (Course-level information).

"It would be helpful to see numbers of students completing the degrees and to see enrollment by class. I would also find it useful to see how many students transfer after leaving CBC, and where they transfer. In addition, the profile contains no data on the BAS in Business Administration Emphasis in Agriculture Courses (AG 310, AG340, AG 430, AG 470, and AG 480). I would like to see data from that degree in future report." (Course-level information & post-graduate information).

"For accreditation and state reporting purposes we do need retention data and demographic data (age, gender, and ethnicity). We also need contact information for students after they leave the program because we are mandated to administer an Alumni Survey 6-9months after graduation. Students are often hard to track down". (Specific Data, demographics, & post-graduate information).

"How does our History Program compare to other Washington State Community Colleges in terms of numbers (Running Start and non-Running Start), course caps, Faculty FTE, etc...?" (Benchmarks-Other CTC's).

PROGRAM OBJECTIVES/OUTCOMES

There were well over 200 themes that could have been produced here when analyzing respondent data on Program Outcomes. They varied greatly, and became extremely difficult to articulate or visualize in a meaningful way. With a wide variety of course offerings and disciplines across CBC, varying information was expected. Next year's survey will organize this section in a manner to produce more presentable data.

However, a few of the core themes/outcomes that were mentioned frequently were:

- ✓ Prepare students for gainful employment
- ✓ Completion of Degrees/Certificates
- ✓ Demonstrate discipline specific knowledge
- ✓ Build critical thinking skills, reason quantitatively, communicate effectively, apply information tools and resources, and develop cultural awareness through their respective programs.

CBC STUDENT LEARNING OUTCOMES (SLOS)

In the last section of the survey, program leads were asked about how each of the courses in their programs represented the Student Learning Outcomes at CBC on a 1-4 scale (Table 1). In 2017, in the previous year, Assessment collected indicators of whether SLOs were taught in each course. In this survey, they were asked about the relative importance of SLOs in each course. Faculty discussed, at Teaching and Learning day presentations, how each course contained a different SLO focus, and this question came naturally from those discussions. These questions will provide a basis for the October SLO report that look at learning about how students are exposed to each SLO through their careers and provide any insight into student learning and our primary goals of degree completion.

The difference in the rating in Table 1 from the previous year's inventory was the connection to course "success" (attaining a grade of > 2.0), a definition that is a matter of some debate. Some faculty noted in the June 2018 presentation that defining success may not be limited to any one grade (C or better). While the point is a good one, research has shown that course success above a 2.0 is a pivotal part of CBC progression, and for no other reason than it is a key threshold for maintaining a GPA that qualifies students to graduate. Students who have more than one grade below a 2.0 are 2-3 times less likely to complete (CBC Data Warehouse Internal Dashboard: Metric Relationships)

Table 1. Ratings used by programs to specify the degree at which each SLO is incorporated in the classroom.

4	Most important SLO and student progress required for course success (>2.0 in course)
2	SLO is in course assignments, but student progress is not necessary for course success

For a guide, here are our current [Student Learning Outcomes](#).

Student Learning Outcomes

Outcome 1: Think Critically

- Understand, analyze, and evaluate the elements of one's environment and one's habits of thought.
- Conceptualize alternatives to both.

Outcome 2: Reason Quantitatively & Symbolically

- Develop a sense of number and pattern.
- Analyze, evaluate, and synthesize symbolic statements and quantitative arguments.

Outcome 3: Communicate Effectively

- Use spoken and written language to express opinions, discuss concepts, and persuade an audience.
- Synthesize ideas and supporting information to create effective messages.

Outcome 4: Apply Information Tools and Resources

- Accurately assess information needs.
- Select appropriate information tools and resources and use them efficiently.
- Evaluate, manage, and use information effectively and responsibly.

Outcome 5: Develop Cultural Awareness

- Respect self and others.
- Explore and appreciate different cultures in an increasingly diverse, global community.
- Challenge culture-bound assumptions.

The results of the SLO ratings appear to align with what was initially reported by programs for Winter term 2017 (presented at Teaching and Learning day, Spring 2017). The initial data reported for Winter term is shown in Table 2. Again, critical thinking plays a central role across the board, reiterating the emphasis we found in our Demonstration Project and 2017 assessment.

Table 2. Percent of courses surveyed that require progress in each SLO.

SLO	Percent of courses taught as reported Winter 2017 that require...	Percent of courses taught as reported in this survey that require...
Critical Thinking	89%	95%
Reason Quantitatively	57%	66%
Communicate Effectively	79%	78%
Apply Information Tools and Resources	58%	77%
Develop Cultural Awareness	47%	42%

Analysis of Table 2 appears to demonstrate continuity in SLO reporting. The only discrepancy is the frequency/average of applying information tools and resources (58% in Winter 2017, and 77% for this survey), which could simply be an artifact of interpretation or subject to the person(s) responding.

