COLUMBIA BASIN COLLEGE
BOARD OF TRUSTEES'
March 13, 2017
Beers Board Room — **7:30 a.m.**

Agenda
    Call to Order

*Agenda Changes

* Executive Session
    RCW 42.301.10(l)(g): To review the performance of a public employee.

*Approval of Minutes
    Minutes of February 13, 2017 Board of Trustees   Exhibit A

Celebrating Excellence

Linkage with Community
    David Robison
    Soroptimists

Remarks
    By Administration
      President
      Executive Director, Foundation
    By ASCBC   Exhibit B
    By Faculty Senate Chair
    By AHE
    By Classified Staff
    By Board Members
Student Success
    Workforce   Exhibit C
    Guided Pathways

Reports
    Budget Tracking and Fund Balance   Exhibit D

*Discussion
    Faculty Senate Bylaw changes   Exhibit E

*Consent

Trustee Workshop

Public Comments

Adjournment

*(requires motion/approval)

EXHIBIT A

Members in attendance: Sherry Armijo, Bill Gordon, Kedrich Jackson, Duke Mitchell, Allyson Page
President Cummins, Secretary to the Board; Lupe Perez, Recording Secretary
Others in Attendance: Tyrone Brooks, Pat Campbell, Leonor de Maldonado, Brian Dexter, Jason Engle, Ericka Garcia, Camie Glatt, Monica Hansen, Mary Hoerner, Daphne Larios, Melissa McBurney, Bill McKay, Deborah Meadows, Frank Murray, Vlada Mykhailova, Kamran Rasul, Eduardo Rodriguez, Alice Schlegel, Chuck Schmidt, Virginia Tomlinson, Alissa Watkins

The Agenda	The Discussion	Action
Call to Order	• Meeting called to order by Chair Jackson at 7:30 a.m.	
Agenda Changes	• No Linkage with Community	
Approval of Minutes	• January 23, 2017	• Trustee Armijo moved and Trustee Mitchell seconded the motion to approve the January 23, 2017 minutes as written. Approved unanimously.
Celebrating Excellence Facilities/Maintenance	<u>Tyrone Brooks</u> • Chuck Schmidt and Brian Dexter represented Facilities/Maintenance group, and were thanked for their hard work during the winter; clearing parking lots, sidewalks, etc. Group was also acknowledged for getting the SSWL building ready, in time for winter quarter start. Great teamwork!	
Linkage with Community	• None	
Remarks Administration	<u>President Cummins</u> • Thanked the Board for the amazing experience at Columbia Basin College which has helped him grow professionally. Board is sorry to see Rich go but happy for his next role with WGU, congratulations. • Academic Freedom – Recent Tri-City Herald article have stirred up quite a bit of comments both negative and positive in the community. Reiterated instructors are able to express opinions on freedom. CBC is will be hosting a community forum soon. • March 6-8, 2017 is CBC's Project Management site visit. Thanks extended to Dean Meadows and team for all their work on preparing campus for visit.	

Foundation	<u>Alissa Watkins, Executive Director</u>
	• 2017-18 Scholarship Applications
	   o Applications are due next Tuesday, February 21, 4:00 p.m.
	   o Scholarship Committee will review and rate the applications.
	• Power of Connection – signature event, raising money for scholarships
	   o Saturday, March 11, 2017 – Pasco Red Lion
	   o Currently have 32 tables (goal is 40 tables)
	   o Sponsorship commitments have generated $105,000	

	o Lots of great live and silent auction items
	• Lunch with President Cummins – Thursday, February 16, 2017
	  o Begins at 11:30 a.m. in the Board Room; lunch followed by a campus tour; ends at 1:30 p.m.
	  o Currently have a couple of seats left	

ASCBC	<u>Vlada Mykhailova</u> • Trailblazers Game – 41 CBC students got a chance to watch an NBA game in Portland on January 27 • Legislative Action Day – Vlada along with Cynthia Deville traveled to Olympia on January 26 to represent CBC along with other community and technical colleges from Washington State. They met with legislators, senators, and assistants from the 8th, 16th, 13th, 14th, and 15th Districts to discuss various issues which affect our students. • Sustainability Week – Service and Activities Board inspired students to sign pledges to stop using plastic water bottles on campus. • Working on constitution and bylaws, in the hopes of making them better.	

Faculty Senate	<u>Chris Herbert, Chair</u>
	• Moved into the new SSWL building
	• All Campus meeting was held on January 27 – topics of discussion included
	  o Changes to Faculty Senate Bylaws, approved by 90%
	  o Guided Pathways
	  o Promotional Portfolio
	  o Immigration concerns – Daphne Larios spoke on action being taken with students and knowing the importance of communicating the facts	

AHE	<u>Rik Smith</u> • No report.	
Classified	<u>Classified</u> • No report.	
Board Members	<u>Trustee Page</u> • Couldn't attend Athletic banquet due to illness. <u>Trustee Armijo</u> • No report. <u>Trustee Mitchell</u> • 1/26/17 – Attended CBC Commercial Driver's License (CDL)/Truck Simulator Open House and Demonstration • 1/27/17 – He and his wife attended the CBC Hall of Fame Banquet • 1/28/17 – Attended CBC Women's and Men's basketball games vs. Walla Walla Community College • 2/11/17 – Attended CBC Women's and Men's basketball games vs. Blue Mountain Community College <u>Trustee Gordon</u> • No report.	

	<u>Chair Jackson</u> • Haven't decided what method will be used to have a replacement for Rich by next fall. Perhaps hire a consultant? Board will communicate process and progress to campus. Looking at six to twelve months for the hiring process.	

Reports
    Budget Tracking and Fund
    Balance
	<u>Tyrone Brooks</u>
	• Reviewed three budget reports:
	  o FY1617 Operating Funds Variance Report – still tracking, spending less
	  o FY1617 Operating P&L Report – net resources will start coming down
	  o CBC Operating Reserves FY 2017 – under Unplanned Capital Repair & Replacement added failing roof systems	

Student Success
    Academic Monitoring
 	
    Guided Pathways
	<u>Jason Engle</u>
	• The Academic Monitoring Report provides an extensive amount of information summarizing CBC's performance in the Academic area. Overall, the data are promising, but also reveal areas that might benefit from more focus. The more immediate concern is understanding how we could help students improve their course outcomes, especially in early Math and English courses. The data continue to suggest CBC has strengths in many areas, such as retention rates, graduation rates, and specific skill attainment aligned with our learning objectives. To this end, CBC has several projects underway that look to address the Academic Core Theme.
	• The proportion of full-time faculty at CBC has remained steady and is on the high side of CTC averages. CBC had 57.8% full-time instructional staff in the fall of 2015.
	• *Campus-Wide Formal Initiatives.* Two action items represent a continuation of longer term concepts: (1) formalized advising structure, in which students maintain long-term contact with a single primary advisor and (2) creation of a "Guided Pathways" system for students that reduces the choice and decision complexity involved in course selection and course sequencing.
	  • Work on the pilot case management in advising, the expansion of HDEV to college-ready students, and continued HDEV 101 (3rd year program) all expand on the conclusive evidence base in advising and first year initiatives.
	  • Guided Pathways, has seen more development, but has yet to translate to explicit student options. The Guided Pathways options are taking shape under regular committee guidance and our participation in the Frontier Set should greatly assist in this effort. Guided Pathways is grounded largely in behavioral economics work that shows the benefit of creating "easier" options and incentives to make the correct decision to persist, complete, and progress in higher education. As an example of a guided pathways principle, expanding BAS program helps create a convenient and seamless option (in the Tri-Cities and Junior standing is assured) to transfer.
	<u>Leonor de Maldonado</u>
	1. Title V Student Transitions And Achievement grant has three areas of focus specifically for math
	2. Focus 1: developmental math courses are being re-designed to meet the needs of our student population. Use of technology and new researched based instructional strategies
	3. Focus 2: Math Center renovation has been completed. Has increased study area for students. Center focuses specifically on math. Some math instructors are using their office	

	hours there to work with students. Tutors who have been hired have math credentials. All math tutors were trained in math tutoring in addition to training for National CRLA credentials. 4. Focus 3: Early Alert-system which instructors use to generate an invitation for students to go to the Math Center for additional help. Advisors will also be brought into the loop to provide additional support to students. 5. Another goal we are looking at is to work with an area High School (PHS) to have their counselors and our advisors work on developing a rubric for a more effective placement of incoming freshmen.	
Discussion	• None	
Consent	• None	
Trustee Workshop	• None	
Public Comments	• None	
Executive Session	• RCW.42.301.10(1)(g): To review the performance of a public employee.	• Board went into Executive Session at 8:33 a.m. for 15 minutes. Reconvened at 8:48 a.m.
Adjournment: 8:53 a.m.	Next Board of Trustees Meeting Beers Board Room March 13, 2017 – **7:30AM**	lp

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Kedrich Jackson, Chair

EXHIBIT B

Student Government Lock-In

12 Students spent the night in the HUB to brainstorm possible changes to the ASCBC Constitution and Bylaws. The lock-in started at 7:00 p.m. on Feb. 16 and lasted until 5:30 a.m. on Feb. 17. Representatives from Club and Leadership Councils, Service & Activities Board (SAB), and the ASCBC President expressed their opinions on behalf of their respective areas, regarding possible changes to the Constitution and Bylaws. The committee talked about many items including:

1. Elections vs. Selection process for the Executive Branch
2. Adding a third Executive Council Member and that new member's possible role
3. SAB Criteria
4. Club process changes

The discussions were thoughtful and helpful. The committee had a follow-up meeting March 3.

S&A Budget Committee

ASCBC Leadership Council has been working hard to complete their budget recommendation for 2017-18, despite the delays due to weather closures. They finished their work on March 1, and it is now in review with the student clubs. The committee looks forward to reporting to the Board on the budget recommendation at the April meeting.

♥ Heart Attack

SAB organized an event to celebrate Valentine's Day with CBC students. People could decorate cards for their loved ones, knock around some heart-shaped pinatas, and enjoy treats in the HUB!
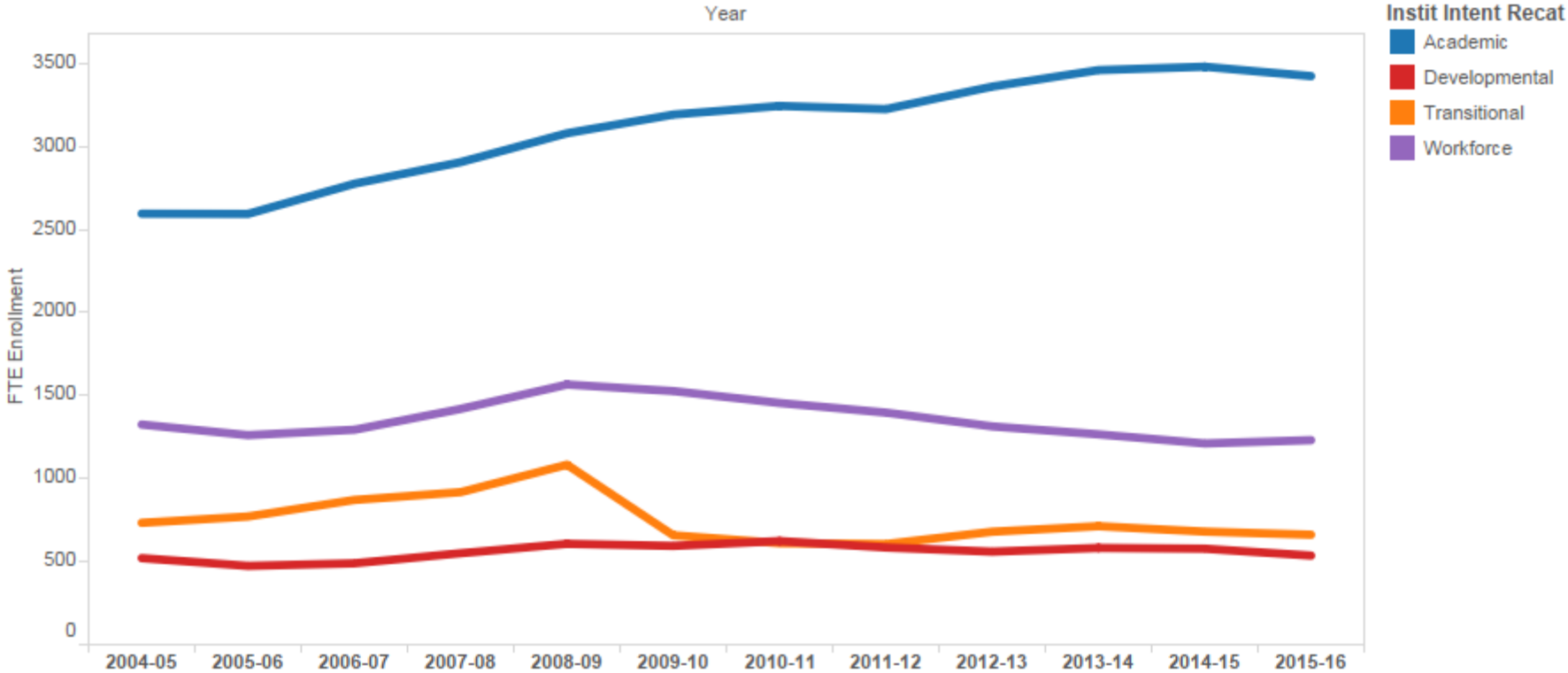
EXHIBIT C

Workforce End State: Indicator Data

March, 2017

Workforce Effectiveness Model

Objective A: Students learn and develop program skills		Objective A: Student Survey (3) Certification Measures (1)
Objective B: Workforce programs demonstrate strong enrollments and viability	**Effective Workforce Programs**	Objective B: Enrollment Trends (1) BAS Enrollment (1)
Objective C: Workforce students obtain jobs and earn a good salary		Objective C: Employment Rates (2) Median Annual Pay (1)
Objective D: The community supports CBC's Workforce programs		Objective D: Advisory Survey (4)

Background: Enrollment Trends

Historic FTE by Institutional Intent

Instit Intent Recat	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Academic	2,594	2,593	2,775	2,905	3,079	3,191	3,243	3,224	3,360	3,459	3,479	3,422
Developmental	521	474	490	550	607	594	624	585	560	582	578	536
Transitional	733	771	871	918	1,083	658	611	606	680	713	680	662
Workforce	1,325	1,261	1,294	1,419	1,566	1,527	1,455	1,397	1,314	1,266	1,211	1,231

- Workforce **(professional/technical intent)** enrollments have declined steadily over the past eight years from a high enrollment of 1,566 in 2008-09 (from 24.7% to 21.0% of enrollment)

- "Workforce" **(employment skills purpose: SBCTC)** dropped from 34.4% to 32.7% over the same period

