

COLUMBIA BASIN COLLEGE

BOARD OF TRUSTEES'

October 8, 2018

Beers Board Room — 4:00 p.m.

Agenda

Call to Order

***Agenda Changes**

***Approval of Minutes**

September 10, 2018 Board of Trustees' Meeting

Exhibit A

Celebrating Excellence

Student Housing

Linkage with Community

Fields of Grace and Agriculture

Remarks

By Administration

President

CEO, Foundation

By ASCBC

By Faculty Senate Chair

By AHE

By Classified Staff

By Board Members

Reports

Unaudited Financial Statement

Exhibit B

Cash Balance Report

Exhibit C

Redefining Mission Fulfillment/Accountability/Monitoring Reports

Exhibit D

Trustee Work Session

Legislative Action Committee

Discussion

Transforming Lives Nominations

Consent

Public Comments

Executive Session

RCW 42.30.11(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 542-4802 as soon as possible to allow sufficient time to make arrangements.

Exhibit A

Columbia Basin College
Board of Trustees' Meeting Minutes
September 10, 2018
Beers Boardroom – 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, Cheryl Holden, Michael Lee, Melissa McBurney, Jason Engle, Deborah Meadows, Monica Hansen, Daphne Larios, Kim Tucker, Lane Schumacher, Kelsey Myers, Adam Dias, Kay Lynn Stevens,

The Agenda	The Discussion	Action
Call to Order	Meeting called to order by Chair Mitchell	
Agenda Changes	None	Trustee Armijo moved and Trustee Jackson seconded the motion to approve agenda as written.
Approval of Minutes	August 24, 2018 Board Retreat Minutes Discussion - None	Trustee Jackson moved and Trustee Armijo seconded the motion to approve all minutes as written. Approved unanimously.
Celebrating Excellence New Student Ambassadors	Melanie Casciato, Director for Student Recruitment introduced the new student ambassadors. Each student gave their name and what degree they were pursuing. Also attending:, College Outreach & Recruitment Specialists, Catalina Yepez, Daron Santo	All received a coin of excellence
Linkage to Community Boys and Girls Club Brian Ace, Executive Director		Brian presented a PowerPoint on the Boys and Girls Club.
Remarks Administration-President	<u>Rebekah Woods</u> In-service <ul style="list-style-type: none"> David Katz, Executive Director of Organizational Development at Mohawk Valley Community College in New York presented to the Faculty on Emotional Intelligence. The All College Welcome will be Wednesday Classes start on Monday As of Friday there are 250 more student than last year/non running start up 3% from last fall 	

Faculty Senate Chair	<ul style="list-style-type: none"> • 88 students at the Residence Hall • M.J. Murdock Charitable Trust will be on campus October 26 to conduct a site visit on the proposal for new dental equipment. • Northwest Commission on Colleges and Universities are scheduling workshops for the purpose of training evaluators in the institutional peer review process. <p><u>Adam Diaz</u></p> <ul style="list-style-type: none"> • Adam introduced himself to the Board • As the Faculty Chair, Adam thanked the Board for listening to comments made concerning the Mission Statement for the college • Adam summed up the mission in one word-Students • The first Faculty Senate meeting is this Friday, September 14, 2018 	
AHE – Faculty Rep	<p><u>Kay Lynn Stevens</u></p> <ul style="list-style-type: none"> • Kay Lynn has a two year term as the Faculty Rep. • Union is still strong at CBC 	
Classified Staff	No Remarks	
Trustee Work Session	<ul style="list-style-type: none"> • Retreat: Positive comments, the retreat was very informative. • Carver Model Training: Eric Craymer will present a one day training on September 28 to the Board of Trustees and Vice Presidents. 	
Reports Budget Tracking and Fund Balance	<p><u>Tyrone Brooks</u></p> <p><u>Budget Tracking</u></p> <p>This is the first tracking for the new year. The budget is where expected.</p> <p><u>Grants Report</u></p> <p>The Grant Directors are having a better understanding on what to include in the report.</p> <p>An action plan is needed for when we under spend.</p>	