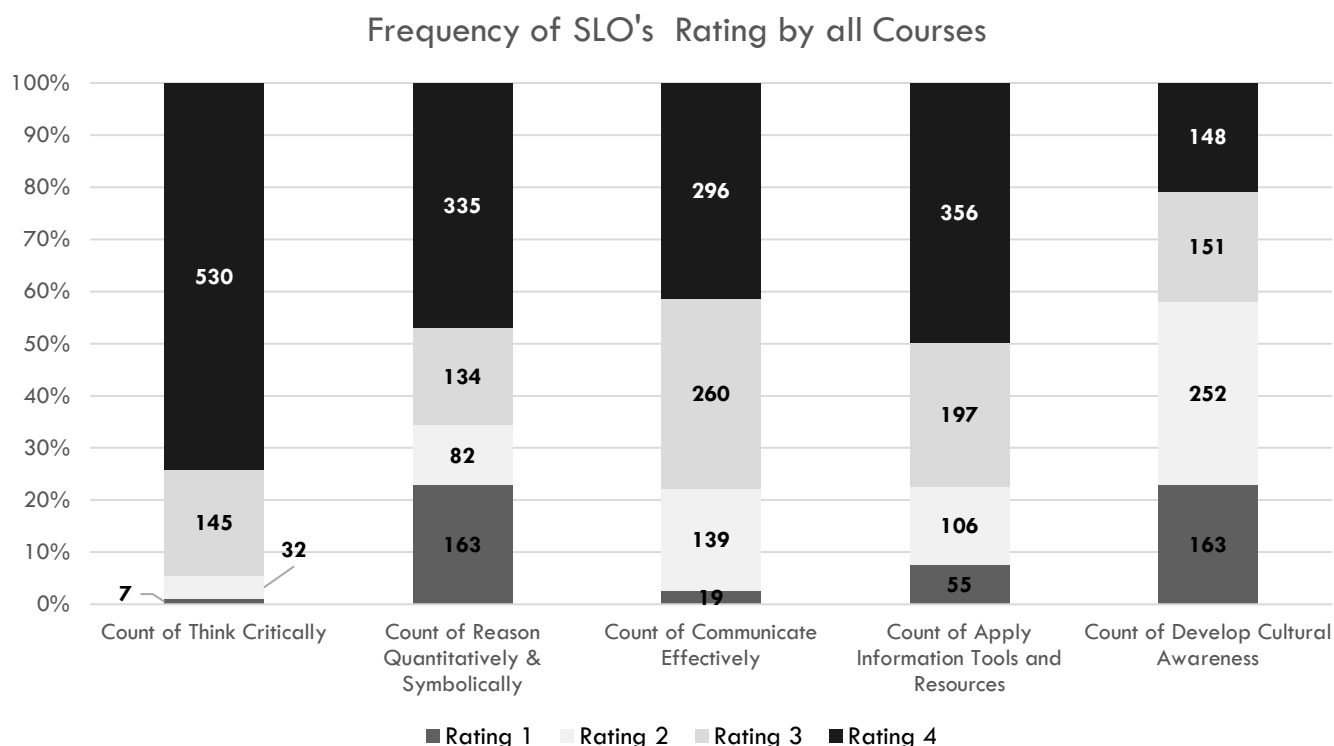


Figure 11. Depicts the SLO frequency at which all courses/programs at CBC are rated. Refer to Table 1 for the ratings matrix. The average of each SLO that is incorporated in the classroom is: 95%-critical thinking, 66%-reason quantitatively, 78%-communicate effectively, 77%-apply information tools and resources and 42% for develop cultural awareness.

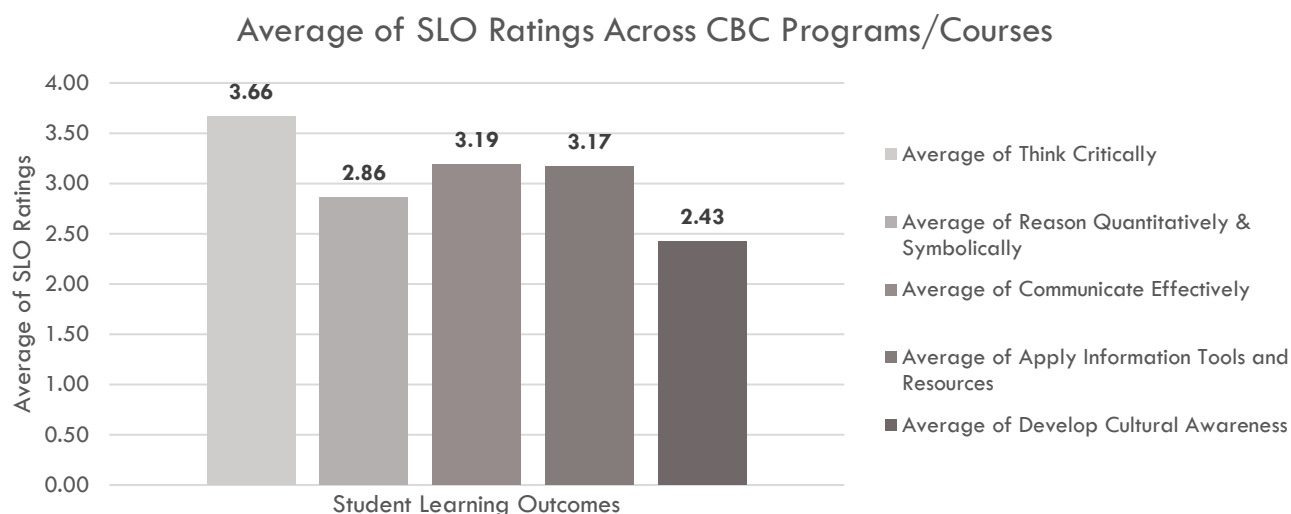


Figure 12. Average ratings for each SLO throughout all courses/programs at CBC.

TOWARD PROGRAM REVIEW

We understand that data alone is insufficient to analyze any program work. Program knowledge and faculty insight is vital to using data and faculty leadership is an important piece of improvement - being able to read the data that are available CBC-wide, interpret them, and incorporate that interpretation into everyday decision-making. *“Program Review”* encapsulates the process that includes this annual survey and reporting.

The purpose of this program review plan is threefold:

- to assess the diverse programs at CBC
- to create a flexible structure to review these programs
- to conduct a meaningful process of review for continuous improvement.

The process will be conducted yearly on a January to December cycle starting this Winter (January 2019). The three year cycle will be simultaneous for each program (all programs will be doing the same work in tandem) and do research and assessment to address the following topics in each year:

Year 1 of 3

- Personnel
- Make-up of External Advisory Committee
- Make-up of Review Team
- Enrollment
- Goals/Objectives
- Student Outcomes (program level and course level)
- Significant Changes in Curriculum in last 3 years
- Facilities and Equipment
- Overall Department/ Program Assessment
 - Strengths
 - Innovations in Teaching
 - Guided Pathways Implementation

- Connections to the Strategic Plan
- Areas for Improvement
- Threats to Success
- Future opportunities for Improvement
- Further Inquiries Questions
- Unmet needs
- Student Survey or focus group
- Program-Specific Outcomes Assessment Measurement Tool
- Comments and Signatures

Year 2 of 3 (compiled with annual metrics and other years)

- Course Learning Outcomes Assessment Data Summary
- Program-Specific Outcomes Assessment Data Summary
- Program-Specific Outcomes linked to College-wide SLOs
- Unmet Needs: Resources Needed
- Comments and Signatures

Year 3 of 3 (compiled with annual metrics and other years)

- Course Learning Outcomes Assessment Data Analysis and Evaluation
- Program-Specific Outcomes Assessment Data Analysis and Evaluation
- Program-Specific Outcomes Linked with College-wide SLOs and Evaluated
- Overall Conclusion and Recommendations for Continuous Improvement
- Review and Revision of Program Planning Objectives (action plan for next three years)
- Unmet Needs: Resources Needed, Professional Development Plans, Curriculum
- Comments and Signatures

REVIEW OF SURVEYS: LESSONS LEARNED & IMPROVEMENTS

To inform our practice and progress, two ideas are central to evaluating this effort:

- Looking at the content of response, and
- Evaluating the process and making changes to improve and expand our institutional knowledge

Content:

- Program self-descriptions were heavily weighted the degree completion themes, community support, and/or geared toward student learning, many times emphasizing more than one theme.
- Program goals largely emphasized career preparation, discipline-specific knowledge, and transfer outcomes.
- CBC programs had a diverse view of their strengths. Community linkage and support was a common theme, but beyond that, programs viewed themselves as having strong faculty, good student outcomes/skill attainment, tout the equipment and technology, and campus contribution, to name a few. It is safe to say, overall, that there was no prototype for a CBC department strength.
- Needs generated some key areas that program leadership had in common - mainly in capital needs (lab space, facilities, equipment), faculty support (including hiring), and in marketing needs.
- The vast majority of leadership in programs were aware and/or progressing on Guided Pathways work,
- As far as observations that came with the data profile, the majority of respondents had observations, were circumspect about the data, and had good ideas about what they would like to know about their students and courses.

Review Process and Improvements:

The difficulty of confronting questions for the first time. The open-ended responses provided a good baseline for understanding the status and direction of programs, the responses represented a wide variety of approaches to answering program questions. Some were short and provided clear vision, others were longer and comprehensive, ranging from formal to informal in tone with some variety in implicit audience - that is, some were more centered on colleagues while others saw the questions as targeted for the public or for oversight purposes. The purpose may have been clearer to us than to program leadership, and some more orientation might be necessary. Some of the response may be a natural reflection of this being the “first time” that these kinds of questions have been asked of them, or the first time in recent memory. To answer this, the process might benefit from more orientation, exemplars, and sharing of responses beforehand.

Institutional Research spent a good amount of time responding to questions and getting feedback during the distribution and completion of these surveys. We conducted workshops and met personally with many department leads. Department leads overwhelming had a good grasp on what their own mission and challenges were, but many struggled to put it into this survey form. Not for lack of knowledge, of course, but because this was both the first time that many had been explicitly asked to put “pen to paper” to communicate what kinds of challenges were happening, what the program mission was, and thinking about challenges in this way. In some sense, we observed that the day to day challenges of programs were often very complex that it was difficult to know where to start to answer these questions, and that that breadth of work was not easily captured. In that context, the survey task was easy “overthought”.

Initially, this intellectual work, often with a blank slate and no template or exemplar, did not lend to clear expectations of what a “good” response was. The expectation was only that programs were able to respond as they view their programs in order to get an idea of what our overall work as programs looked like. Having done this a “first time”, we anticipated that sharing surveys and building on them may help programs next year (Figure 13).

Figure 13. Sharing Survey Questions

Columbia Basin College

Program Survey Questions

[TERMS AND CONDITIONS](#) ?

Select question
How would you describe your program?

History: How would you describe your program?

History:
The History program is comprised of four full-time instructors and a number of adjunct instructors, most with doctorates, representing a wide variety of area specialties and teaching styles. Course offerings center on the core surveys of American History and World Civilizations, but also include more specialized courses in East Asian History, Latin America, and the modern Middle East. The program's goal is to broaden students' historical knowledge and to cultivate cognitive skills that allow students to interpret documents and to think and write critically about human society. History courses are intended to develop critical thinking, effective communication skills, and cultural awareness, but they also touch on other SLOs such as quantitative reasoning (through the interpretation of graphs and charts) and information literacy. The history program primarily serves transfer and Running Start students.

Program

- ☐ Accounting
- ☐ Agriculture
- ☐ Anthropology
- ☐ Applied Management
- ☐ Astronomy/Geograph..
- ☐ Automotive
- ☐ BEdA
- ☐ Biology
- ☐ Business
- ☐ Chemistry
- ☐ Communication Studi..
- ☐ Computer Science
- ☐ Criminal Justice
- ☐ Cybersecurity
- ☐ Dental Hygiene
- ☐ Early Childhood Educ..

Again, we have used History as an exemplar program in order to look at how looking at program survey questions and making them available to leads and deans might look like. Figure 13 shows our current demonstration that allows the reviewers to select and compare different survey answers side-by-side for different programs. Making these reflections available to faculty leaders and deans may aid in revising self-description and overall program goals.

Refining Program Learning Outcomes. Student Learning Outcomes and Program Outcomes appeared to be a challenge for many. Some programs have not been organized this way by course, and common outcomes appear to come with difficulty to those programs who may have new faculty, new leadership, or for which program outcomes are diverse among faculty peers. Though there were well over 150 different program outcomes overall, within department we might aspire to some common way of expressing these different outcomes.

The ambiguity and meaning of Student Learning Outcomes (SLOs) and how best to approach student learning.

At CBC, we have five (5) common Student Learning Outcomes; critical thinking, quantitative reasoning, writing clearly and effectively, using information tools and resources, and cultural effectiveness. A sixth pillar of outcomes include the previously mention "Program Learning Outcomes".

As far as Student Learning Outcomes, for the planned October 2018 SLO report, a better way of differentiating and defining these outcomes will be warranted. Courses often had more than one primary outcome, and follow-up discussion identified an understanding that these concepts had significant overlap (what is a quantitative reasoning course that does not also stress critical thinking?). We understand that overlap, but also want to acknowledge when some outcomes are more central to learning than others in any particular course. One faculty member suggested that we might ask whether outcomes were important in the course AND whether they were assessed explicitly. This approach seems a practical way to define how much a concept is taught and ensure that there could be some more depth to response.

Ultimately, the organizational aims would be to be able to describe the content of courses and have some working knowledge of what kind of skills a student is taught in his/her complete course of study. By being able to get a better picture of course content, the aim would be to identify any gaps in the overall curriculum at CBC, and be able to identify what specific content exposure leads to a successful student. The first step in comprehensive assessment is often not to leap to student performance at the outset, but to take a better inventory of what course coverage looks like. This approach can describe "Opportunity to Learn" skills, looking at what students are exposed to and how they are taught, rather than what a student has learned, which can be a more difficult an