Workforce Intent Student Enrollment Trends by Ethnic Group

Historic FTE by Ethnic Group - Only "Workforce"
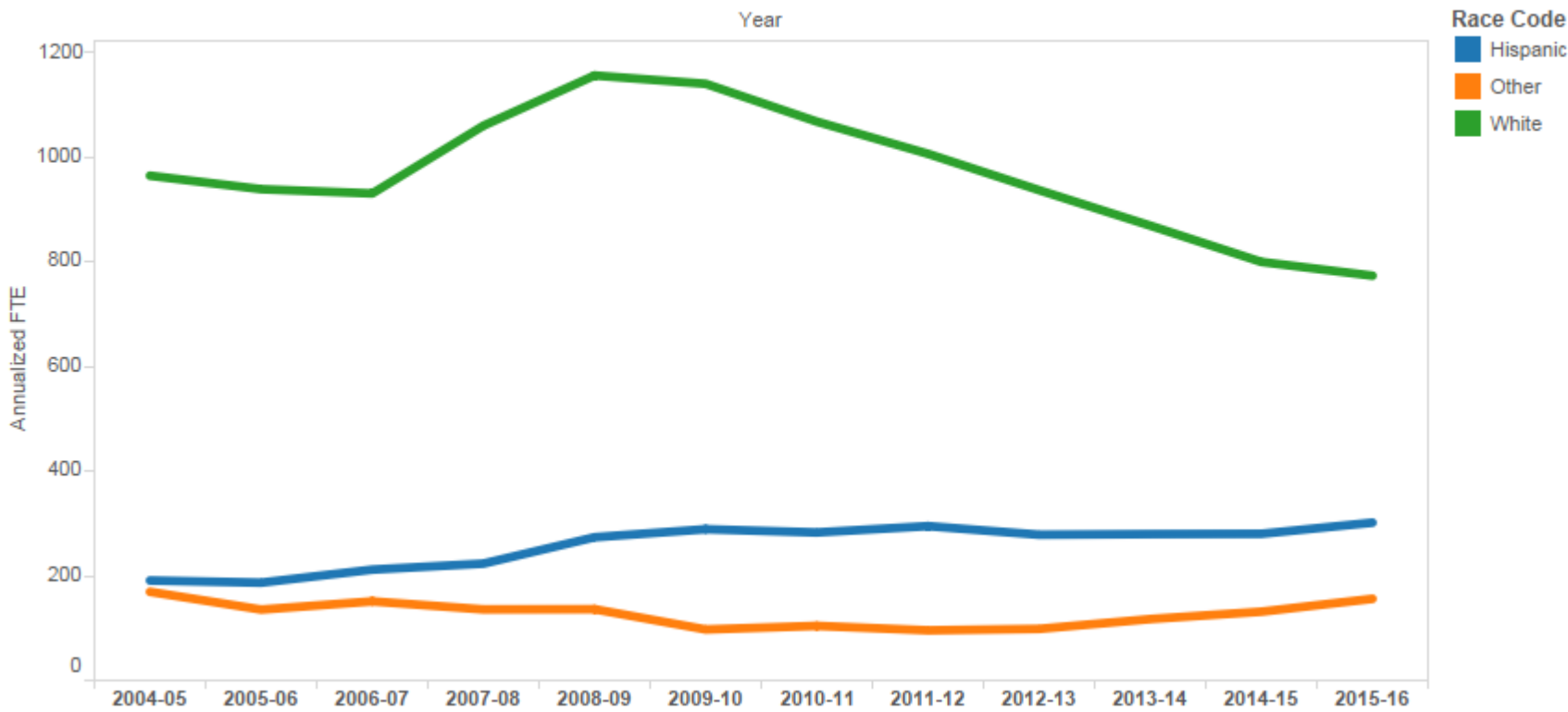
Historic FTE by Ethnic Group

Race Code	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Hispanic	191	187	212	223	274	289	283	295	278	280	280	302
Other	169	135	151	136	136	97	104	96	99	117	131	156
White	965	939	931	1,060	1,156	1,140	1,068	1,006	937	869	800	773

- Hispanic enrollments have been stable over time, while White enrollments have declined
- By proportion, Hispanic students are 24.5% of Workforce enrollment (37.8% of college as a whole)

Data Source: CBC Data Warehouse

Objective A: CBC workforce students learn and develop program skills	A1: Student perceptions of learning and program effectiveness (Student Survey 2016 and trends)
	Indicators
	1. Perceptions of learning environment
	2. Interactions with instructors and meaningful education
	3. Achieving student learning outcomes (SLOs)
	A2: Performance on standardized examinations and certifications
	Radiologic Technologist
	Dental Hygiene
	Automotive Technology
	Surgical Technology
	Medical Assistant
	Nursing
	Practical Nursing
	Paramedic
	EMT

A1.1: Student Perceptions of the Learning Environment (Workforce and Transfer Comparison)
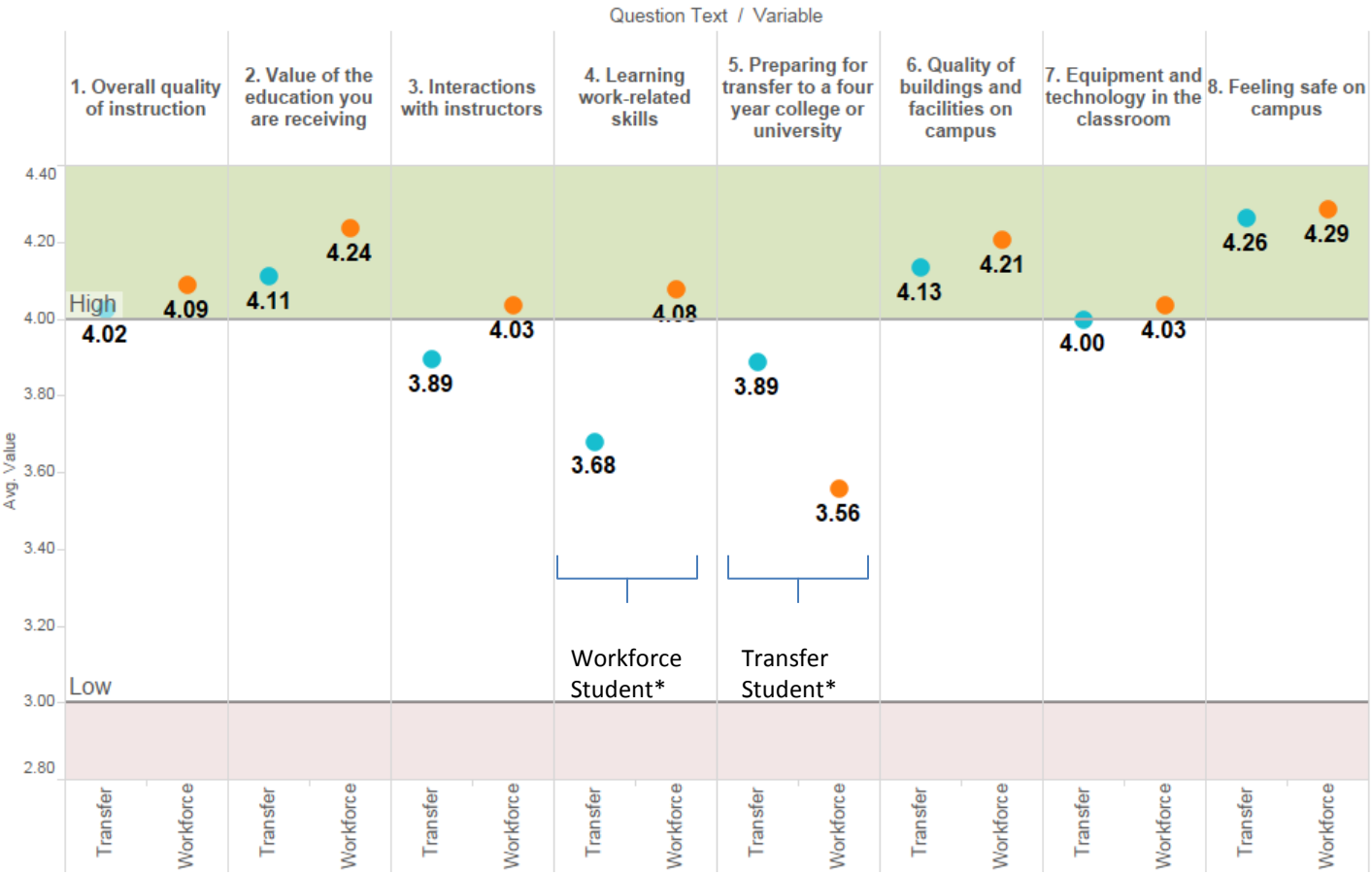
Overall Perceptions by Student Type 2016

Question Text / Variable

| 1. Overall quality of instruction | 2. Value of the education you are receiving | 3. Interactions with instructors | 4. Learning work-related skills | 5. Preparing for transfer to a four year college or university | 6. Quality of buildings and facilities on campus | 7. Equipment and technology in the classroom | 8. Feeling safe on campus |

Transfer values: 4.02, 4.11, 3.89, 3.68, 3.89, 4.13, 4.00, 4.26
Workforce values: 4.09, 4.24, 4.03, 4.08, 3.56, 4.21, 4.03, 4.29

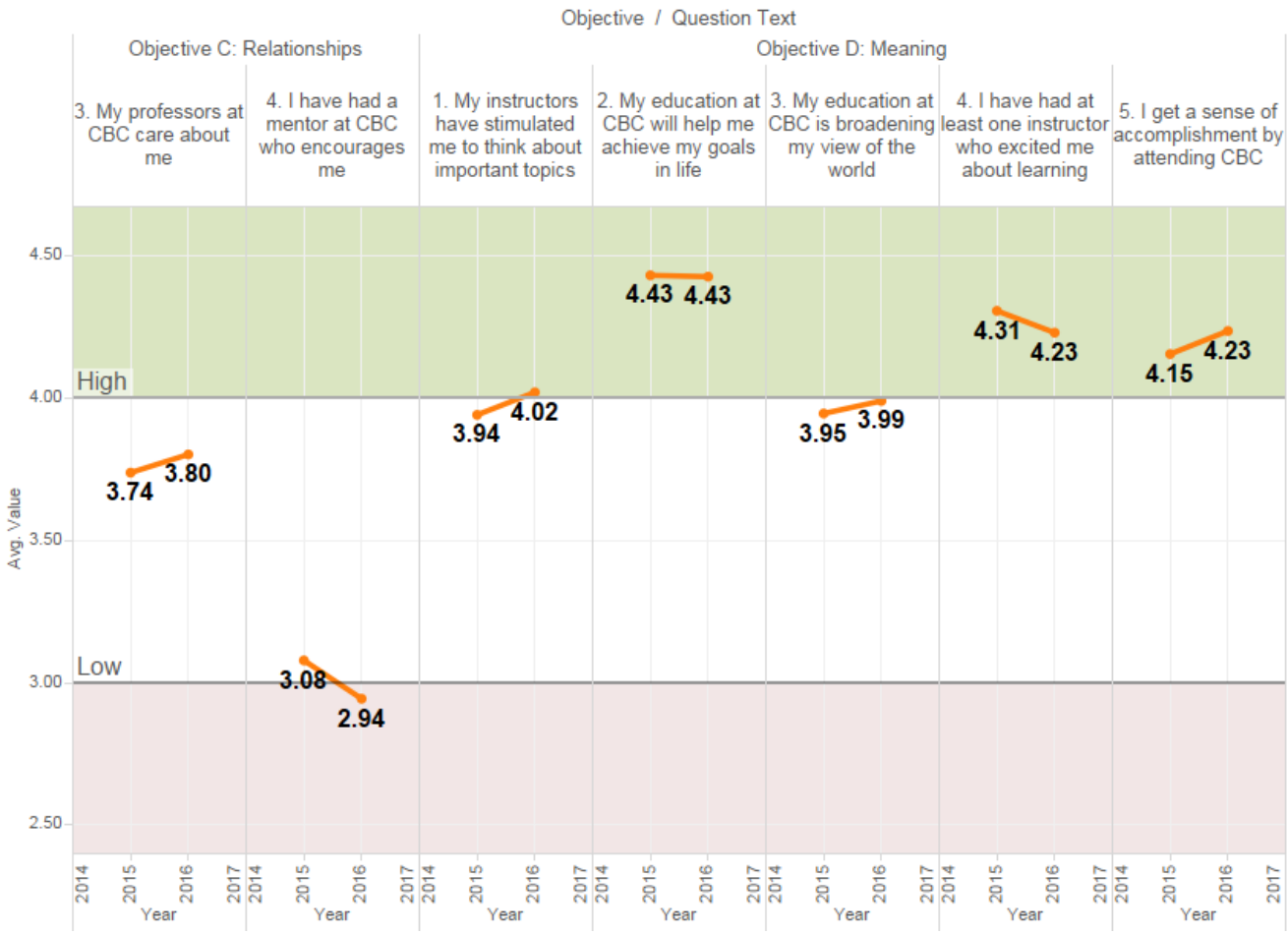Workforce Student*
Transfer Student*

Rating Scale:
1= Very poor
2= Poor
3= Neutral
4=Good
5= Very good

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

• Results show workforce students generally register more positive responses than academic transfers.
•All workforce means above 4.0

*Workforce and transfer students will have structural advantages in these questions due to purpose of study

Data Source: 2016 CBC Student Survey

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A1.1: Student Perceptions of the Learning Environment (Over Time)

Overall Perceptions by Workforce Student 2011-2016
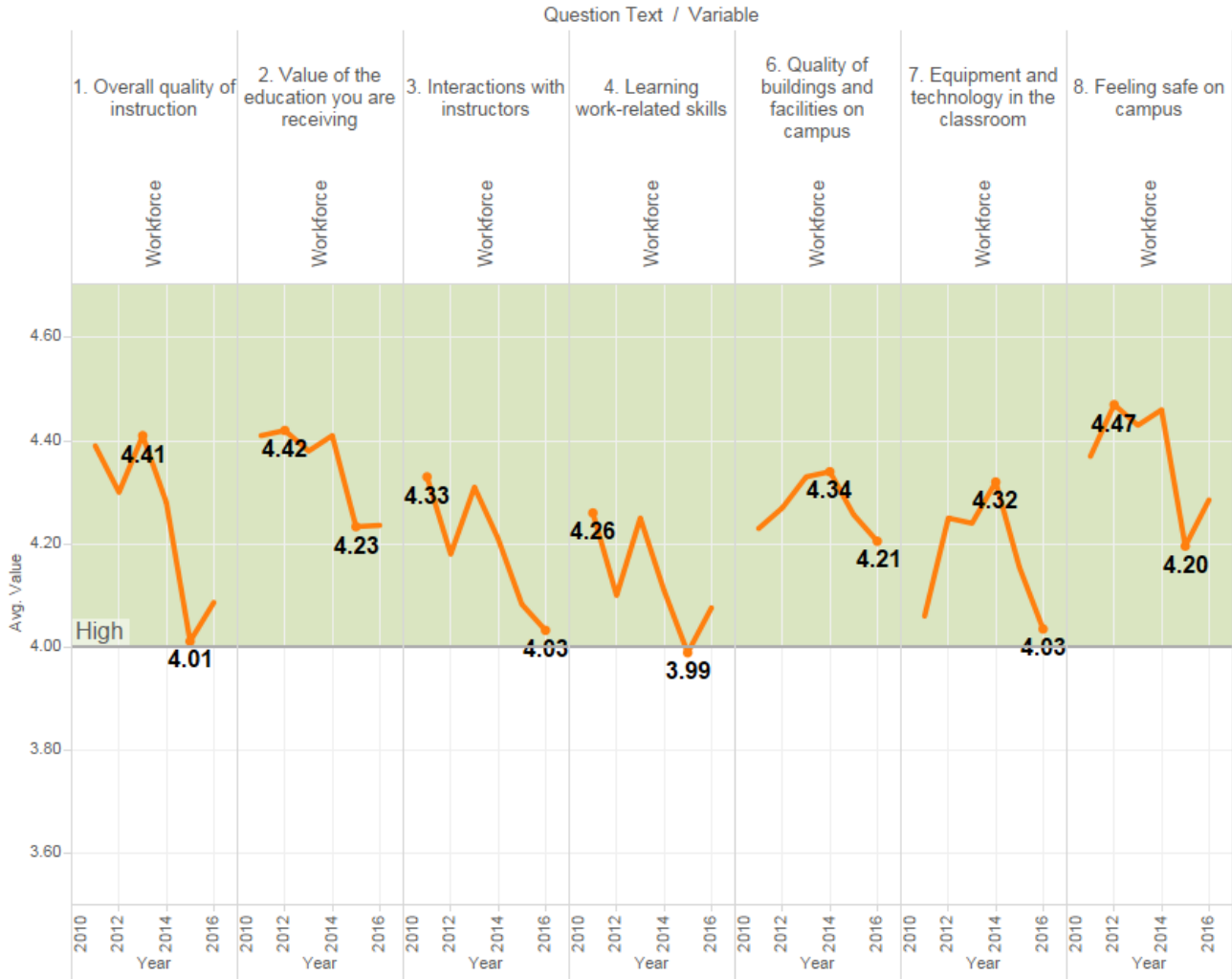
Rating Scale:
1= Very poor
2= Poor
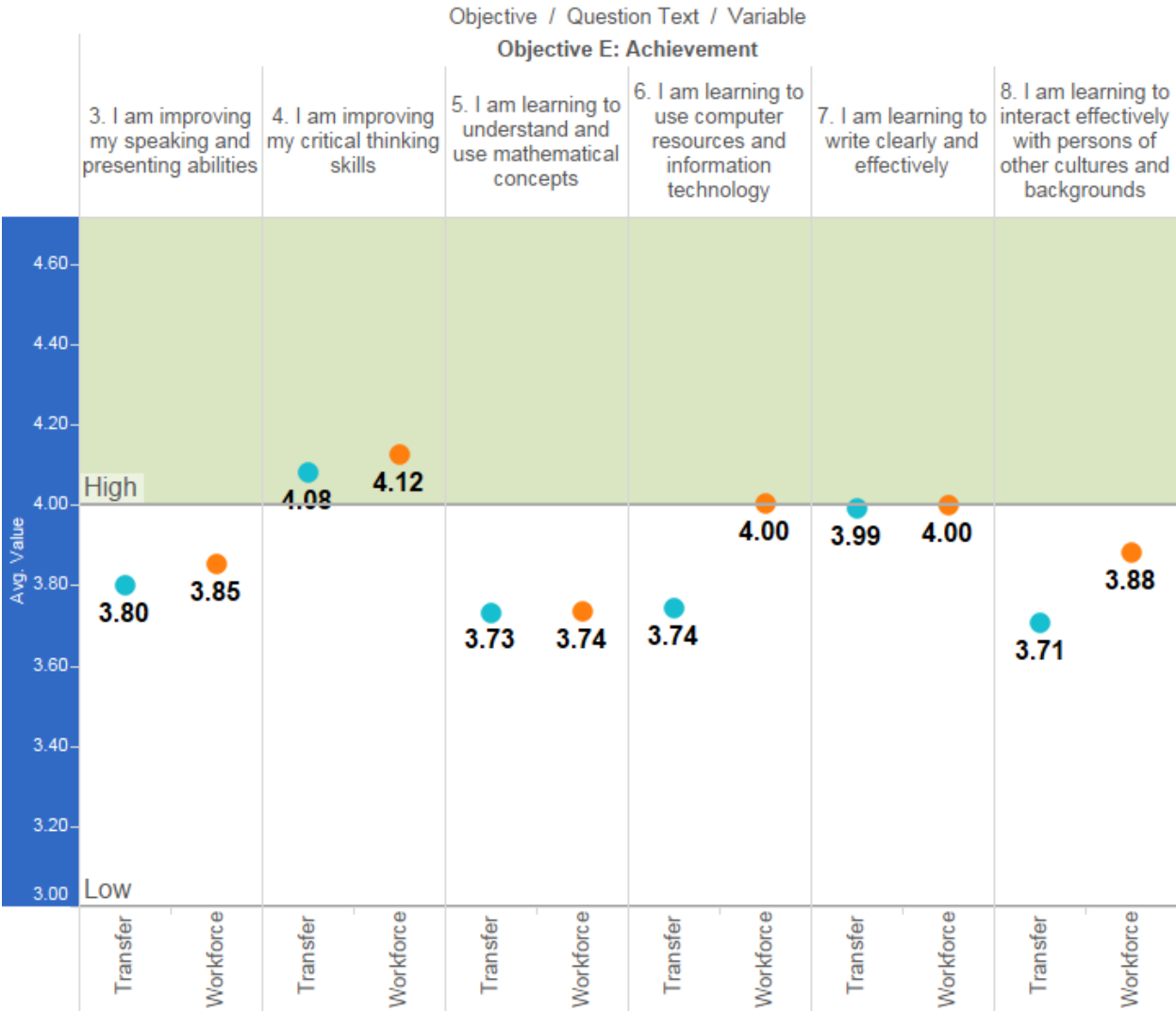3= Neutral
4=Good
5= Very good