Discussion	Board Member Foundation Liaison Trustee Jackson will be the Board liaison Meetings are the third Thursday of the month at 7 a.m.	Trustee Gordon moved and Trustee Armijo seconded. Approved unanimously.
Consent	LAC Board Representative Trustee Gordon and Trustee Jackson Start a Legislative Action Committee: Discuss at next board meeting. Reserve Amounts Out of State Tuition Rates President's Contract Addendum	Discuss at next board meeting: Trustee Gordon moved and Trustee Page seconded the motion. Move to approve as written. Trustee Armijo moved and Trustee Gordon seconded
Public Comment	Dallas Barnes was in attendance and stated that he had no comment at this time.	
Executive Session	RCW 42.30.110(1)(g): To review the performance of a public employee	Board went into Executive session at 5:29 p.m. Board reconvened at 5:53 p.m.
Adjournment: 5:53 p.m.	Next Board of Trustees' Meeting Beers Board Room October 8, 2018	

Duke Mitchell, Chair

Exhibit B

Columbia Basin Community College
Statement of Revenues, Expenses and Changes in Net Position
For September 30, 2018 (Unaudited)

	SEPT 2018	SEPT 2017
Operating Revenues		
Student tuition and fees, Gross	5,666,564	6,648,233
Auxiliary enterprise sales	521,608	662,267
State and local grants and contracts	2,832,188	1,047,654
Federal grants and contracts	529,086	333,092
Other operating revenues	293,112	349,120
Total operating revenue	<u>9,842,558</u>	<u>9,040,366</u>
 Operating Expenses		
Salaries and wages	4,547,478	5,436,135
Benefits	1,988,322	2,085,228
Scholarships and fellowships, Gross	5,364,421	5,114,930
Operating Expenses	1,143,454	1,153,618
Purchased services	493,965	919,488
Depreciation	981,124	965,445
Supplies and materials	517,592	597,496
Utilities	160,322	158,184
Total operating expenses	<u>15,196,677</u>	<u>16,430,523</u>
 Operating income (loss)	<u>(5,354,119)</u>	<u>(7,390,157)</u>
 Non-Operating Revenues (Expenses)		
State appropriations	4,474,547	4,900,847
Federal Pell grant revenue	2,511,263	1,630
Investment income, gains and losses	32,509	41,233
Building fee remittance	(380,925)	(530,398)
Innovation fund remittance	(98,389)	(147,236)
Interest on indebtedness	(48,134)	-
Net non-operating revenues (expenses)	<u>6,490,870</u>	<u>4,266,076</u>
 Income or (loss) before other revenues, expenses, gains, or losses	<u>1,136,751</u>	<u>(3,124,081)</u>
 Capital appropriations	290,714	12,846
 Increase (Decrease) in net position	<u><u>1,427,465</u></u>	<u><u>(3,111,235)</u></u>

Exhibit C

FY 2019 - Estimated Cash Balances - COLUMBIA BASIN COLLEGE

ASSETS As of SEPT 30, 2018			
CASH			
1110	In Bank	\$	11,775,002
1120	Undeposited	\$	-
1130	Petty	\$	5,504
Total		\$	11,780,506
INVESTMENTS			
1210	Investments(ST/LT)	\$	15,891,268
Total		\$	15,891,268
ACCTs RECEIVABLE			
1312	Current	\$	487,357
1318	Unbilled	\$	10,061
1319	Other	\$	31,068
	Allowance for Accts Rec	\$	(35,504)
Total		\$	492,982
INTER/INTRA GOV RECEIVABLES			
1351	Due from Fed	\$	1,041,760
1352	Due from other Gov	\$	733,637
1354	Due from other Agency	\$	101,716
Total		\$	1,877,113
TOTAL ASSETS		\$	30,041,869
LIABILITIES			
CURRENT			
5111	Accts Payable	\$	24,504
5124	Accrued Salaries Pay	\$	-
5150	Due to State Treasurer	\$	662,570
5154	Due other Agency	\$	69,062
5158	Sales/Use Tax	\$	46,578
5199	Accrued Liabilities	\$	-
Total		\$	802,713
TOTAL LIABILITIES		\$	802,713