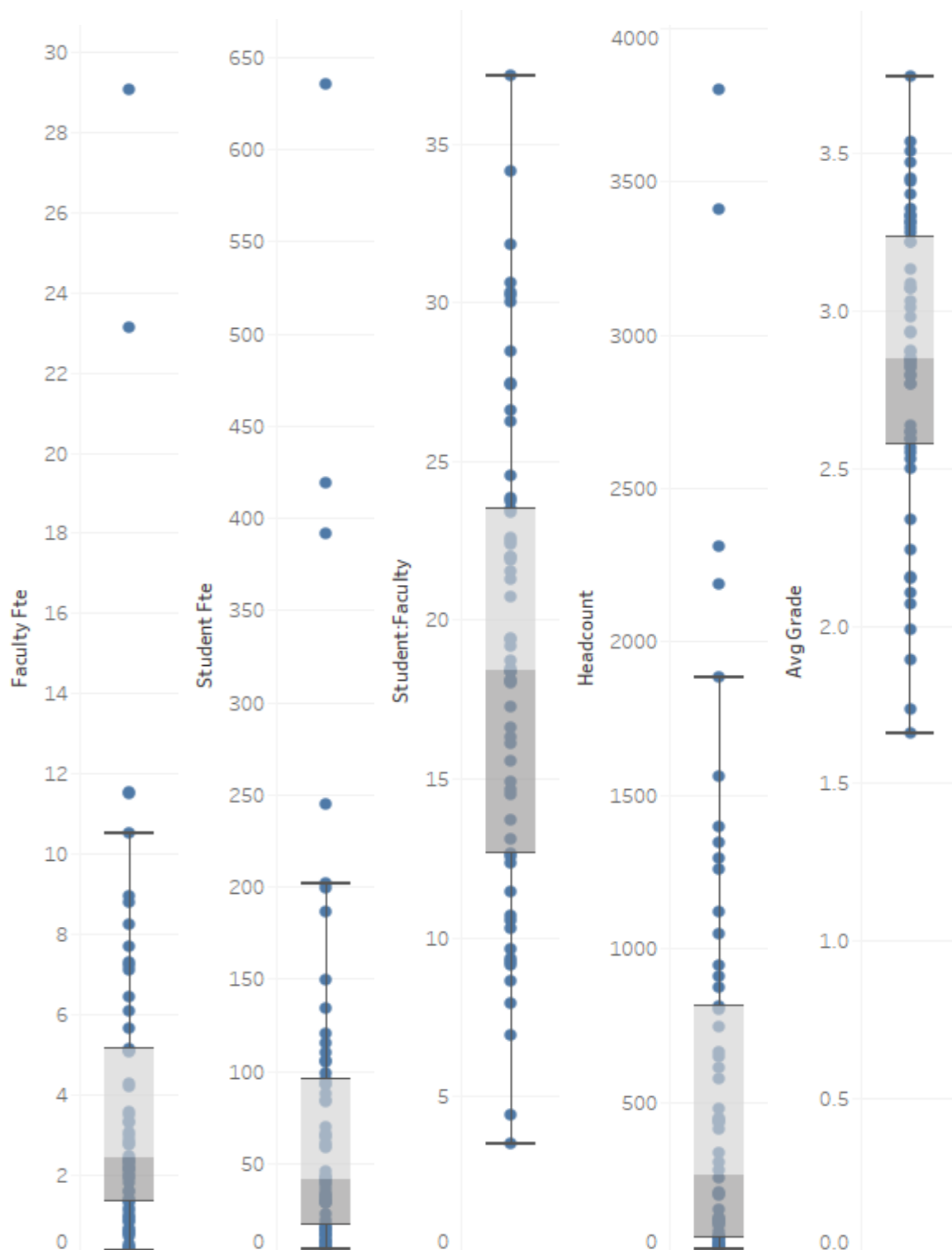
time-consuming to accomplish, and is often unreliable across content. In other contexts, this kind of approach is called a *survey of enacted curriculum*.

From “Data Literacy” to Strategic Program Research. A final need seems to be in the category of entry level and advanced knowledge of, and working with, data. Our understanding in Institutional Research has been improved through this process about how programs view themselves. Specifically, we have gained a better insight into the different levels at which leadership views information about itself and other programs. Our findings from consulting elsewhere have reminded us that we might benefit by providing leadership with orientation to research and data conventions. More planned, accessible, and friendly data displays may help, and pursuing video tutorials may help where faculty leaders access these resources.

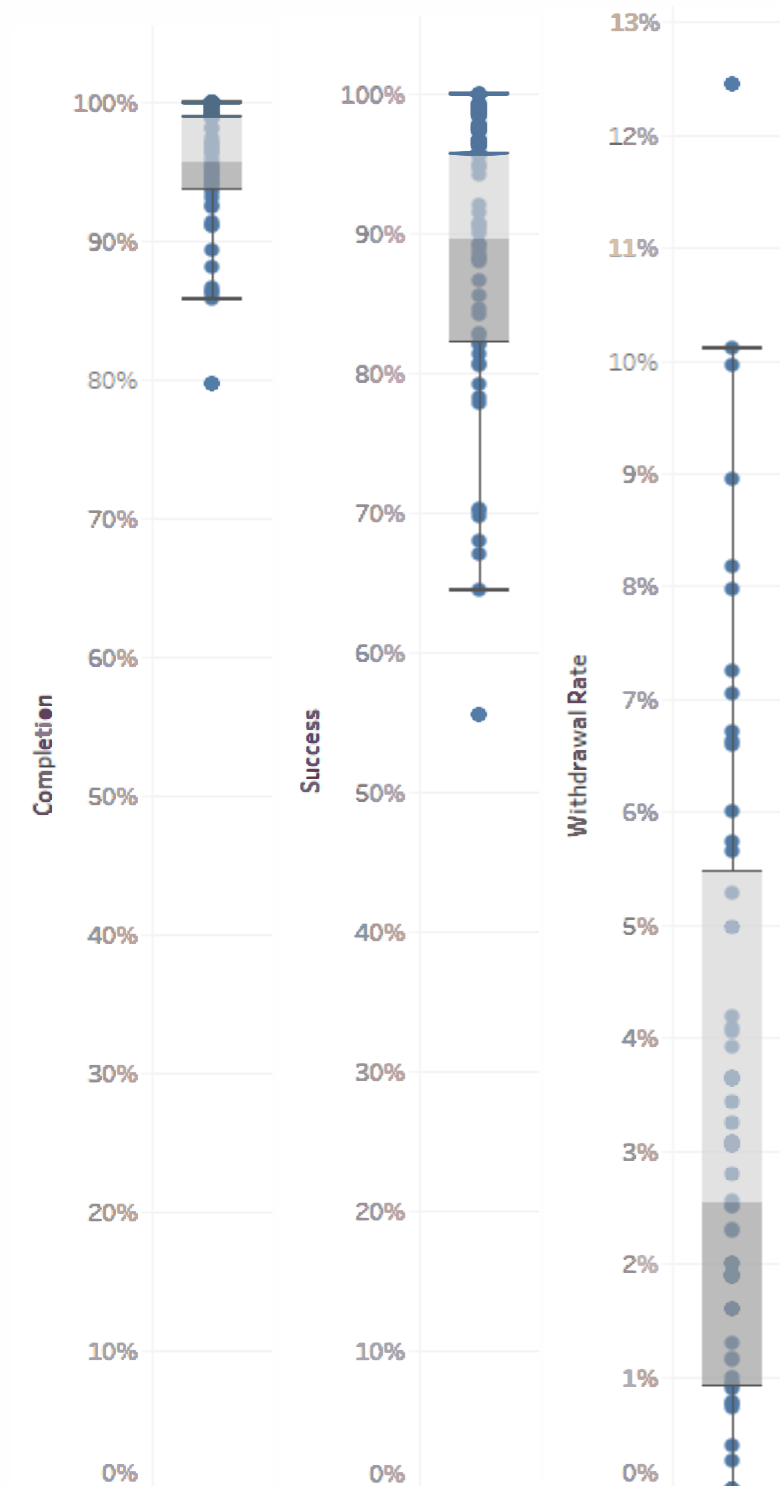
The term “Data Literacy”, we find, is less than complimentary to those who seek to use information to improve their own work in Teaching and Learning and to make decisions about program direction, offerings, and success. We would prefer another term, and we find that the ability for Strategic Inquiry may be more apt. The essential benefit of data-informed research and self-assessment is the understanding of what is happening at a very fundamental level - putting numbers and sizes to observations and working with them to know what can and should be done to help students. Instead of having a good idea how many students are served overall, programs may have an more precise number and be able to identify when course service increases or decreases. *Importantly, research based on data can reveal information that cannot be known simply through observation alone.*