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

• Results show a small general decline in six years, albeit from extremely high levels

Outcome = 2

Data Source: 2011-16 CBC Student Survey

A1.2: Interactions with instructors and meaningful education (Workforce and Transfer Comparison)
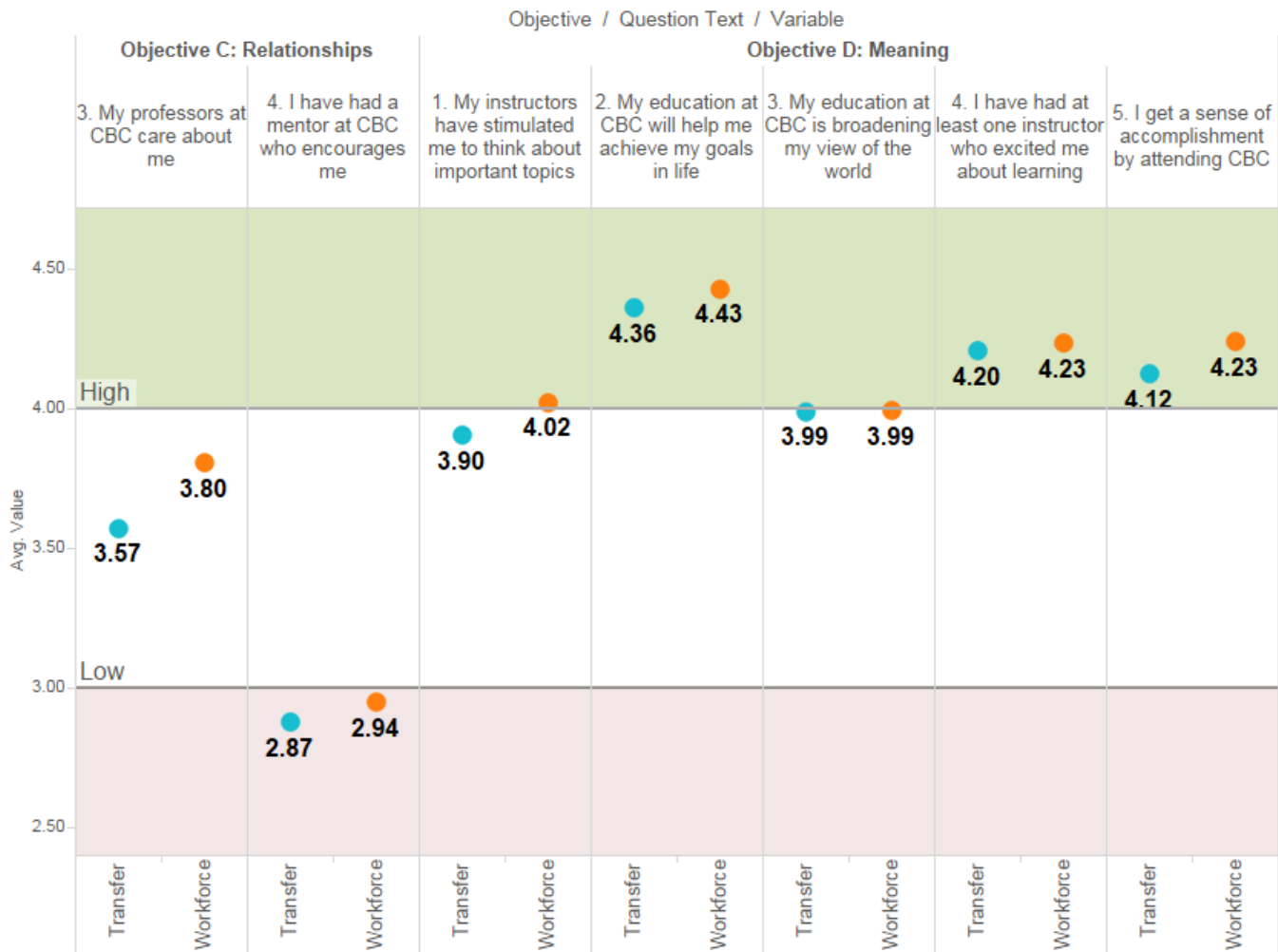
Overall Perceptions by Student Type 2016

Objective / Question Text / Variable

Objective C: Relationships

Objective D: Meaning

Question	Transfer	Workforce
3. My professors at CBC care about me	3.57	3.80
4. I have had a mentor at CBC who encourages me	2.87	2.94
1. My instructors have stimulated me to think about important topics	3.90	4.02
2. My education at CBC will help me achieve my goals in life	4.36	4.43
3. My education at CBC is broadening my view of the world	3.99	3.99
4. I have had at least one instructor who excited me about learning	4.20	4.23
5. I get a sense of accomplishment by attending CBC	4.12	4.23

Avg. Value

High / Low thresholds at 4.00 and 3.00.

Rating Scale:
1= Very poor
2= Poor
3= Neutral
4=Good
5= Very good

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

• Mentoring, relationships, and broadening world view are below 4.0, with mentoring (Relationships) being the main area of need.
• "Meaning" shows higher marks than transfer students, even in an area that is quite positive for all students.

Data Source: 2016 CBC Student Survey

A1.2: Interactions with instructors and meaningful education

Overall Perceptions by Workforce Student 2015-2016

Objective / Question Text

Objective C: Relationships

3. My professors at CBC care about me
4. I have had a mentor at CBC who encourages me

Objective D: Meaning

1. My instructors have stimulated me to think about important topics
2. My education at CBC will help me achieve my goals in life
3. My education at CBC is broadening my view of the world
4. I have had at least one instructor who excited me about learning
5. I get a sense of accomplishment by attending CBC

Objective C: Relationships
- 3.74 → 3.80
- 3.08 → 2.94

Objective D: Meaning
- 3.94 → 4.02
- 4.43 → 4.43
- 3.95 → 3.99
- 4.31 → 4.23
- 4.15 → 4.23

Rating Scale:
1= Very poor
2= Poor
3= Neutral
4=Good
5= Very good

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

• Though trends are short, levels are fairly comparable to the previous year (within standard error of measure)

Outcome = 2

Data Source: 2015-16 CBC Student Survey

A1.3: Achieving the Student Learning Outcomes (SLOs) (Workforce and Transfer Comparison)

Achievement/ SLO Skill Perception by Student Type 2016

Rating Scale:
1= Very poor
2= Poor
3= Neutral
4=Good
5= Very good

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

• Workforce students compare favorably to their transfer peers in how they perceive their educational outcomes: especially in the areas of technology and cultural effectiveness.

A1.3: Achieving the Student Learning Outcomes (SLOs)

Achievement / SLO Skill Perception by Workforce Student 2011-2016
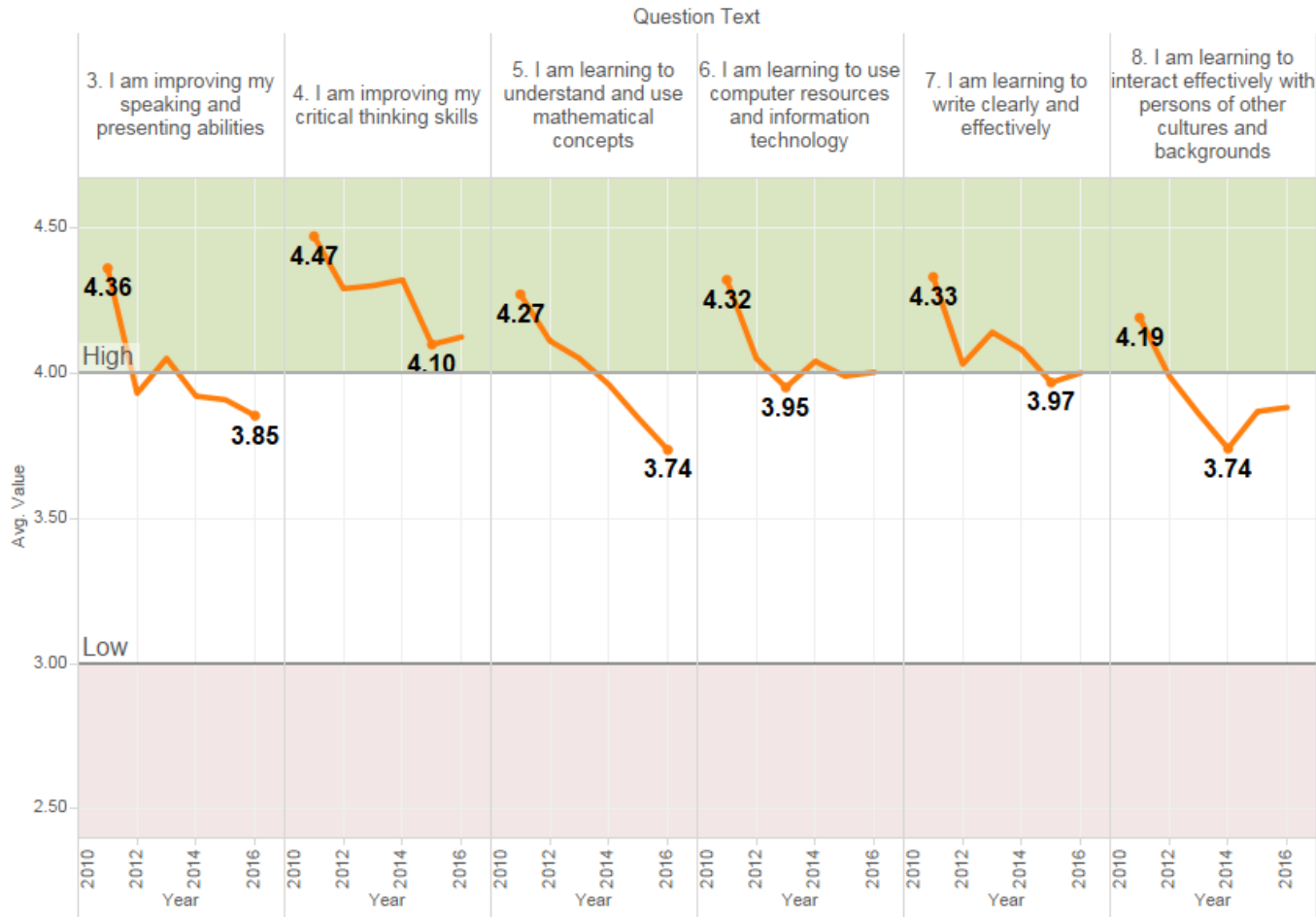
Question Text

Rating Scale:
1= Very poor
2= Poor
3= Neutral
4=Good
5= Very good

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

• Even though levels are high overall (3.93 average between areas), perceptions of learning are trending slightly lower.

Outcome = 2

A2.1: Certification Results for Radiologic Technologist

Year:	Number of Students		Radiation Protection		Equip. Operation/ Quality Control		Image Production/ Evaluation		Radiographic Procedures		Patient Care & Education		Total Mean		% Pass		Percentile
	CBC	USA	CBC	USA	CBC	USA	CBC	USA	CBC	USA	CBC	USA	CBC	USA	CBC	USA	
2008	10	14210	8.9	8.6	8.6	8.2	9	8.4	8.9	8.4	9.2	8.8	89.0	84.6	100.0%	91.0%	84
2009	16	13762	9	8.6	8.9	8.2	8.7	8.4	8.9	8.4	9.3	8.9	89.3	84.8	100.0%	91.4%	84
2010	18	13550	8.7	8.7	8.5	8.2	8.7	8.3	9.1	8.5	8.8	8.7	88.0	84.9	100.0%	92.4%	78
2011	13	12542	9.1	8.7	8.7	8.2	9.1	8.3	9.5	8.5	9.4	8.8	92.1	85.1	100.0%	92.7%	96
2012	12	12338	8.6	8.6	8.3	8.4	8.5	8.4	9	8.7	9	8.6	87.3	85.3	100.0%	93.0%	72
2013	12	11684	8.9	8.6	8.6	8.2	8.6	8.1	9.2	8.5	8.9	8.6	89.0	84.1	91.7%	89.6%	84
2014	16	11831	9	8.5	8.6	8.1	9	8.2	9.3	8.5	8.9	8.5	90.4	83.8	100.0%	88.9%	88
2015	13	11485	9	8.4	8.8	8	8.8	8.2	9.2	8.4	9.1	8.6	90.1	83.7	100.0%	88.4%	88
2016	12	11740	8.7	8.4	8.8	8.0	8.9	8.3	9.2	8.4	8.9	8.3	88.6	83.3	100.0%	87.2%	84

Outcome= 2

A2.2: Surgical Technology: CST Certification

Year	# Tested	# Passed	% Passed
2010-11	12	8	67%
2011-12	12	11	92%
2012-13	10	9	90%
2013-14	12	11	92%
2014-15	14	11	79%
2015-16	14	12	86%

Outcome= 2

Data source: Rene M. Fox, BS Ed RTR CT, Radiological Technology Program Coordinator,
Doug Hughes, Surgical Technology Program Director