Institutional Research hopes to continue to expand a more structured data reporting to decision makers, and an important piece of that is to enhance data availability in program surveys annually.

APPENDIX I: DATA PROFILES FOR ALL PROGRAMS



Box and whisker plots for FTE's, unduplicated headcount, and average GPA (withdrawals and audits are removed). The top and bottom whiskers represent 1.5 times the inner quartile range. The upper quartile of the box plot represents the 75th percentile, the middle is the median, and the bottom quartile of the box plot represents the 25th percentile for all plots. Note the Y-axes are not uniform across plots.



Box and whisker plots for student course completion, course success (GPA ≥ 2.0 . Withdrawals and audits are removed), and withdrawal rates. The top and bottom whiskers represent 1.5 times the inner quartile range. The upper quartile of the box plot represents the 75th percentile, the middle is the median, and the bottom quartile of the box plot represents the 25th percentile for all plots. Note the Y-axes are not uniform across plots.

APPENDIX II: PROGRAMS LIST

Arts and Humanities:

- Communication Studies
- English Literature and Composition
- Music
- Theater
- Visual Arts

Business and Computer Science:

- Accounting
- Applied Management
- Business
- Computer Science
- Cybersecurity
- Economics
- Healthcare Administration
- Project Management

Health Sciences:

- Dental Hygiene
- EMT
- Fire Science
- Healthcare Central Service Technology
- Medical Assistant
- Medical Records / Healthcare IT
- Nursing
- Nursing Assistant
- Nursing BAS
- Paramedic
- Phlebotomy
- Radiologic Technology
- Surgical Technology

Math and Science:

- Agriculture
- Astronomy/Geography/Geology
- Biology
- Chemistry
- Engineering Technology
- Environmental Science
- Mathematics
- Nutrition
- Physics

Social Sciences:

- Anthropology
- Criminal Justice
- History
- Intercultural Studies
- Philosophy
- Political Science
- Psychology
- Sociology
- Spanish
- Spanish Interpreting
- World Languages

Professional/Technical Trades

- Automotive
- Nuclear Technology
- Precision Machining
- Short Term Certification
- Welding

Student Services

- FYI/HDEV

Transitional Studies

- BEdA
- Early Childhood Ed
- ELA
- High School 21 +
- High School Academy

Exhibit F



TARGETS FOR INSTITUTIONAL PROGRESS

Key Metrics and Critical Condition Goals

Mission fulfillment at CBC consists of three parts, (1) an overall concept of Mission Fulfillment and established, accepted metrics, (2) a set of targets, and (3) an appropriate way to assemble and analyze those goals into meaningful analyses. The first was accomplished through the Mission Statement and Board Policies and the metrics presented draft of the Quarterly Report in April 2018. How we plan to assemble and present these findings was presented in June 2018.

This last piece of evaluation is setting targets. Following recommendations by our Frontier Set partners, consulting conventions from other institutions, and reviewing research, CBC has developed targets that would both meet improvement expectations generally found among comparable institutions and interventions, and additional targets that would represent substantial, exemplary progress for each measure.

Using these targets and complete 2017-18 data to be released this month, the first mission Fulfillment report covering the 2017-18 school year will be presented in September 2018.

TARGETS FOR INSTITUTIONAL PROGRESS

The following draft targets use CBC Data Warehouse data, State Board college access dashboards (primarily for comparison/benchmarking), and other data sources (National Student Clearinghouse). These data sources provide a set of indicators that provide the most relevant and consistent measures for institutional progress, and gaining greater understanding of student progression. The individual measures are constructed to be as comparable to external metrics as possible,¹ as simple and replicable as possible, interpretable, and representative of different facets of progress, where completion requires several successive milestone markers across a student career, which we call critical basic conditions to success.² With these measures, CBC can more meaningfully set standards, follow periodic change, and develop a common dialogue around improvement.

Summary

The specific targets for each metric are derived from educational research on typical/likely improvement effects, institution-wide at CBC that are ongoing (Appendix B), though many intervention “start times” are slated for Fall 2019, notably the larger “schools” pathways, Math developmental paths, and scaled English interventions.

For institution-wide changes to reach full potential, it is customary for evaluations at an institutional level to allow for a formative period of adjustment (3-5 years), where programs are implemented initially, evaluated, and inevitably modified to account for unintended effects/consequences. Three (3) year baselines (three years of prior outcomes) are used as progress benchmarks for these longer term goals.