A2.3: Dental Hygiene Completion and Examinations

	Dental Hygiene Program					
	2011	2012	2013	2014	2015	2016
Students who started program	18	18	13	12	17	15
Students completing program	17 (94% completion rate)	16 (88% completion rate)	13 (100% completion rate)	11 (92% completion rate)	16 (94% completion rate)	13 (86% completion rate)
Passed National Dental Hygiene Board Examination*	17 (100% pass rate)	16 (100% pass rate)	13 (100% pass rate)	11 (100% pass rate)	16 (100% pass rate)	13 (100% pass rate)
Passed WREB Anesthesia Board (1st time)	17 (94% pass rate)	16 (100% pass rate)	13 (100% pass rate)	11 (100% pass rate)	16 (100% pass rate)	13 (100% pass rate)
Passed WREB Restorative Board Exam (1st attempt)	16 (94% pass rate)	9 (56% pass rate) *	10 (77% pass rate)	11 (100% pass rate)	16 (100% pass rate)	13 (100% pass rate)
Passed WREB Clinical Board Exam (1st attempt)	16 (94% pass rate)	15 (94% pass rate)	11 (85% pass rate)	11 (100% pass rate)	15 (94% pass Rate)	12 (92% pass rate)
Passed on second attempt	1	1	2	NA	1	1

Students must pass all these exams to become licensed

Outcome= 2

A2.4: Certification Results for Medical Assistant

Average Percentage of Exam Items Answered Correctly

Content Categories	2011 CBC	2011 All other MA Programs	2012 CBC (n=12)	2012 All other MA Programs (n = 14,760)	2013 CBC (n=22)	2013 All other MA Programs (n =14,848)	2014 CBC (n=26)	2014 All other MA programs (n=15887)	2015 CBC (n=33)	2015 All other MA programs (n=15138)
General	75	69	76	69	66	66	69	65	66	65
Section 1: Medical Terminology, Anatomy Physiology	71	64	70	63	60	60	64	60	66	65
Section 2: Psychology, Professionalism, Communications, Medicolegal Guidelines and Requirements	82	76	83	76	74	73	77	72	67	66
Administrative	70	64	73	64	64	66	66	64	70	67
Section 1: Data entry, computer concepts, etc.	71	64	75	67	69	71	70	66	73	67
Section 2: Resource information and community services, Managing the Office, etc.	72	67	72	62	72	60	63	64	70	69
Clinical	76	65	75	67	69	66	71	67	67	62
Clinical Section 1: Infection control, treatment area, patient preparation, administering medications, etc.	76	69	78	70	76	73	73	71	67	63
Clinical Section 2: Collecting and processing specimens, diagnostic tests, preparing/ administering medications, etc.	71	63	74	66	66	64	71	65	69	63
Total Examination (%)	73	66	74	65	66	65	69	65	67	64
Average scaled score	557	489	575	488	484	485	518	482	508	475
Pass percentage	91	69	92	69	81	68	77	67	73	64

Outcome= 2

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A2.5, 2.6: Certification Results for Nursing

Associate Degree Nursing

Test Performance:	April-Sept. 2009	April-Sept. 2010	April-Sept. 2011	Apr-Sept. 2012	Apr-Sept. 2013	Apr-Sept. 2014	Apr-Sept. 2015	Apr-Sept. 2016
Number of grads tested	51	49	49	44	48	44	47	48
Number passing	49	48	45	41	40	40	43	45
Percent passing	96%	98%	92%	93%	83%	91%	91%	94%

CBC Program Rank (based on test performance)

Compared to all programs in state	NA	4 of 36	16 of 36	23 of 37	28 of 37	13 of 37	20 of 35	7 of 36
All similar programs	NA	73 of 1008	344 of 1045	474 of 1073	531 of 1099	241 of 1139	374 of 1165	207 of 1146
All programs, every state/jurisdiction	NA	129 of 1686	622 of 1752	839 of 1905	955 of 1844	459 of 1904	702 of 1947	430 of 1946

Outcome= 2

Practical Nurse (PN)

Test Performance:	April-Sept. 2009	April-Sept. 2010	April-Sept. 2011	Apr-Sept. 2012	Apr-Sept. 2013	Apr-Sept. 2014	Apr-Sept. 2015	Oct 2015-Sept 2016
Number of grads tested	19	16	15	14	10	5	6	14
Number passing	19	16	15	13	10	5	6	14
Percent passing	100%	100%	100%	93%	100%	100%	100%	100%

CBC Program Rank (based on test performance)

Compared to all programs in state	NA	1 of 19	1 of 19	13 of 17	1 of 14	1 of 14	N/A	N/A
All programs, every state/jurisdiction	NA	1 of 1087	1 of 1066	451 of 1079	1 of 1045	1 of 1045	N/A	N/A

Outcome= 2

Overall Outcome of Certification Results= 2

Data Source: *NCLEX-RN* and *NCLEX-PN* Program Reports (April 2016-Sept. 2016)

A2.7: Certification Results for Paramedic

| Class | Initial enrollment | Total Students graduating | 1st Attempt Pass Written National Registry Exam | Paramedic Graduating Class | | | | Outcome= 2 |
				Not yet attempted Written National Registry Exam	1st Attempt Pass Practical National Registry Exam	2nd Attempt Pass Practical National Registry Exam	Not yet attempted Practical National Registry Exam	Note
2011-12	17	16 (94% completion rate)	15 (100% pass rate)	1	14 (93% first attempt pass rate)	1	1	One student completed the program but decided not to take the National Certification Exam.
2013-14	21	20 (95% completion rate)	20 (100% pass rate)	na	17 (85% first attempt pass rate)	3	na	all 20 students who completed the program in the 13-14 cohort are certified as Paramedics
2015-16	17	14 82% retention rate)	14 (100% pass rate)	na	14	na	na	All 14 who completed are paramedics

A2.8: Certification Results for EMT

Class	Initial enrollment	Students completing course	1st Attempt Pass Written National Registry Exam	Cumulative Pass within 3 attempts Written National Registry Exam	Eligible for Written retest	1st Attempt Pass Practical National Registry Exam	Outcome= 2 Note
Fall 2013	30	29	20 of 26	24 of 26	2	29	5 EMT students eligible to take the National Exam have not registered to do so, and 2 failed their first written attempt and have not re-attempted.
Spring 2014	25	25	16 of 19	16 of 19	3	25	
Fall 2014	23	21	9 of 12	9 of 12	3	21	
Spring 2015	21	19	12 of 15	13	0	19	12 passed the NR Exam and are certified as EMT;s, 3 failed the exam and 4 never took the NR exam
Fall 2015	27	27	10 of 20	12	0	27	12 passed the NR and are certified as EMT's, 8 failed the exam or did not attempt a repeat, and 7 never took the exam
Spring 2016	18	17	12 of 14	13	2	17	13 passed the NR Exam and are certified as EMT's, 2 failed but are eligible to retake until June of 2017, 3 never took the exam, but are eligible until June 2017.
Fall 2016	24	22	12 of 17	na	5	22	To date 12 passed and are registered EMT's, 5 failed however are eligible to retest, 5 have not signed up to test

Data Source: Troy Stratford, Paramedic Program Director

Objective B: Workforce programs demonstrate strong enrollments and viability	Indicators
	B1: Enrollment/Completion, Trends in Program Enrollments, certificates and AAS/BAS degrees earned
	B2: BAS Enrollments

B1: Trends in Course Enrollment – "Workforce Students (Professional/Technical) in Workforce Courses"

CIP CLUSTER	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Business and Commerce	1660	1685	1866	1653	1682	1654
Data Processing	1074	981	985	945	1285	1329
Health Sciences	3952	4121	3838	3534	3906	3171
Mechanics and Engineering	2080	1948	1961	1736	1385	1192
Public Support	602	586	771	579	605	511
Occupational Support	488	491	354	193	207	150

CIP	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Computer / Information Services	1074	981	985	945	1285	1329
Education	326	322	473	373	315	315
Engineering, Math, Statistics	1147	1064	1049	768	633	550
Protective Services (Law Enforcement / Fire Science)	276	264	298	206	290	196
Mechanic / Repair Technologies	429	266	258	272	224	141
Precision Production	814	973	899	842	693	606
Health Professions and Related	4033	4121	3950	3651	4005	3258
Business / Management / Marketing	1658	1683	1754	1536	1583	1556

- The list of course enrollments in workforce programs in the Federal Classifications of Instructional Programs (CIP) show decreasing course enrollment overall.
- Some reclassification over time appears to have included workforce participants in "academic/transfer" courses.

Data Source: CBC Data Warehouse, Courses Taken in each CIP category

B1. Trends in AAS/BAS Degrees

CIP	PROGRAM	Degree				
		2011-12	2012-13	2013-14	2014-15	2015-16
131210	Early Childhood Education	7	12	13	12	9
150000	Engineering Technology	15	8	16	10	5
151401	Nuclear Technology	15	8	18	10	12
430103	Criminal Justice	14	13	12	15	8
430202	Fire Science	4	3	8	9	5
470604	Automotive Technology	13	11	16	17	11
480501	Machine Technology	12	11	12	5	4
480508	Welding Technology	15	10	12	7	11
010101	Agribusiness	2	2	1	1	1
110201	Computer Science-Programmer	4	4	5	1	8
110301	Computer Science-Database Administrator	9	15	5	4	1
110801	Multimedia	4	4	2	1	2
110901	Network Administrator	21	27	18	12	7
111004	Computer Science-Internet Specialist	5	4	1	1	2
	Computer Science	**43**	**54**	**31**	**19**	**20**
510602	Dental Hygiene	16	13	11	16	15
510801	Medical Assistant	10	16	12	14	9
510909	Surgical Technology	12	12	11	12	14
510911	Radiologic Technology	13	13	14	13	12
510916	Nuclear Technology-Radiation Protection Technician	4	12	12	4	3
513801	Associate Degree Nursing	46	50	45	49	48
	Health Sciences	**101**	**116**	**105**	**108**	**101**
520201	Business Administration	4	13	9	3	27
520211	Project Management			20	20	21
520302	Accounting	21	14	33	17	20
	Business Associate's Level	**25**	**27**	**62**	**40**	**68**
520201	Business Administration BAS	17	34	*61	34	40
520211	Project Management BAS			5	21	20
	Business BAS Level	**17**	**34**	***66**	**55**	**60**

- Completions in established Professional/Technical/Workforce Programs show mixed results in overall completion (AAS/BAS)

Outcome=1

19

Some double-counting occurred in Business Administration BAS (2013-14)

B2: Bachelors of Applied Science FTEs

BAS Students as a Percentage of Total Workforce (by Purpose)
*SBCTC Enrollment and Selected Programs Reports
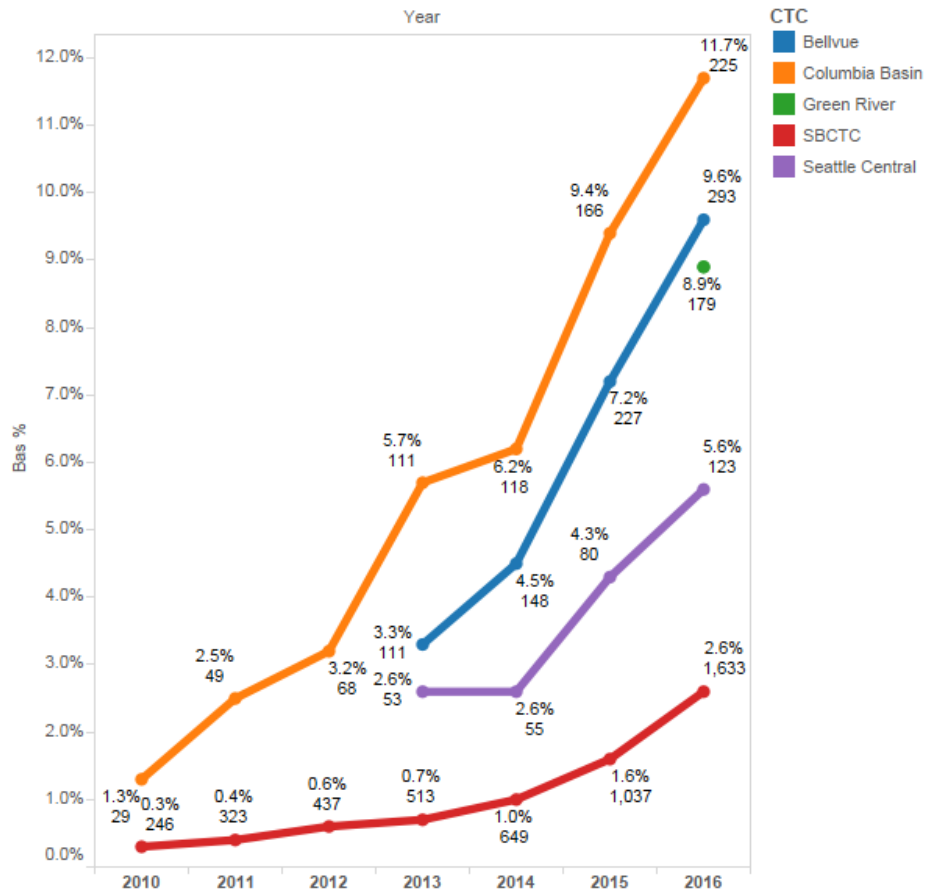
- CBC BAS enrollments continue to increase as new programs are added
- CBC has the second highest BAS FTEs in the state and the highest percent of BAS FTE out of workforce FTE

Outcome= 2

Columbia Basin College Historical BAS FTE

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Workforce FTE*	2,182	1,982	2,112	1,957	1,912	1775	1916
BAS FTE	29	49	68	111	118	166	225
% BAS FTEs	1.3%	2.5%	3.2%	5.7%	6.2%	9.4%	11.7%

Data Source: SBCTC Academic Year Reports to 2015-16

Objective	Indicators
Objective C: Workforce students obtain jobs and earn a good salary	C1: Employment rates for completers (Statewide comparison)
	C2: Employment rates by program (Employment is robust by program type)
	C3: Median annual pay by program (Wages are sustainable)

C1: Estimated Employment Rates by "Completers"*

CTC
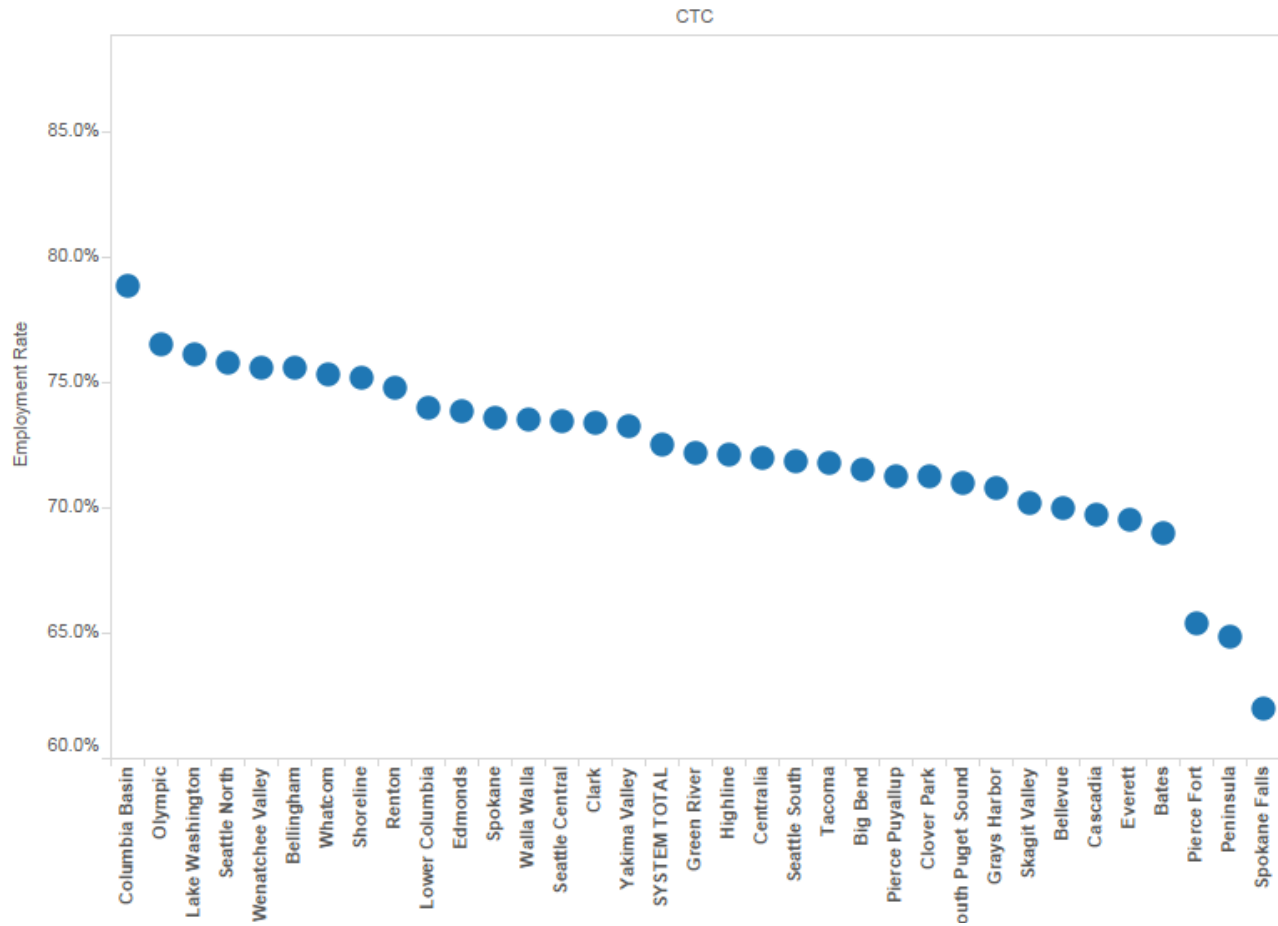
CBC has an outstanding record of employment after spending a year or more of successful credit time at CBC. It has ranked first of all CTCs 2 of the last 3 years.