Changes from the 4/2018 draft version. A number of the metrics reported in the draft in April have been changed to improve transparency and to align CBC course progression. These come from feedback from departments, campus discussion, and review in Institutional Research. The changes have been highlighted in the data dictionary. Of these, the most notable are:

- **English Gateway Courses** in the April 2018 report reflected some literature courses that required no composition gateway. Those courses were omitted from the Gateway status, resulting in slightly lower completion rates, and more in line with State SAI calculations.
- **Transitional Studies metrics** were obtained through the SBCTC Guided Pathways dashboard, but were changed to reflect verifiable CBC Data Warehouse results that more completely align with Transitional Studies outcomes. These include changes in all metrics, but notably separating “federal gains” with reported “significant gains” and the addition of “retention”. Since transparency was a concern, every metric can now be traced back to individual warehouse students in the CBC system through dashboards.
- **Employment (potential future change).** Because regional economic conditions can change from year to year, we may consider a future addition of “difference” in employment and wages from students who complete vs those who do not.

Variation in outcomes can come from a number of sources, and we developed these measures to be as sensitive as possible to institutional regularities that affect completion. Often, however, we might notice that individual cohorts or trends may fluctuate, notably in Professional/Technical trades for whom yearly fluctuations with <300 students may represent increased volatility.

Jason Engle - Dean for Organizational Learning, Columbia Basin College

¹ Washington State Board for Community and Technical Colleges. (2007). Meeting Washington State's needs for an educated citizenry and vital economy: An initiative for measuring colleges and awarding funds for improving student achievement and success. SBCTC Research Report No. 07-01. Olympia, Washington: SBCTC.

² Among others, 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.

Targets/Goals

Overall Purpose and Rationale. As a review of how these metrics will be used, from Frontier Set discussion in Spring (Guided Pathways meetings with the Aspen Institute and AIR), 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 few 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 obtain³, and results of similar “whole school” initiatives that have been evaluated and published. 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.

Each Indicator receives a rating based on targets for improvement:

- Exceeded Targets (Based on Aspirational Goals - Toward National Leadership)
- Met Improvement Targets (Based on Ambitious, but Attainable Goals)
- Maintaining Current Performance
- Lower Performance
- Significantly Lower Performance



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 three year period, analyzed on three levels:

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

Specific Thresholds. The following tables 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 previous three cohorts/years.
- *CBC Targets Low.* A specific 3 year target that represents ambitious, but attainable goals.
- *CBC Targets High.* A specific 3 year target that represents aspirational goals, exemplary progress.

³ 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.

Transfer Students Summary

Critical Basic Conditions

<i>Indicator</i>	<i>CBC 3 Year Average</i>	<i>CBC Targets Low</i>	<i>CBC Targets High</i>
<i>Course Completion (Student Year 1)</i>	88.4	89.4	91.1
<i>Course Completion (Student Year 2)</i>	91.4	92.2	93.5
<i>Course Completion (Student Year 3+)</i>	91.2	92.0	93.4
<i>Course Success (>2.0 Student Year 1)</i>	76.6	78.1	80.9
<i>Course Success (>2.0 Student Year 2)</i>	78.9	80.3	83.0
<i>Course Success (>2.0 Student Year 3+)</i>	80.0	81.4	84.0
<i>Gateway Course (Math Year 1)</i>	22.6	24.1	27.4
<i>Gateway Course (English Year 1)</i>	42.6	44.6	48.6
<i>Retention Year 1 (Fall to Winter)</i>	78.1	79.5	82.3
<i>Retention Year 1 (Fall to Spring)</i>	69.8	71.6	74.8
<i>Retention Year 1 (Fall to Fall)</i>	53.5	55.5	59.4
<i>College Level (15 Credits, Year 1)</i>	68.3	70.1	73.4
<i>College Level (30 Credits, Year 1)</i>	37.6	39.5	43.4
<i>College Level (45 Credits, Year 1)</i>	9.0	9.8	11.6
<i>College Level (45 Credits, Year 2)</i>	41.3	43.3	47.2

Completion

<i>Indicator</i>	<i>CBC 3 Year Average</i>	<i>CBC Targets Low</i>	<i>CBC Targets High</i>
<i>Degree Completion (3 Years)</i>	25.3	26.9	30.3
<i>Completion + Non-Completion Transfer (3 Years)</i>	34.5	36.4	40.2

Post-CBC Outcomes

<i>Indicator</i>	<i>CBC 3 Year Average</i>	<i>CBC Targets Low</i>	<i>CBC Targets High</i>
<i>*Employment %</i>	42.7	44.7	48.6
<i>*Wages (\$000)</i>	20.7	22.1	23.5
<i>3-1 Transfer Total</i>	25.4	27.0	30.4
<i>3-1Non-completion transfer</i>	12.6	13.7	16.0
<i>3-1Completion transfer</i>	12.8	13.9	16.2

*- WA State DLOA data from SBCTC Guided Pathways - Only 2 prior years available for wages and employment

Source: CBC Student Data Warehouse Files, Intent = 'B' (Academic Transfer), Benchmarks from SBCTC Research Student Achievement Initiative (SAI) Dashboard, Guided Pathways Dashboard, All rates are "Cohort" (students starting in Fall, State Start).

Professional/Technical Students Summary

Critical Basic Conditions

<i>Indicator</i>	<i>CBC 3 Year Average</i>	<i>CBC Targets Low</i>	<i>CBC Targets High</i>
<i>Course Completion (Student Year 1)</i>	89.9	90.8	92.3
<i>Course Completion (Student Year 2)</i>	93.3	94.0	95.1
<i>Course Completion (Student Year 3+)</i>	92.4	93.1	94.3
<i>Course Success (>2.0 Student Year 1)</i>	80.3	81.7	84.2
<i>Course Success (>2.0 Student Year 2)</i>	82.7	84.0	86.3
<i>Course Success (>2.0 Student Year 3+)</i>	83.6	84.8	87.0
<i>Gateway Course (Math Year 1)</i>	16.4	17.7	20.4
<i>Gateway Course (English Year 1)</i>	28.2	29.9	33.5
<i>Retention Year 1 (Fall to Winter)</i>	76.1	77.6	80.5
<i>Retention Year 1 (Fall to Spring)</i>	62.4	64.3	68.0
<i>Retention Year 1 (Fall to Fall)</i>	54.9	56.9	60.8
<i>College Level (15 Credits, Year 1)</i>	64.4	66.2	69.8
<i>College Level (30 Credits, Year 1)</i>	35.2	37.1	40.9
<i>College Level (45 Credits, Year 1)</i>	13.4	14.5	16.9
<i>College Level (45 Credits, Year 2)</i>	41.0	43.0	46.9

Completion

<i>Indicator</i>	<i>CBC 3 Year Average</i>	<i>CBC Targets Low</i>	<i>CBC Targets High</i>
<i>Degree Completion (3 Years)</i>	29.3	31.0	34.7
<i>BAS Completion (3 Years)</i>	72.3	74.0	77.1

*All awards (including <20 Vocational Ed Credits), benchmarks adjusted. Certificates included.