* Completer: has earned 45+ credits, and a GPA of 2.0 or higher, and has been gone from CBC for at least 1 year, (this is <u>not</u> the same thing as a graduate)

Outcome= 2

Year Graduated	Columbia Basin	Olympic	Lake Washington	Seattle North	Wenatchee Valley	Bellingham	Whatcom	Shoreline	Renton	Lower Columbia	Edmonds	Spokane	Walla Walla	Seattle Central	Clark	Yakima Valley	SYSTEM TOTAL
2012-13 Graduates	75.9%	74.3%	73.4%	74.1%	74.6%	75.7%	70.6%	75.2%	70.7%	69.2%	72.1%	71.8%	72.5%	72.3%	71.2%	73.5%	70.6%
2013-14 Graduates	78.2%	78.4%	76.1%	77.4%	84.4%	74.0%	78.8%	74.8%	76.4%	75.8%	72.4%	76.3%	77.3%	73.2%	73.7%	76.3%	73.6%
2014-15 Graduates	82.4%	76.7%	78.7%	75.7%	67.7%	76.9%	76.5%	75.5%	77.2%	76.8%	77.0%	72.6%	70.7%	74.8%	75.1%	69.9%	73.2%

Data Source: SBCTC Academic Year Reports

22

C2: Employment Rates by Workforce Program

Title	Students	Est Employment Rate
Paramedicine	313	95.8%
Dental Hygiene	108	92.5%
Associate Degree Nursing	338	91.1%
Nuclear Technology	245	90.1%
EMT-Basic	185	89.3%
Fire Science	101	88.3%
Criminal Justice	171	88.0%
Radiologic Technology	112	87.6%
Medical Assistant	191	86.2%
Phlebotomy	161	85.0%
Surgical Technology	92	84.1%
Automotive Technology	138	83.5%
Project Management	106	83.4%
Computer Science-Database Administrator	84	81.6%
Licensed Practical Nurse	227	80.6%
Welding Technology	270	79.2%
Diagnostic Ultrasound Technology	141	78.6%
Aerospace Machine Maintenance	17	78.5%
Nuclear Technology-Radiation Protection Technician	38	76.9%
Computer Aided Drafting (CAD)	25	76.5%
Engineering Technology	142	76.2%
Computer Science-Programmer	83	76.0%
Business Administration	364	74.5%
Accounting	295	74.3%
Computer Science-Help Desk Technician	39	73.5%
Machine Technology	108	73.4%
Network Administrator	173	73.2%
Early Childhood Education	298	70.6%
Multimedia	52	68.8%
Computer Science-Internet Specialist	33	62.1%

Source: Data Linking for Outcomes Assessment (DLOA) 2016

- Employment rate was 70% or higher for 27 of 30 programs
- 20 of 30 programs gained from last year's employment rate
- 15 of 22 largest programs gained (10 or more added students from last year)

- 4 programs had employment rates > 90%
- 15 programs had employment rates > 80%
- 27 programs had employment rates above the SBCTC 3-year average in C1

Labor market variables can be highly contextual:
- Experience (both in and out-of-field)
- Local and state-wide market gap (cost-of-living)
- Non-monetary compensation
- Risk (sensitivity to business cycle)

Outcome= 2

C3: Median Annual Estimated Earnings of Former CBC Students by Program

Title	Students	Est Median Annual Earnings
Dental Hygiene	108	$75,192.00
Paramedicine	313	$71,177.60
Nuclear Technology	245	$69,264.00
Diagnostic Ultrasound Technology	141	$64,708.80
Associate Degree Nursing	338	$62,774.40
Project Management	106	$61,443.20
CT & MRI Technology	45	$58,032.00
Radiologic Technology	112	$53,206.40
Nuclear Technology-Radiation Protection Technician	38	$49,004.80
Surgical Technology	92	$45,905.60
Computer Science-Database Administrator	84	$42,681.60
Fire Science	101	$42,057.60
Computer Aided Drafting (CAD)	25	$40,976.00
Engineering Technology	142	$39,520.00
Business Administration	364	$36,940.80
EMT-Basic	185	$36,857.60
Computer Science-Programmer	83	$36,712.00
Welding Technology	270	$36,400.00
Machine Technology	108	$36,067.20
Network Administrator	173	$35,526.40
Accounting	295	$32,926.40
Computer Science-Internet Specialist	33	$32,697.60
Medical Assistant	191	$31,595.20
AA Degree Track	90	$31,033.60
Aerospace Machine Maintenance	17	$29,577.60
Criminal Justice	171	$29,120.00
Computer Science-Help Desk Technician	39	$28,537.60
Phlebotomy	161	$26,104.00
Automotive Technology	138	$25,896.00
Early Childhood Education	298	$25,480.00
Licensed Practical Nurse	227	$24,731.20
Multimedia	52	$24,024.00

Median income for all but one program exceeded the federal poverty threshold for a family of 4 in 2017.

YEAR	FIRST PERSON	EACH ADDITIONAL PERSON	(FOUR-PERSON FAMILY)
2017	$12,060	$4,180	(24,600)
2016	$11,880	Varies	(24,300)
2015	$11,770	$4,160	(24,250)
2014	$11,670	$4,060	(23,850)
2013	$11,490	$4,020	(23,550)
2012	$11,170	$3,960	(23,050)
2011	10,890	3,820	(22,350)

Labor market variables can be highly contextual:
- Experience (both in and out-of-field)
- Local and state-wide market gap (cost-of-living)
- Non-monetary compensation
- Risk (sensitivity to business cycle)

Outcome= 2

Source: Data Linking for Outcomes Assessment (DLOA) 2016, https://aspe.hhs.gov/prior-hhs-poverty-guidelines-and-federal-register-references

C4: (Descriptive) Local Workforce Supply Addendum

Trends of students employed can be interpreted as roughly an increase or decrease in likelihood by region (e.g. *students in 2014-15 are 8% more likely to be employed in Benton/Franklin Counties than in 2009-10*).

Actual regional employment retention likely higher due to "multiple county reports" and "non-reports"
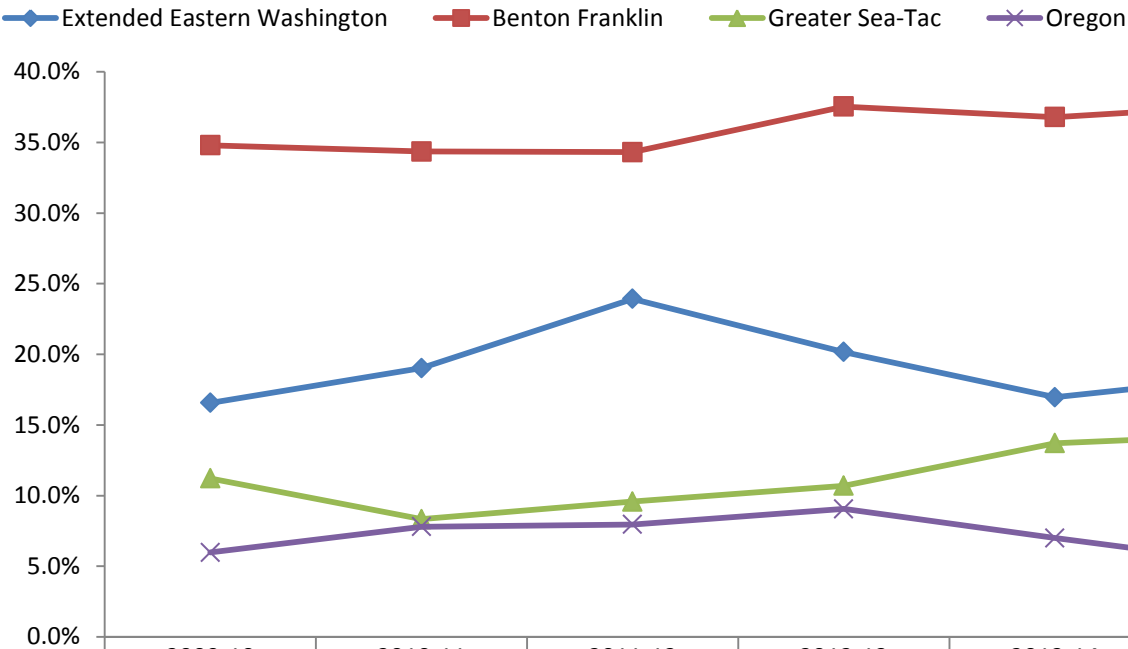
	2009-10 Graduates	2010-11 Graduates	2011-12 Graduates	2012-13 Graduates	2013-14 Graduates	2014-15 Graduates
Extended Eastern Washington	16.6%	19.0%	23.9%	20.2%	17.0%	18.6%
Benton Franklin	34.8%	34.4%	34.3%	37.5%	36.8%	37.7%
Greater Sea-Tac	11.2%	8.3%	9.6%	10.7%	13.7%	14.4%
Oregon	6.0%	7.8%	8.0%	9.1%	7.0%	5.1%

Legend: Extended Eastern Washington, Benton Franklin, Greater Sea-Tac, Oregon

- In response to questions about regional supply (both CBC and in the four state area), the Tri-Cities (and environs) remains a top employment destination for CBC graduates - non-reported location and multiple-county reporting notwithstanding.
- Local demand for workforce occupations remains strong overall (2016 Workforce Report), however it is unclear how much credit CBC might take for a strong regional economy and outlook. Programs continue to monitor and react specific occupational outlook.

Outcome= NA

Source: Data Linking for Outcomes Assessment (DLOA) 2016

25

|	Indicators
Objective D: Community support for Workforce Programs	D1: Advisory Committee members believe the program they advise is of high quality
	D2: CBC is responsive to Advisory Committee
	D3: CBC Workforce Programs meet community needs
	D4: Community has positive perception of workforce programs

Workforce Advisory Committee Survey Results

D1: Advisory Committee members believe the program they advise is of high quality

Rating Scale:
1= Strongly Agree
2= Agree
3= Neutral
4= Disagree
5= Strongly disagree
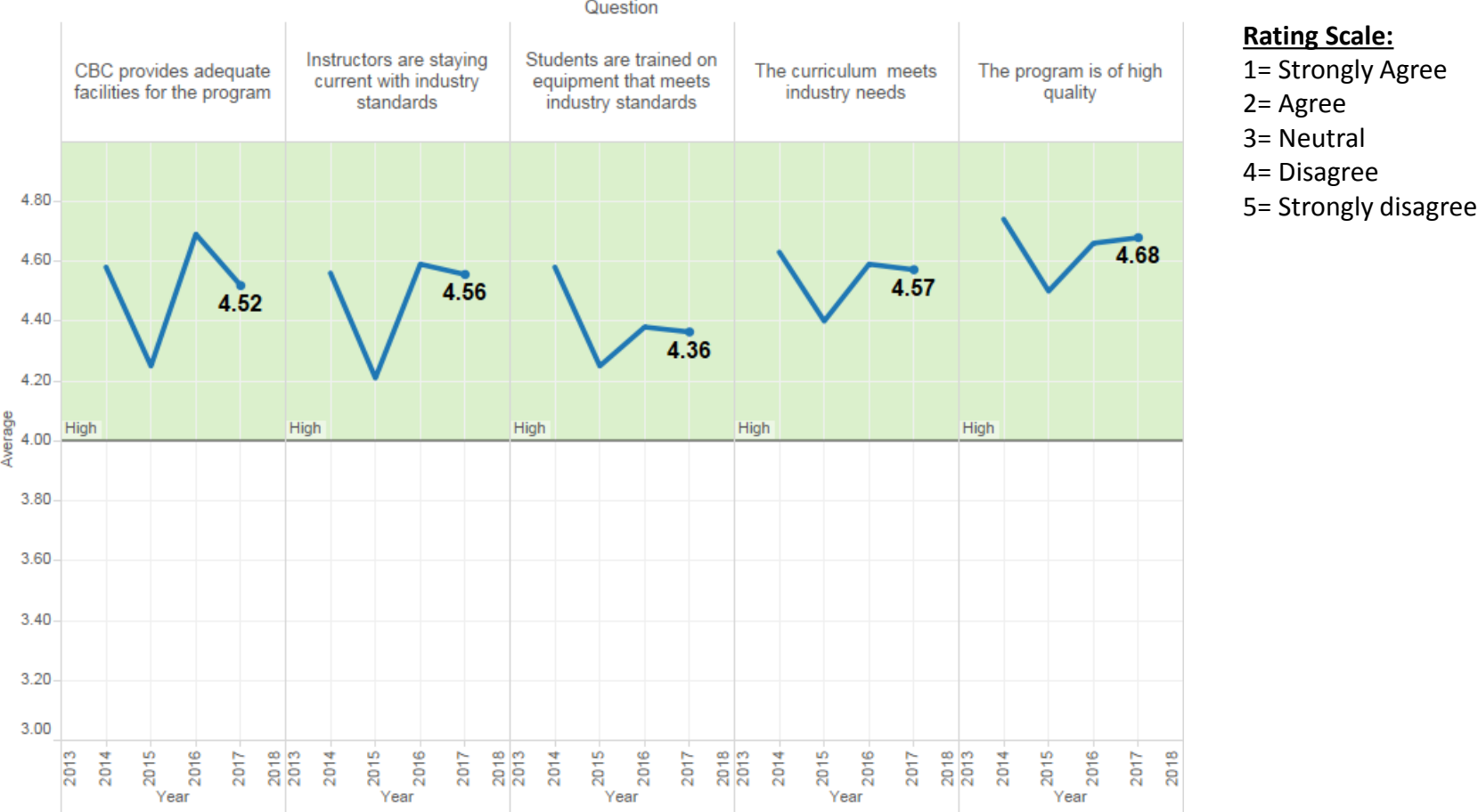
•Quality of programs remains very high for those on Advisory Committees (56 respondents)

Outcome= 2

Data source: 2014-2017 Advisory Committee Survey

Workforce Advisory Committee Survey Results

D2: CBC is responsive to Advisory Committee

Rating Scale:
5= Strongly Agree
4= Agree
3= Neutral
2= Disagree
1= Strongly disag

Rating Scale:
1= Not at all
2= Slightly
3= Moderately
4= Very
5= Extremely
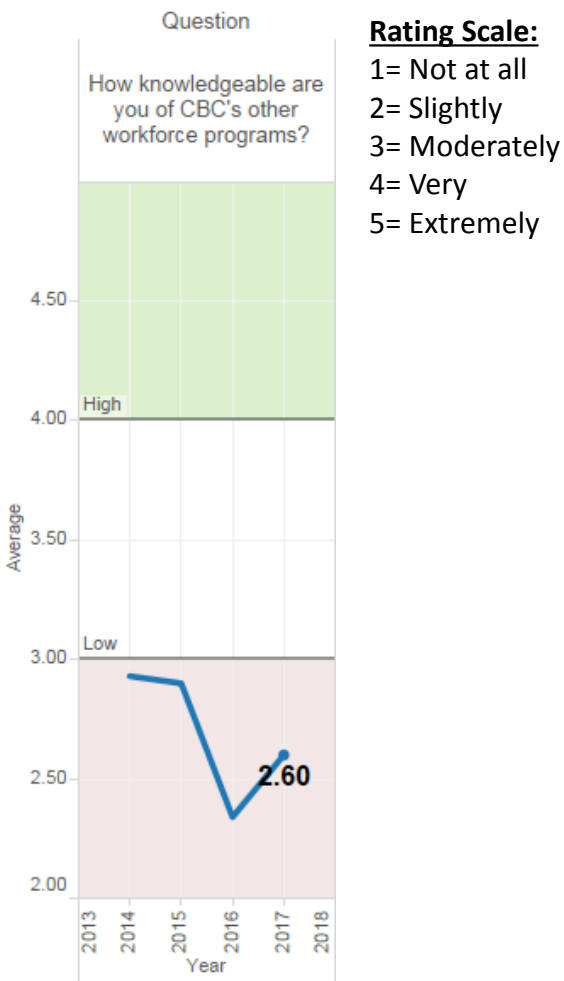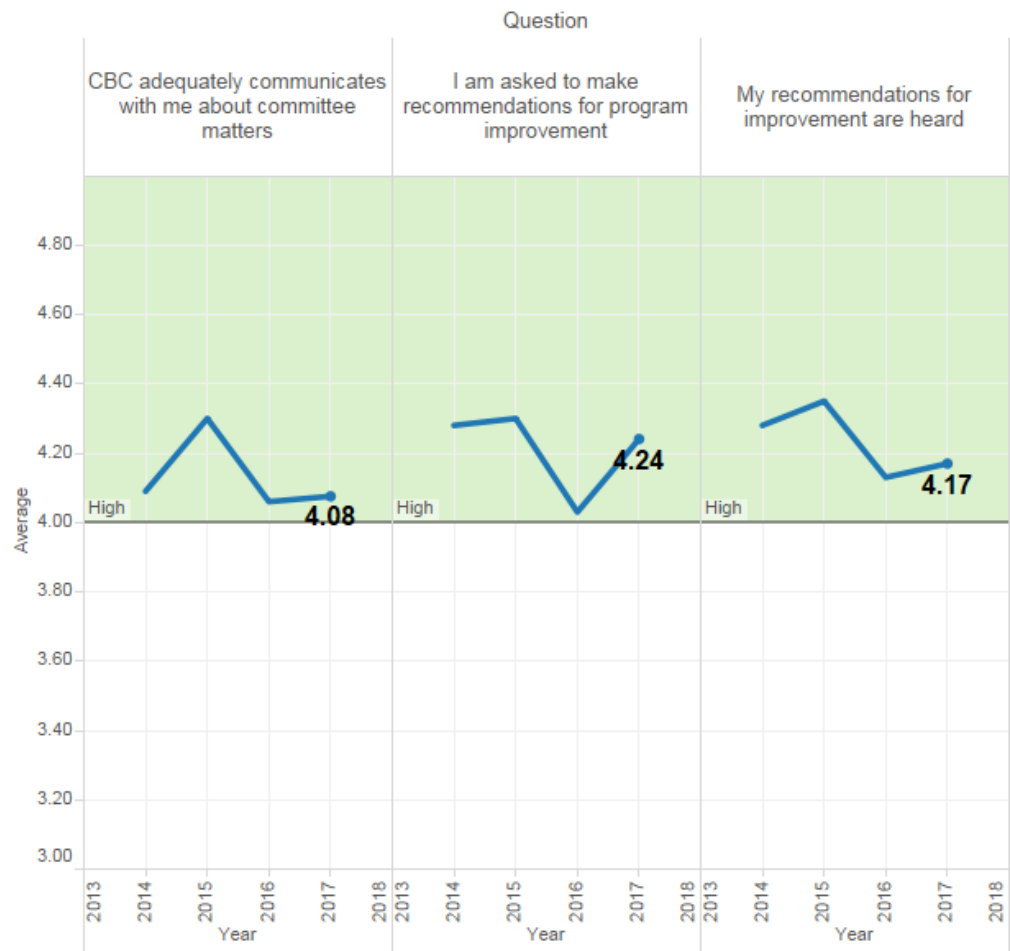
- Advisory Committee members are very positive about CBC's involvement with them (56 respondents)
- Committee members show moderate to slight knowledge across workforce areas without clear program pattern.

Outcome= 2

28

Data source: 2014-2017 Advisory Committee Survey

Workforce Advisory Committee Survey Results

D3: CBC Workforce Programs meet community needs
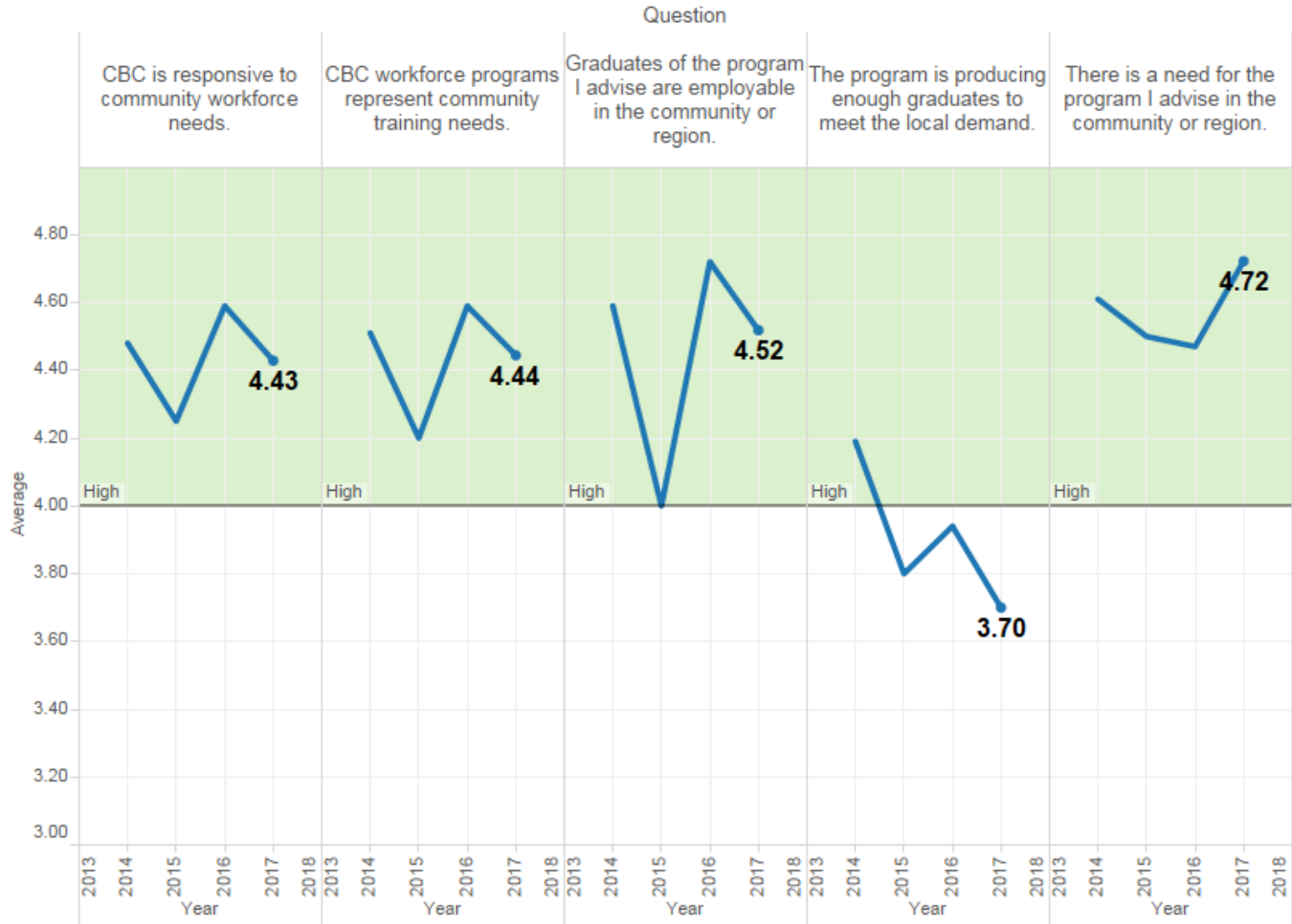
- Advisory Committee members cite CBC as highly important and needed in the region (56 respondents)
- Notably, current demand for CBC graduates outstrips supply

Outcome= 2

Data source: 2014-2017 Advisory Committee Survey

Workforce Advisory Committee Survey Results

D4: Community has positive perceptions of CBC workforce programs
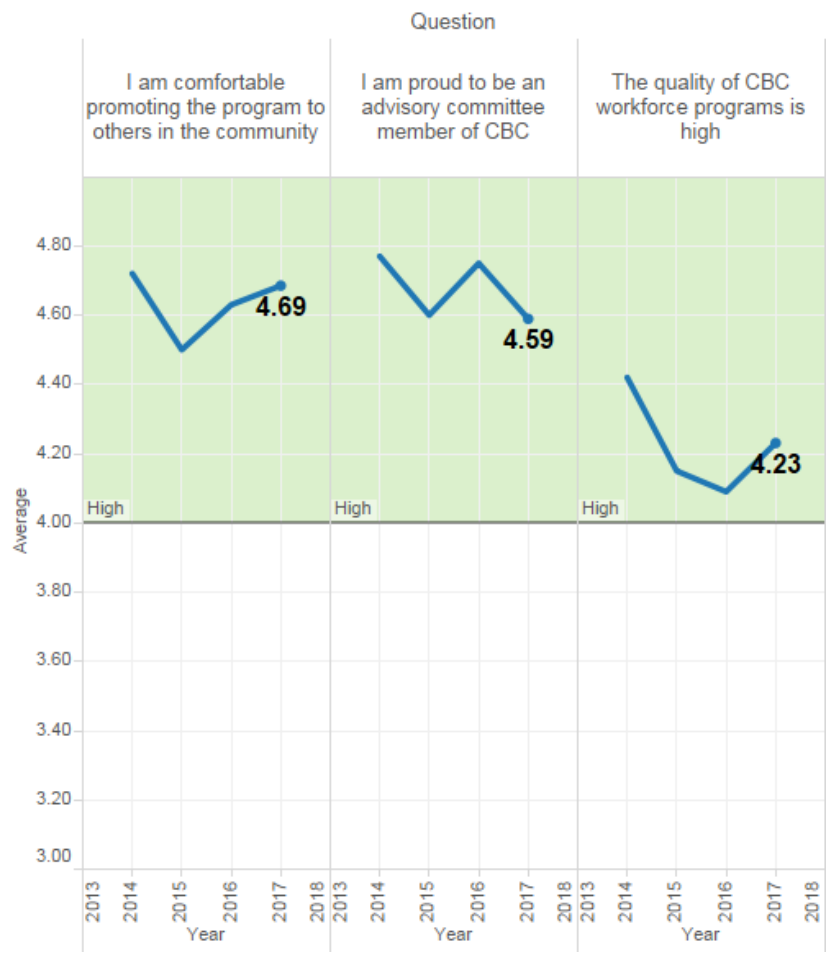
•CBC continues to have very positive perceptions in the community

Outcome= 2

Data source: 2014-2017 Advisory Committee Survey

Nichols' Tables Summary of Results

Objective A: CBC workforce students learn and develop program skills	A1: Student perceptions of learning and program effectiveness (student survey 2014)		
	Indicators	**Results**	**Outcome**
	A1.1: Perceptions of learning environment	Consistently high ratings by students.	**2**
	A1.2: Perceptions of effective pedagogy	High ratings with "mentoring" an item to watch.	**2**
	A1.3: Achieving student learning outcomes (SLOs)	High ratings but down from previous years. "Quantitative reasoning" an area to ewatch.	**2**
	A2: Performance on standardized examinations and certifications		
	1. Radiologic Technologist	Credential Examination and external ratings continue to be very strong for programs who participate in this activity. Where national benchmarks are available, CBC students typically outperform.	
	2. Dental Hygiene		
	3. Surgical Technology		
	4. Medical Assistant		
	5. Nursing		
	6. Practical Nursing		
	7. Paramedic		
	8. EMT		
	Overall certification performance		**2**

4 indicators (only 1 indicator for A2 overall), 8/8 points achieved

	Indicators	Results	Outcome
Objective B: Workforce programs demonstrate enrollment and viability	B1: Enrollment and Completion	Mixed to lower	**1**
	B1a: Enrollment	Some decline in program course enrollment (possibly due to coding). Equity measures increasing overall.	
	B1b: Completion	Steady to lower completion numbers overall in major program areas.	
	B2: BAS FTE	CTC-leading BAS enrollment (and rates) as a strategic objective	**2**

2 indicators and 3 out of 4 points were achieved

	Indicators	Results	Outcome
Goal C: Workforce students obtain jobs and earn a good salary	C1: Employment rates for completers	CBC has been a consistent leader in SBCTC employment results	**2**
	C2: Employment rate in programs, employment trends	Employment by program shows the underlying rates are favorable by program.	**2**
	C3: Median annual wage by program	Wages in workforce programs are consistent with expectations of a higher post-CBC standard of living.	**2**

3 Indicators, 6 points were obtained

	Indicators	Results	Outcome
Goal D: Community support for Workforce Programs	D1: Advisory Committee members believe the program they advise is of high quality	Survey results show consistently high marks for CBC quality.	**2**
	D2: CBC is responsive to Advisory Committee	Survey results show consistently high marks for CBC responsiveness.	**2**
	D3: CBC Workforce Programs meet community needs	Workforce programs score very highly except for an increased call for more graduates.	**2**
	D4: Community has positive perception of workforce programs	The community has a very positive perception of CBC programs.	**2**

4 Indicators, all 8 points were obtained

Summary of Performance on the Workforce End State

Objective	# of Indicators	Possible Points	Points Achieved	% Achieved
A	4	8	8	100%
B	2	4	3	75%
C	3	6	6	100%
D	4	8	8	100%
Total	**13**	**26**	**25**	**96.2%**

Performance for Workforce End State
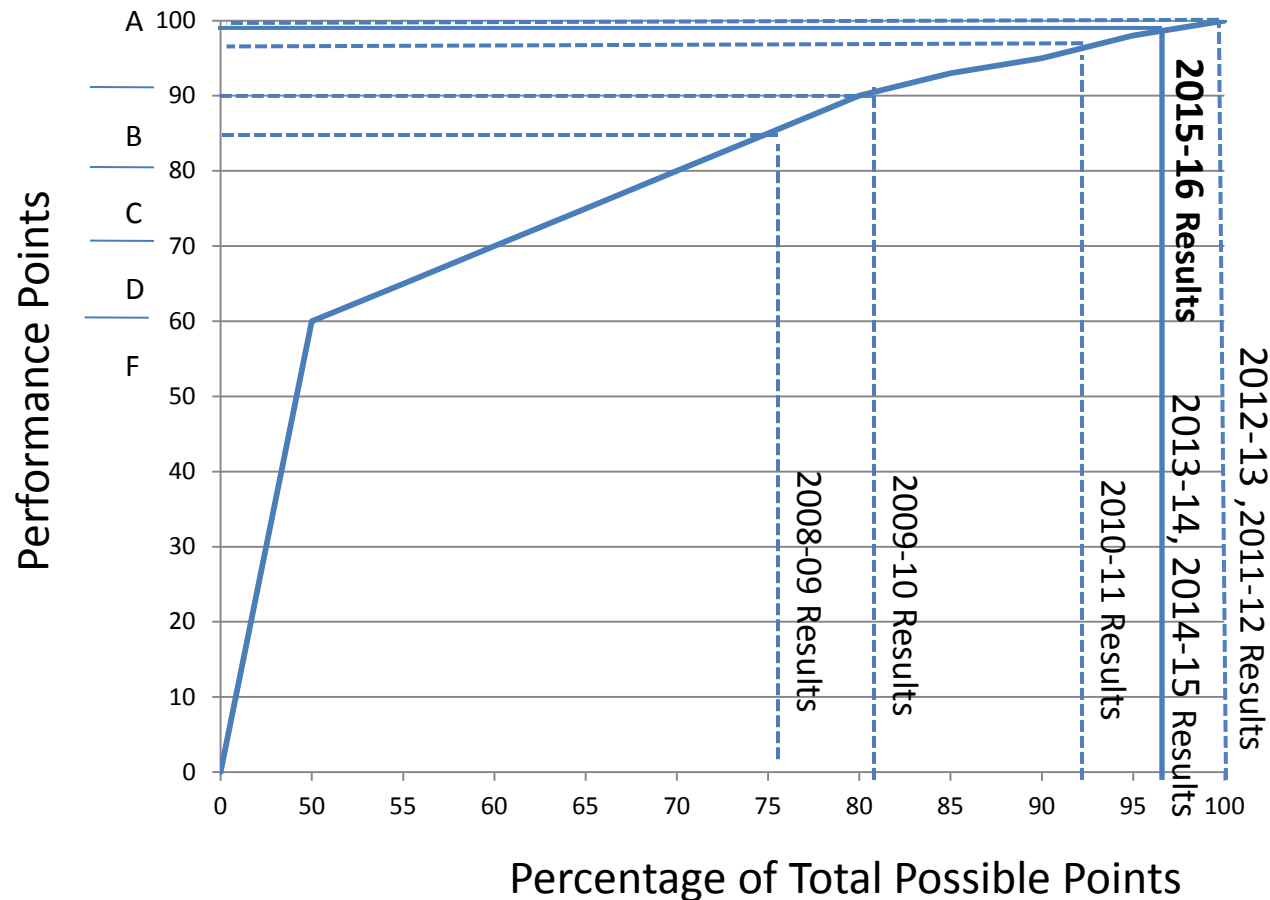
- There were 25/26 points, or 96.2% of the possible points achieved
- **This corresponds to 98 Performance Points, which is "A+" performance**
- Workforce performance remained the same as the previous two years

2017 Workforce Monitoring Report
Pär Jason Engle, Ph.D., Dean for Organizational Learning
March, 2017

Introduction: Workforce Mission Statement

CBC exists to enable students to complete requirements that would allow them to earn degrees/certificates to assist them to gain employment and pursue life-long learning opportunities. Accordingly, the College will provide:
- Quality instruction in relevant programs
- Up-to-date curriculum, equipment, and facilities
- Career skill assessment and advising
- Partnerships with K-12, local agencies, business, and industry

Workforce Model

The assessment of CBC's workforce programs is based on a model of effectiveness that includes the assessment of performance on four primary objectives. The results related to these objectives and their associated indicators are provided in summary within this report. Data sources for this End State Monitoring Report include student survey results, CBC's Data Warehouse calculations, and data from the Data Linking for Outcomes Assessment (DLOA) database.