Post-CBC Outcomes

<i>Indicator</i>	<i>CBC 3 Year Average</i>	<i>CBC Targets Low</i>	<i>CBC Targets High</i>
<i>*Employment %</i>	42.0	44.0	47.9
<i>*Wages (\$000)</i>	21.5	23.0	24.5

* - WA State DLOA data from SBCTC Guided Pathways - Only 2 prior years available for wages and employment

Source: CBC Student Data Warehouse Files, Intent = 'M/F/G' (Prof/Tech), Benchmarks from SBCTC Research Student Achievement Initiative (SAI) Dashboard, Guided Pathways Dashboard, all rates are "Cohort" (students starting in Fall, State Start).

Transitional Studies Students Summary

Critical Basic Conditions

<i>Indicator</i>	<i>CBC 3 Year Average</i>	<i>CBC Targets Low</i>	<i>CBC Targets High</i>
<i>Yearly Results:</i>			
<i>*Federally Reportable (%)</i>	75.5	77.1	80.0
<i>*Post-Test Takers (%)</i>	64.0	65.9	69.5
<i>*Fed Level Progression (CASAS) (%)</i>	36.8	38.7	42.5
<i>*Significant Gains (CASAS) (%)</i>	49.5	51.5	55.5
<i>3-Year Cohorts:</i>			
<i>45 Hours or more BEdA</i>	65.1	66.9	70.4
<i>45 Hours or more ELA</i>	74.3	75.9	78.9
<i>Made ELA Gains</i>	48.2	50.2	54.1
<i>Retention(First to Second Year)</i>	26.3	27.9	31.4

Includes all levels of ELA and BEdA unless otherwise indicated

* Federally reportable students are those that complete 12 hours of instruction

* Post-Test Takers complete a term without withdrawal

* Level progression is by standardized (mandatory) CASAS testing

Completion

<i>Indicator</i>	<i>CBC 3 Year Average</i>	<i>CBC Targets Low</i>	<i>CBC Targets High</i>
<i>3-Year Cohorts:</i>			
<i>Completed HS Equivalent / GED</i>	19.1*	20.5	23.4
<i>Completed any College Level Credits</i>	12.6	13.6	15.9

(ABE Levels 4-6)

*Adjusted upward due to federal GED testing anomaly in 2014-2015

Post-Transitional Outcomes

<i>Indicator</i>	<i>CBC 3 Year Average</i>	<i>CBC Targets Low</i>	<i>CBC Targets High</i>
<i>3-Year Cohorts:</i>			
<i>6 College Level Credits</i>	9.2	10.1	12.0
<i>15 College Level Credits</i>	6.2	6.8	8.2
<i>30 College Level Credits</i>	3.6	4.0	5.0

(ABE Levels 4-6)

Source: CBC Student Data Warehouse Files, Wabers/Wabers+ Database, Benchmarks from Provisional BEdA analyses/SBCTC in progress

Appendix A: 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 1. Critical Basic Conditions. These indicators are milestones/steps in a student's career at CBC that must 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.

<i>Indicator</i>	<i>Definition</i>
<i>Course Completion</i>	<p>A student earned credit in a class, of all cohort students who enrolled in all classes during the year (not withdrawn). Earned credit can include grade points of 0.7 (D-) or higher.</p> <p>Data Source: CBC Data Warehouse (Transcripts EARN_IND) State Benchmarking Source: (none)</p>
<i>Course Success</i>	<p>A student succeeded in passing a class with a 2.0 (C) or better, Of all students who enrolled in all classes during the year (not withdrawn). To graduate, a C average in course GPA is required.</p> <p>Data Source: CBC Data Warehouse (Transcripts) State Benchmarking Source: (none)</p>
<i>Gateway Course</i>	<p>A student satisfies Gateway course completion when a college level course (non-developmental) credit is earned in the first academic year, Summer to Spring. These gateway courses include primarily: the English (ENGL&101 and ENGL103: or any prerequisite higher level course using 101 or 103) and Math (any college level course).</p> <p>Data Source: CBC Data Warehouse (Transcripts) State Benchmarking Source: SBCTC SAI College Data Access</p>
<i>Retention</i>	<p>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, and the following Fall. Degree completions omitted (no double-counting).</p> <p>Data Source: CBC Data Warehouse (Student Enrollment) State Benchmarking Source: SBCTC SAI College Data Access</p>
<i>Credit Attainment</i>	<p>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.</p> <p>Data Source: CBC Data Warehouse (Transcripts) State Benchmarking Source: SBCTC SAI College Data Access</p>

Table 2. 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.

<i>Indicator</i>	<i>Definition</i>
<i>Degree Completion</i>	For Transfer and Professional/Technical students, whether a student has completed a degree or certificate (including short term) within 3 years. Data Source: CBC Data Warehouse (Student Enrollment and Completion) State Benchmarking Source: SBCTC SAI College Data Access
<i>BAS Degree Completion</i>	For BAS students, whether a student has completed a degree or certificate within 3 years of initial BAS enrollment. Data Source: CBC Data Warehouse (Student Enrollment and Completion) State Benchmarking Source: (none)
<i>3-1 Transfer (SAI Cohort)</i>	Completion: a student transfers within 4 years of start at CBC to a 4-year institution after having completed a degree at CBC within 3 years. Non-completion: a student transfers within 4 years of start at CBC to a 4-year institution <i>without completion of a degree or certification at CBC within 3 years.</i> Data Source: CBC Data Warehouse (Student Enrollment and Completion), National Student Clearinghouse State Benchmarking Source: (none)
<i>3-1 Transfer Total (SAI Cohort)</i>	Completion + Non-completion Totals 4-2 transfer comparison (for state benchmarking only): a student transfers to a 4-year institution within 2 years of exit, if they exited within the first 4 years of study. Data Source: SBCTC Guided Pathways College Data Access State Benchmarking Source: SBCTC Guided Pathways College Data Access
<i>Employment</i>	First Washington State full-time employment, employed 2 years after exit within 4 years, and 4 calendar quarters after exit. Data Source: SBCTC Guided Pathways College Data Access State Benchmarking Source: SBCTC Guided Pathways College Data Access
<i>Wages</i>	Median of highest yearly full-time Washington State earnings, 2 years after exit within 4 years, and 4 calendar quarters after exit. Data Source: SBCTC Guided Pathways College Data Access State Benchmarking Source: SBCTC Guided Pathways College Data Access

Table 3. 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 over the next five years.