Overview of Workforce Enrollment Trends
- Workforce enrollments have demonstrated gradual changes over the past 10 years, with a decline in the past five years (slide 3). Depending on the specific measure of workforce (whether strictly intent or employment skills purpose), there have been declines in numbers of workforce participants and as a share of CBC overall enrollment in the last four to five years, anywhere from 1.7 to 3.7%.
- For 2015-16, Workforce annualized FTEs were 21.0% of the total for CBC, compared to 58.5% for Academic enrollments. (slide 3).
- For the past four years, Hispanic Workforce FTEs have trended slightly higher (as have non-White, non-Hispanic FTEs), while White Workforce FTEs declined by 17.5%. (slide 4).

Summary of Objective and Indicator Outcomes
Objective A: CBC Workforce students learn and develop program skills
- Student perceptions of the CBC learning environment continue to be very positive. Means for all items exceeded 4.0. (slide 6-7).
- Students' rating of interactions with instructors and meaningful education were also high. The highest rated item was "My education at CBC will help me achieve my goals in life" (mean=4.43) and the lowest rated item was "I have had a mentor at CBC who encourages me" (mean=2.94) (slides 8-9).
- Student perceptions about achieving the Student Learning Outcomes (SLOs) were also positive. The highest mean was for "improving critical thinking skills" (mean=4.12) while the lowest was for "understanding and using mathematical concepts" (mean=3.74) (slides 10-11).

- Certification data available from a number of programs (slides 12-16) indicated successful end-of-program performance for nearly all programs where data were available.

Objective B: Workforce programs demonstrate mixed enrollments and viability
- Workforce programs showed lower raw numbers of enrollment and completion overall (slides 18-19). Given potential coding irregularity here and mix of academic and workforce courses with steady overall enrollment, this category receives "neutral" performance due mainly to overall steady enrollment (slide 3) and increasing enrollment of minority students (slide 4).
- CBC's emphasis on expanding BAS offerings has been quite positive in terms of enrollment (arguably touching other End States such as program access and academic outcomes such as graduation and retention) (slide 20).

Objective C: Workforce students obtain jobs and earn a good salary
- An analysis of employment rates by Workforce program using Data Linking for Outcomes Assessment (DLOA) data shows employment rates improving from 75.9% to 82.4 % in three years to the 2014-15 graduation year. Compared to Washington CTCs, the three year average is remarkably strong (slide 22).
- The program data suggest that students who complete a Workforce program at CBC are very likely to achieve subsequent employment. DLOA data includes employment information for former CBC students in a four-state region (slides 23-25).
- The median annual salaries of former students in CBC Workforce programs ranged from the $24K to $75K range based on DLOA data. Incomes for all programs but one for which data were available exceeded the federal poverty threshold of $24,600 for a family of four (slide 24).
- There has been renewed interest in the Community College State System, asking whether graduates stay in the local labor markets ("leakage"). According to DLOA data, and with some shortcomings in reporting, there doesn't appear to be stronger graduate outflow from the Tri-Cities over six years (slide 25).

Objective D: Community support for Workforce Programs
Advisory Committee members were highly satisfied with CBC Workforce Programs. Means for all but two items exceeded 4.0 (highly satisfied). The lowest item reflects committees' knowledge of other programs and whether programs are producing enough graduates to meet local demand. There were a total of 56 respondents to the survey (32 in 2016).
- Advisory committee members were highly satisfied with the quality of Workforce programs at CBC, with the overall mean steady (slide 27).
- The Advisory Committee respondents found CBC to be very responsive to their input regarding improving Workforce programs with a steady to slightly higher rating (slide 28).
- The Advisory Committee survey respondents agreed that Workforce programs meet community needs, which is steady to lower with one area of weakness in CBC's production of graduates. Local demand for professional/technical employees outpaces graduates (slide 29).

- Advisory Committee members strongly agreed that the community has positive perceptions of CBC Workforce programs, steady at very high levels for four years (slide 30).

Overall Evaluation of Indicator Performance

The indicator outcomes were entered into Nichols' tables to summarize and evaluate indicator results, to draw conclusions about overall Workforce End State performance, and to identify appropriate improvement actions. Consistent with previous reports, each indicator was assigned a value of "2" for good performance, "1" for neutral performance, or "0" for poor performance. A total of 13 indicators were used, 12 which showed "Good" performance and one that showed "neutral" performance. These values resulted in a total of 25 out of a possible 26 points, for 96.2% of the total possible points. Using the standard Performance Curve developed several years ago, this percentage corresponds to a value of 98 Performance Points for an overall "A+" level of performance similar to the prior year's performance. One indicator was removed this year (overemphasis on positive labor market outlook for which CBC would like to take credit), and one indicator was added back (CBC's continuing outperformance on CTC employment comparison). The Performance Curve results for the Workforce End State performance has been provided below, showing results for the previous years.
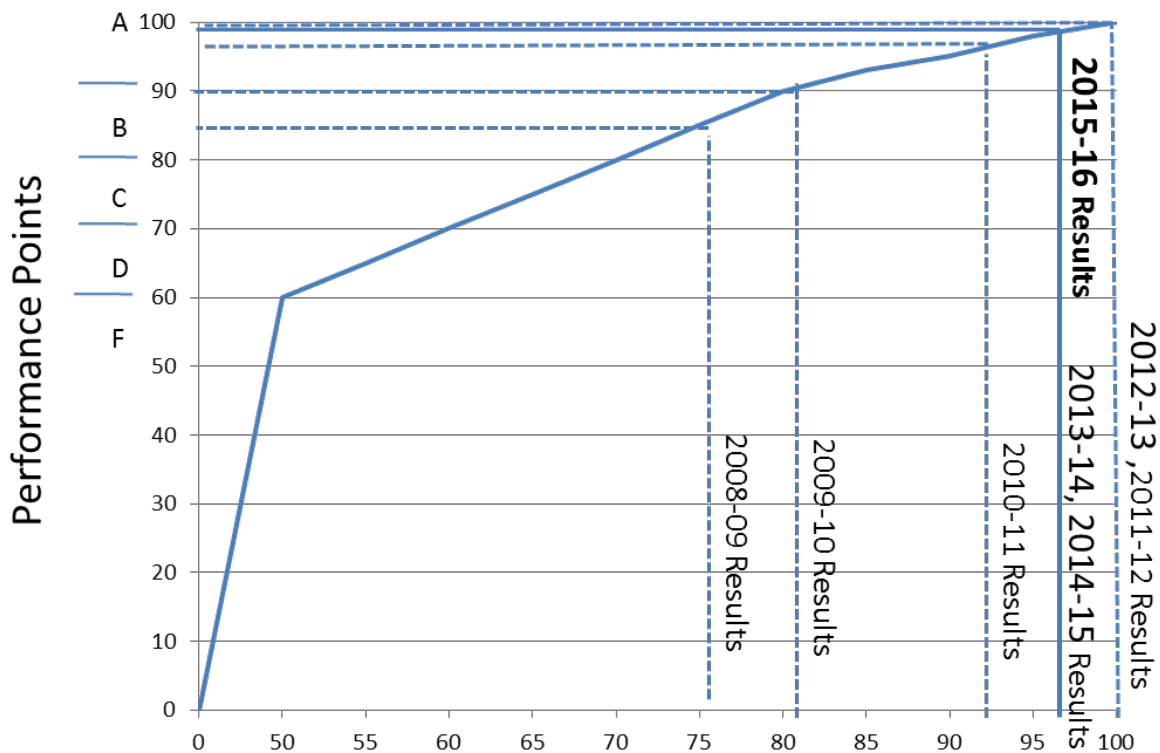
Future Modifications to the Workforce Report

The Data Linking for Outcomes Assessment (DLOA) data on wages from a four state reporting area (WA,OR,ID,MT) contains a wealth of information on CBC graduate wages. Even though small numbers

in each program make analyses challenging, there is much more we might glean from this. System-wide outcomes appear very favorable for workforce students at CBC in the last years, but a deeper look at equity and other performance measures might deserve a separate cover for the next workforce report.

While it is difficult to find outcomes that are uniformly relevant to specialized professions, it might be wise to include *more weight and data on specific credential examinations* or reviews from accreditors of national professional bodies where available. More than any area, these programs are subjected to scrutiny from external quality control bodies. Currently, only one indicator represents these independent measures of attainment. It is my opinion that program overall ratings reflect the considerable time and effort spent preparing for external credential examinations, monitoring, and specific industry standards. This may mean, among other modifications, a separate indicator of short-term certification due to the number and differences in each field, and may include local "graduate follow-up" data from programs.

It may also be appropriate to include more *general education assessment (SLOs) of workforce students* in the future. While student self-reports show they will likely be on par with the rest of CBC's enrollment (possibly higher: technology use and cultural competence), these kind of skills are important to long-term success in professional fields.[1]

Accomplishments and Improvement Actions

While indicators and overarching objectives are useful in overall trend evaluation, specific changes and programs deserve note in addition to maintaining high performance in a number of core programs. They are selected highlights that represent our continuing adjustment to current local needs and help further strategic objectives of community access, primarily in two areas, (1) longer term Bachelors (BAS/BSN) programs and (2) shorter-term certificate options:

- A new BSN program has been established (Bachelors of Science in Nursing) and is ready to launch in the Spring
- An Information Technology BAS track has been created
- This year, a track for Spanish Medical Interpreter (short-term certificate) was started with collaboration between Health Sciences and World Languages
- CBC has established a CDL (commercial driver's license) partnership with Walla Walla Community College for short-term certificate
- More broadly, as an aid to segments of workforce development and in response to community needs, CBC has approved short-term certifications in CDL, Basic Industrial (and Mechanical) Maintenance, Production Technician, and Logistics Technician tracks
- Lab facilities for Criminal Justice have improved in the new SWL Building as well as improved linkage with the rest of the social sciences programs and targeted outreach

Specific actions and improvements identified for next year include:

- An Early Childhood Education BAS track is in development
- CBC has started very early work on working to establish a Culinary Institute to accompany development in Kennewick.

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[1] Hanushek, E. A., Schwerdt, G., Woessmann, L., & Zhang, L. (2016). General education, vocational education, and labor-market outcomes over the life-cycle. *Journal of Human Resources*.

- While DLOA is a good data source for statewide trends and comparison, Career and Technical Education is instituting more immediate systems to help track outcomes of CBC students at three and six months.
- Health Sciences continues to monitor labor market and admissions trends, with targeted recruiting where appropriate, to programs where local demand is particularly high (e.g. face-to-face recruiting efforts in the Nursing Assistant program).

Conclusion

Workforce education and the resulting workforce programs offered at CBC are an important part of meeting CBC's mission. A significant portion of the College's time and effort is spent working to offer high quality programs with sustainable employment outcomes to the students who choose to invest in professional/technical skills.

Areas to Watch: Enrollment, Student Learning Objectives (Math Focus), and Mentoring

A continuing area of concern is that Workforce enrollments have declined modestly since 2008-09. Some of this has been offset by increasing enrollment in BAS programs and strong enrollment in health science programs. For a number of years, Hispanic and other minority enrollment has been more substantial, allowing the college to better reflect its community and offer new opportunities to traditionally underserved populations. While not below a monitoring threshold of good performance, two individual questions represent additional potential areas of concern: one is in instructional mentoring (also noted in the Well-Being End State for all students) and the other is in the trajectory of Student Learning Objectives, and "quantitative reasoning" in particular (also noted in the Academic End State for all students). The college will continue to watch these trends and take action as necessary to address these areas.

Areas of Strength: Community Ratings, Student Ratings, and Employment and Wage Outcomes

Students' certification rates, employment rates after leaving CBC, and post-graduation wages all remain high, and consistently lead peer institutions in employment outcomes. Put together, this represents a substantial add in value to students. Additionally, advisory board opinions and student opinions of the workforce education offered by CBC remains very high. The students see their skill acquisition as meaningful and the community members who know these programs best are very positive about CBC. That the largest area of concern is that CBC does not produce enough of these students is concern that mimics compliment.

CBC will continue its commitment to offering excellent workforce programs. This year's assessment of performance on the Workforce End State "A+" rating, for the fourth year in a row, is exemplary.