<i>Indicator</i>	<i>Definition</i>
<i>Federally Reportable</i>	<p>Student is federally reportable upon receiving 12 hours of instruction. This percentage indicates a baseline of students who enroll and enter CBC.</p> <p>Source: WABERS/WABERS+ databases</p>
<i>Post-Test Takers</i>	<p>Post-Test takers are students who complete a term without a withdrawal and can be assessed with CASAS testing.</p> <p>Source: WABERS/WABERS+ databases</p>
<i>Level Progression (CASAS)</i>	<p>Level progression is attained by increasing the CASAS scores from entrance to Post-Test.</p> <p>Source: WABERS/WABERS+ databases</p>
<i>Significant Level Progression (CASAS)</i>	<p>Significant level progression is attained by increasing the CASAS scores from entrance to Post-Test by 1 or more level or attaining a credential.</p> <p>Source: WABERS/WABERS+ databases</p>
<i>45 Reported Hours or better</i>	<p>Percent of federally reportable BEdA students started in year who were enrolled for at least 45 hours or achieved level gains within 3 years.</p> <p>Source: WABERS/WABERS+ databases</p>
<i>Made ELA Gains</i>	<p>Percent of federally reportable ELA students started in year who achieved level gains within 3 years.</p> <p>Source: WABERS/WABERS+ databases</p>
<i>Retention</i>	<p>Percent of federally reportable ELA students started in year who came back in the next calendar year. Completions omitted (no double-count).</p> <p>Source: WABERS/WABERS+ databases</p>

Table 4. Transitional Studies Completion and Transition Indicators. These indicators represent completion (degree attainment) and transitional outcomes.

<i>Indicator</i>	<i>Definition</i>
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. Source: WABERS/WABERS+ databases
6 College level Credits	Percent of Students in ABE Levels (4-6) started in year who completed 6 or more college level credits within 3 years. Source: WABERS/WABERS+ databases
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. Source: WABERS/WABERS+ databases
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. Source: WABERS/WABERS+ databases

Appendix B: Projects/Initiatives Designed to Improve Student Learning Directly

	NAME OF INTERVENTION	WHEN	DIRECT IMPACT AREAS	DESCRIPTION (EVIDENCE BASE / DEMONSTRATED NEED)
1	<ul style="list-style-type: none"> Guided Pathways Institution of Transfer Academic maps / Meta-majors / Student Services contact / completion coaches 	<ul style="list-style-type: none"> Started in January 2017 Start of Schools / Infrastructure for Advising / Program Maps 	<ul style="list-style-type: none"> Completion Retention 	<ul style="list-style-type: none"> High theory base. CCRC theoretical work on transforming community colleges. Supports development in other evidence-based areas
1	<ul style="list-style-type: none"> Math Developmental Coursework Restructure 	<ul style="list-style-type: none"> Initial work Spring/Summer 2018 Coursework starts Fall 2019 	<ul style="list-style-type: none"> Gateway course completion by Year 1 All Year 1 objectives (course completion / success) 	<ul style="list-style-type: none"> Developmental reform is often considered a "Guided Pathways" intervention. High Need / Large Service Pop
1	<ul style="list-style-type: none"> English Co-requisite / Bridge instruction (Baltimore modified model considered) 	<ul style="list-style-type: none"> In Development 	<ul style="list-style-type: none"> Gateway course completion by Year 1 All Year 1 objectives (course completion / success) 	<ul style="list-style-type: none"> High evidence base (WWC) High Need (High Developmental Pop.) Large Service Population
2	<ul style="list-style-type: none"> Title V Math Center 	<ul style="list-style-type: none"> Started in January, 2017 	<ul style="list-style-type: none"> Gateway course completion by Year 1 All Year 1 objectives (course completion / success) Course Performance 	<ul style="list-style-type: none"> Supplemental instruction is widely accepted as beneficial High Need Moderate / Targeted Service Pop
3	<ul style="list-style-type: none"> Title V LAMP expansion, refining (Summer Bridge) 	<ul style="list-style-type: none"> Summer 2017, Expanded Summer 2018 	<ul style="list-style-type: none"> Gateway course completion by Year 1 All Year 1 objectives (course completion / success) 	<ul style="list-style-type: none"> High evidence base (WWC) High Need (Gap in Coursetaking) Smaller Service Population (~100)
3	<ul style="list-style-type: none"> English/Math Placement Enhancements 	<ul style="list-style-type: none"> In Development 	<ul style="list-style-type: none"> Gateway course completion by Year 1 	<ul style="list-style-type: none"> Evidence base mixed. Moderate Need Small / Targeted Service Pop
3	<ul style="list-style-type: none"> Title V Early Alert Title V Advising / Risk Information 	<ul style="list-style-type: none"> Expanding September 2018 from Math to other divisions In Development 	<ul style="list-style-type: none"> All Year 1 objectives (course completion / success) 	<ul style="list-style-type: none"> Indirect / Mixed results / Undocumented Demonstrated Need (No Campus-Wide Solution) Moderate / Targeted Service Pop

Exhibit G



Columbia Basin College
Resolution No. 18-05

WHEREAS, a legal action, as designated below, has been commenced involving this institution of higher education; and

WHEREAS, the officers and employees of the institution designated below have requested the Board of Trustees to authorize their defense under RCW 28B.10.842; and

WHEREAS, the Board has made a determination that such designated individuals were acting in the performance of their duties and in good faith;

NOW, THEREFORE, BE IT RESOLVED by The Board of Trustees of Columbia Basin College hereby specifically finds that the individuals designated below acted within the scope of their authority and in good faith with regard to the conduct alleged by the plaintiff to be wrongful, and the Board specifically authorizes their defense and approves their indemnification by the State pursuant to RCW 28B.10.842. Done in Open Meeting by the Board of Trustees of Columbia Basin College on the _____ day of _____, 2018.

BOARD OF TRUSTEES
Columbia Basin College

By: _____
Kedrich Jackson, Chair of the Board of Trustees

Title of Action: R.W. v. CBC, et. al.
Case No: 4:18-cv-05089-TOR

Individuals Indemnified:

Lee Thornton and Ralph Reagan

I, the below-named assistant attorney general assigned to Columbia Basin College, have reviewed the facts and circumstances involving the request for indemnification and I concur in the determination by the Board of Trustees.

Dated this _____ day of _____, 2018.

Assistant Attorney General