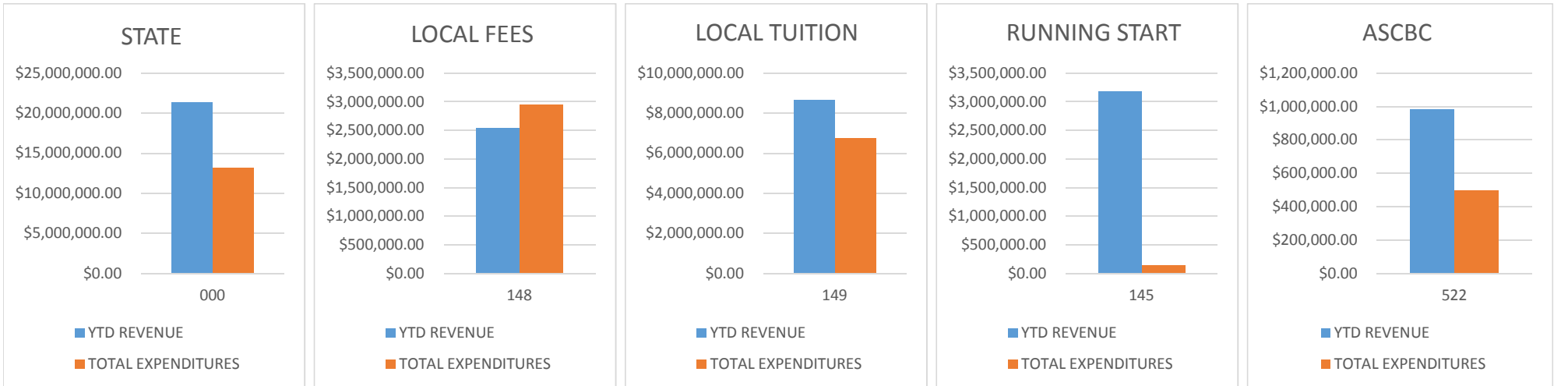# EXHIBIT D

FY1617 Operating Funds Variance Report

By FUND					% of Bdgt Exp **EXP/BDGT**	% of Rev Exp **EXP/REV**	% of Bdgt Rev **REV/BDGT**
*State Allocation #3 101,3E0,DA0,BD1,BG1,BK1,123	000	BDGT EXP REV	$22,181,554.00 $13,208,715.47 $21,395,819.00		59.55%	61.74%	96.46%
Local Fees	148	BDGT EXP REV	$5,493,362.00 $2,956,249.13 $2,546,193.69		53.81%	116.10%	46.35%
Local Tuition	149	BDGT EXP REV	$14,083,154.00 $6,735,947.89 $8,664,085.09		47.83%	77.75%	61.52%
Running Start	145	BDGT EXP REV	$139,184.00 $140,302.24 $3,181,184.27		100.80%	4.41%	2285.60%
**ASCBC	522	BDGT EXP REV	$1,270,023.00 $495,930.25 $984,501.27		39.05%	50.37%	77.52%
TOTALS		BDGT EXP REV	**$43,167,277.00** **$23,537,144.98** **$36,771,783.32**		54.53%	64.01%	85.18%

BY OBJ, ALL FUNDS COMBINED		BDGT	EXP	EXP/BDGT	NOTES
SALARIES	A	$25,112,193.00	$14,153,811.85	56.36%	* Worker Retraining allocation increased by $30,750
BENEFITS	B	$8,130,239.00	$5,105,628.86	62.80%	as of allocation #3. Increase is reflected in
PERSONAL SERVICES CONTRACTS	C	$177,204.00	$163,487.63	92.26%	State allocation revenue
GOODS & SERVICES	E	$5,787,739.00	$3,125,997.36	54.01%	** Includes ASCBC debt service budgets and revenue
COST OF GOODS SOLD	F	$0.00	$0.00		collected through quarterly fees
TRAVEL	G	$837,542.00	$337,919.36	40.35%	*** Principal and interest debt service expenditures
CAPITAL OUTLAYS	J	$668,475.00	$178,296.64	26.67%	occur in December and June
SOFTWARE	K	$434,620.00	$148,698.15	34.21%	**** Budget total increased BY $71,749.03 on 11/2016
GRANTS BENEFITS & CLIENT SVCS	N	$972,121.00	$480,773.74	49.46%	to cover additional ALEKS and ACCUPLACER
***DEBT SERVICE	P	$1,668,855.00	$244,361.79	14.64%	testing software costs
INTERAGENCY REIMBURSEMENTS	S	Revenue Bdgt ($217,386.00)	($102,654.07)	47.22%	
INTRAAGENCY REIMBURSEMENTS	T	Revenue Bdgt ($404,325.00)	($299,176.33)	73.99%	
DEPRECIATION, AMORTIZATION, BAD DEBT	W	$0.00	$0.00		
	****	**$43,167,277.00**	**$23,537,144.98**	54.53%	

FY 1617 Operating P&L Report

		STATE	LOCAL FEES	LOCAL TUITION	RUNNING START	ASCBC	2/28/2017
		000	**148**	**149**	**145**	**522**	**TOTAL**
YTD REVENUE		$21,395,819.00	$2,546,193.69	$8,664,085.09	$3,181,184.27	$984,501.27	**$36,771,783.32**
YTD EXPENDIT... SALARIES & WAGES	A	$8,628,846.14	$1,228,149.75	$4,165,198.42	$50,436.11	$81,181.43	**$14,153,811.85**
BENEFITS	B	$3,177,097.35	$374,426.71	$1,519,870.24	$20,255.62	$13,978.94	**$5,105,628.86**
PERSONAL SERVICES CONTRACTS	C	$58,229.30	$57,550.08	$23,496.00	$2,000.00	$22,212.25	**$163,487.63**
GOODS & SERVICES	E	$1,277,847.67	$970,181.47	$642,979.75	$67,610.51	$167,377.96	**$3,125,997.36**
COST OF GOODS SOLD	F	$0.00	$0.00	$0.00	$0.00	$0.00	**$0.00**
TRAVEL	G	$83,881.81	$63,458.58	$78,177.12	$0.00	$112,401.85	**$337,919.36**
CAPITAL OUTLAYS	J	$59,854.16	$43,803.74	$28,299.17	$0.00	$46,339.57	**$178,296.64**
SOFTWARE	K	$3,575.31	$44,017.31	$100,954.13	$0.00	$151.40	**$148,698.15**
GRANTS BENEFITS & CLIENT SVCS	N	$432,543.76	$7,068.13	$0.00	$0.00	$41,161.85	**$480,773.74**
DEBT SERVICES	P	$0.00	$175,711.79	$57,525.00	$0.00	$11,125.00	**$244,361.79**
INTERAGENCY REIMBURSEMENTS	S	($96,957.19)	($5,696.88)	$0.00	$0.00	$0.00	**($102,654.07)**
INTRAAGENCY REIMBURSEMENTS	T	($416,202.84)	($2,421.55)	$119,448.06	$0.00	$0.00	**($299,176.33)**
DEPRECIATION, AMORTIZATION, BAD DEBT	W	$0.00	$0.00	$0.00	$0.00	$0.00	**$0.00**
TOTAL EXPENDITURES		$13,208,715.47	$2,956,249.13	$6,735,947.89	$140,302.24	$495,930.25	**$23,537,144.98**
NET RESOURCES		$8,187,103.53	($410,055.44)	$1,928,137.20	$3,040,882.03	$488,571.02	**$13,234,638.34**

STATE — bar chart (000): YTD REVENUE, TOTAL EXPENDITURES

LOCAL FEES — bar chart (148): YTD REVENUE, TOTAL EXPENDITURES

LOCAL TUITION — bar chart (149): YTD REVENUE, TOTAL EXPENDITURES

RUNNING START — bar chart (145): YTD REVENUE, TOTAL EXPENDITURES

ASCBC — bar chart (522): YTD REVENUE, TOTAL EXPENDITURES

BOT Reserve by Policy	Purpose	Amount	Fund
Current Operations	2 months operating expense	$ 7,500,000	149
Unplanned Capital Repair & Replacement	Covers largest potential system failure	$ 750,000	145
	Failing roof systems	$ 3,300,000	145
		$ 4,050,000	
	Provides for real estate debt needs of CBC not easily funded from State sources		
Real Estate Debt Fund			
Debt Service Reserve		$ 1,500,000	148
Real Estate Acquisitions		$ 1,000,000	148
		$ 2,500,000	148
	Future new program offerings by project		
Planned Future Operations			
Degree Map Program		$ 465,000	145
Culinary Program		$ 1,500,000	145
Campus Housing Program		$ 1,000,000	145
		$ 2,965,000	
	Covers current and planned capital projects		
Capital Facilities Projects			
SSWL Project			
Construction	Local funding of additional space & parking	$ -	145
Furniture & Tech	Classroom & common space furniture and tech needs	$ 1,000,000	145
SSWL Sub Total		$ 1,000,000	
Argent Street Widening	Future Project Share	$ 1,250,000	145
Richland Campus Renovations	Roof, HVAC, Paint, FFE, Signage in addition to Minor Works $	$ 50,000	148
HSC II			
Project Cash Flow	Cashflow for Construction	$ 10,000,000	148
Furniture & Tech	Classroom, Lab, & Common Spaces	$ 750,000	148
4th Floor Buildout	Future Buildout of Shell Space	$ 1,750,000	148
Parking	Facility Parking	$ 500,000	148
HSC II Sub Total		$ 13,000,000	
Capital Facilities Projects Sub Total		$ 15,300,000	

Investments	Amount	Ave Maturity (no call)	Ave YTW
TVI	$ 5,005,140	1.7 yrs	0.83%
Buckley	$ 5,000,000	0.66 yrs	0.78%

		Amount	
Sub Total: BOT Designated Reserves		$ 32,315,000	
Undesignated Reserves	Replenishment of other reserves or operating losses	$ 1,812,192	
CBE Contribution FY17		$ 167,776	
HCA Lawsuit Payout		$ 125,000	
ctcLink Implementation		$ 500,000	
Sub Total Undesignated		$ 1,019,416	
Total Operating Reserves		$ 33,334,416	

Fund Sub Totals		Reserves & Designated	Fund Bal at January 31, 2017	Undesignated
145	Grants & Contracts	$ 9,265,000	10,275,400.27	$ 1,010,400.27
148	Dedicated Local	$ 15,550,000	6,302,267.72	$ (9,247,732.28)
149	Operating Fee (Tuition)	$ 7,500,000	17,549,524.06	$ 10,049,524.06
		$ 32,315,000	34,127,192.05	$ 1,812,192.05

EXHIBIT E

Current CC Language from Senate Bylaws

3. Curriculum Committee
     a) Composition

        (i) Membership is thirteen:
          · One member from the Faculty Senate who is appointed by the chair and approved by a majority vote of the Faculty Senate and who has the right to co-chair the committee. The Faculty Senate representative has the right to delegate his or her co-chair responsibilities to another faculty member who has been elected to serve on the committee, subject to majority vote approval by both Curriculum Committee and Faculty Senate.
          · One faculty member from each instructional area who is elected by the faculty in that area (total of seven instructional faculty members), as specified below. Additional voting faculty from areas not listed will be added to or dropped from the relevant area with approval from Faculty Senate:

              - Arts & Humanities and Health & PE (1 member) - Art, English, Speech, Communication Studies, Theatre, Music, Health and PE

              - Business/Information Technology (1 member) - Business, Computer Science, Economics, Applied Management, Project Management

              - Health Sciences (1 member) - Nursing, Surgical Tech, Radiology, Ultrasound Tech, Medical Assistant, Dental Hygiene

              - Math/Science (1 member) – Math, Biology, Chemistry, Physics, Engineering Tech, Astronomy, Agriculture, Nutrition

              - Basic Skills and Transitional Studies (1 member) – Adult Basic Education, GED, ESL

              - Social Sciences/World Languages (1 member) – Sociology, Psychology, Anthropology, History, ICS, Philosophy, Political Science, Criminal Justice, World Languages

              - Vocational/Workforce Development (1 member) – Early Childhood Education, Workfirst/Worker Retraining, Welding, Manufacturing Tech, Automotive Tech, Nuclear Tech

       · One librarian designated by the library faculty
       · One counselor designated by the counseling faculty
       · A member of the academic administration designated by the college President, who co-chairs the committee.
       · Three additional administrators designated by the administrative co-chair.
       · A representative from registration who serves in an advisory and non-voting capacity

(ii) Elected members serve a two-year term, with a limit of four consecutive years. The Faculty Senate representative serves a one-year term with the option of serving a second one-year term if the Senate approves.

(iii) The nine faculty members will serve staggered terms, as follows:

Elected in Even Years
- Arts & Humanities and Health & PE
- Business/Information Technology
- Health Sciences
- Math/Science

Elected (or designated) in Odd Years
- Basic Skills and Transitional Studies
- Social Sciences/World Languages
- Vocational/Workforce Development
- Librarian
- Counselor

(iv) If a faculty member is no longer able to serve, a new faculty member from the same area (as specified in a.(i.)) will be selected by faculty in the relevant area to serve the remainder of the original term.

b) Duties

(i) Investigate, evaluate, and enact additions or changes to curricula, in accordance with the responsibilities listed in the Curriculum Committee handbook

(ii) Develop degree/certificate requirements.

(iii) Work with the Teaching and Learning Committee to develop instructional goals and long-range plans to meet goals.

Changes to Bylaws

3. Curriculum Committee

    a) Composition

    (i) Membership consists of~~is thirteen:~~

        · One member from the Faculty Senate who is appointed by the chair and approved by a majority vote of the Faculty Senate and who has the right to co-chair the committee. The Faculty Senate representative has the right to delegate his or her co-chair responsibilities to another faculty member who has been elected to serve on the committee, subject to majority vote approval by both Curriculum Committee and Faculty Senate.

        · One faculty member from each instructional area who is elected by the faculty in that area ~~(total of seven instructional faculty members)~~, as specified ~~below~~ in the Faculty Senate. Additional voting faculty from areas not listed will be added to or dropped from the relevant area with approval from Faculty Senate~~.~~. Composition of the committee shall be faculty weighted (a majority of eligible voters shall be faculty members) and reflect equitable representation of division/unit faculty. Members from the following areas are included in addition to faculty from instructional areas.

            - ~~Arts & Humanities and Health & PE (1 member) - Art, English, Speech, Communication Studies, Theatre, Music, Health and PE~~
            - ~~Business/Information Technology (1 member) - Business, Computer Science, Economics, Applied Management, Project Management~~
            - ~~Health Sciences (1 member) - Nursing, Surgical Tech, Radiology, Ultrasound Tech, Medical Assistant, Dental Hygiene~~
            - ~~Math/Science (1 member) - Math, Biology, Chemistry, Physics, Engineering Tech, Astronomy, Agriculture, Nutrition~~
            - ~~Basic Skills and Transitional Studies (1 member) - Adult Basic Education, GED, ESL~~
            - ~~Social Sciences/World Languages (1 member) – Sociology, Psychology, Anthropology, History, ICS, Philosophy, Political Science, Criminal Justice, World Languages~~
            - ~~Vocational/Workforce Development (1 member) – Early Childhood Education, Workfirst/Worker Retraining, Welding, Manufacturing Tech, Automotive Tech, Nuclear Tech~~

        · One librarian designated by the library faculty

        · One counselor designated by the counseling faculty

        · A member of the academic administration designated by the college President, who co-chairs the committee.

        · Three additional administrators designated by the administrative co-chair.

        · A representative from registration who serves in an advisory and non-voting capacity

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~~(iii) The nine faculty members will serve staggered terms, as follows:~~

~~Elected in Even Years~~
~~· Arts & Humanities and Health & PE~~
~~· Business/Information Technology~~
~~· Health Sciences~~
~~· Math/Science~~
~~Elected (or designated) in Odd Years~~
~~· Basic Skills and Transitional Studies~~
~~· Social Sciences/World Languages~~
~~· Vocational/Workforce Development~~
~~· Librarian~~

~~· Counselor~~

(iii) The faculty members will serve staggered terms as specified in the Faculty Senate.

(iv) If a faculty member is no longer able to serve, a new faculty member from the same area (as specified in a.(i.)) will be selected by faculty in the relevant area to serve the remainder of the original term.

(v) Members serve in the instructional area to which they are elected for their entire two-year term. Faculty Senate defines the instructional areas at the beginning of each academic year, and the instructional areas will represent the organizational structure of the college.

If a department is reassigned to a new instructional area during a member's term, the member continues to serve in the original instructional area to which the member was elected for that term. The member does not represent the reassigned department's newly assigned instructional area.

If the member is not able or willing to represent the original instructional area that has changed, the member may resign from Curriculum Committee, and the Senate will conduct an emergency election for the vacated position.

If, during the academic year, the College creates a new department and puts the new department into an existing instructional area; or if the College moves an existing department to another instructional area, the Curriculum Committee member who was originally elected to represent that existing instructional area will also be responsible for representing the instructional area's newly assigned or created department.

b) Duties
    (i) Investigate, evaluate, and enact additions or changes to curricula, in accordance with the responsibilities listed in the Curriculum Committee handbook
    (ii) Develop degree/certificate requirements.
    (iii) Work with the Teaching and Learning Committee to develop instructional goals and long-range plans to meet goals.

Proposed CC Language

3. Curriculum Committee
    a) Composition
        (i) Membership consists of
            · One member from the Faculty Senate who is appointed by the chair and approved by a majority vote of the Faculty Senate and who has the right to co-chair the committee. The Faculty Senate representative has the right to delegate his or her co-chair responsibilities to another faculty member who has been elected to serve on the committee, subject to majority vote approval by both Curriculum Committee and Faculty Senate.
            · One faculty member from each instructional area who is elected by the faculty in that area, as specified in the Faculty Senate. Additional voting faculty from areas not listed will be added to or dropped from the relevant area with approval from Faculty Senate. Composition of the committee shall be faculty weighted (a majority of eligible voters shall be faculty members) and reflect equitable representation of division/unit faculty. Members from the following areas are included in addition to faculty from instructional areas.

                · One librarian designated by the library faculty
                · One counselor designated by the counseling faculty
                · A member of the academic administration designated by the college President, who co-chairs the committee
                · Three additional administrators designated by the administrative co-chair
                · A representative from registration who serves in an advisory and non-voting capacity

(ii) Elected members serve a two-year term, with a limit of four consecutive years. The Faculty Senate representative serves a one-year term with the option of serving a second one-year term if the Senate approves.

(iii) The faculty members will serve staggered terms as specified in the Faculty Senate.

(iv) If a faculty member is no longer able to serve, a new faculty member from the same area (as specified in a.(i.)) will be selected by faculty in the relevant area to serve the remainder of the original term.

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b) Duties
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(ii) Develop degree/certificate requirements.
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