Cash Balance		
(ASSETS less LIABILITIES)	\$	29,239,156
Res for Operational Float (min balances required)	\$	7,600,000
Dedicated Balances		
1110	Student Supported Capital	\$ 1,556,542
1110	3.5% - Needy Student Aid	\$ 777,957
1110	Students S&A	\$ 248,205
1110	Bookstore Operating Reserves	\$ 500,000
1110	Student Rec Center	\$ 3,000,000
1110	Technology Fee	\$ 793,202
1110	Parking Fees	\$ 337,546
1110	Basic Food Employment and Training	\$ 127,185
Total	\$	7,340,636
Emergency Reserves Policy - (BOT Policies on Reserves)		
		Values
	Unplanned Capital Repair and Replacement	\$ 2,000,000
	Real Estate Debt Fund	\$ 2,000,000
	Planned Future Operations	\$ 2,336,000
	Capital Facilities Projects	\$ 4,470,000
Total	\$	10,806,000
Operating Reserves Balance		
<i>Existing Reserve balance less Dedicated Reserves, Emergency Reserves and Op'l Float</i>		\$ 3,492,520

Exhibit D



YEAR ONE MISSION FULFILLMENT 2017-18

Report of Institutional Progress

This report is the first annual compilation of metrics that track yearly institutional progress toward 3 year goals. These indicators are assembled with respect to the Mission Statement and Board Policies for Mission Fulfillment as revised in May 2018. It covers Objectives outlined in our strategy for Mission Fulfillment in June 2018, with performance targets outlined in August 2018. Quarterly Report updates of key aspects of Mission Fulfillment are to be scheduled for release each quarter as part of End State monitoring.

The results for 2017-18 reflect continuation of patterns of strength and opportunity for CBC. This last year was one of transition in leadership and development. The consolidation of our strong completion trends underscore the focus on degree attainment, while our institution-wide areas for growth remain and have begun to see a greater thematic focus - general education gateway courses in particular.

Year One Mission Fulfillment 2017-18

REPORT OF INSTITUTIONAL PROGRESS

The following report uses CBC Data Warehouse data, State Board college access dashboards (primarily for comparison/benchmarking), and other data sources (National Student Clearinghouse). These data sources are the basis for a set of indicators that provide the most relevant measures for institutional progress to degree completion, and gaining greater understanding of student progression. The individual measures are constructed to be as comparable to external metrics as possible, as simple and replicable as possible, interpretable, and representative.

The primary target is degree completion, which embodies the successful college experience. Additionally, we acknowledge that completion requires several successive milestone markers across a student's career, which we call critical basic conditions to success.¹ Within these milestones are periods of skill attainment and learning that are driven by groups of faculty around specific course and program goals (Program Surveys and Student Learning Outcomes). In the context of these measures, CBC can more meaningfully set standards, follow periodic change, and develop a common dialogue around institution-wide improvement and student success.

CONTENTS

YEAR ONE EXECUTIVE SUMMARY (2017-18)	2
SUMMARY OF MISSION FULFILLMENT PROCEDURE	4
Clear Mission: Board Policy	4
Measures / Indicators	5
Targets	6
Summarizing Results	7
YEAR ONE: 2017-18 RESULTS BY OBJECTIVE	8
ACADEMIC TRANSFER RESULTS BY INDICATOR	10
PROFESSIONAL/TECHNICAL STUDENTS INDICATOR DETAIL	11
TRANSITIONAL STUDIES STUDENTS INDICATOR DETAIL	12
ENDING NOTES	13

¹ Among others, Moore, C., Offenstien, J., & Shulock, N. (2009). *Steps to success: Analyzing milestone achievement to improve community college student outcomes*. California State University, Sacramento, Institute for Higher Education Leadership & Policy.

YEAR ONE EXECUTIVE SUMMARY (2017-18)

The 2017-18 Academic Year was a transition year in our leadership, a transition year for our Mission, and an overhaul of our Mission Fulfillment (End State monitoring) reporting to reflect that Mission. This is the year before our first year accreditation cycle and the first year in planning for institutional initiatives that will begin implementation in the coming year. Appendix B shows the key institution-wide projects that seek to address the perceived needs at CBC and this monitoring report largely underscores the need for these interventions. Though we understand that the projects in Appendix B are not the only meaningful improvements occurring at CBC, they provide a basis from which to form our expectations for sustained improvement over a three year time period. Only three institution-wide, direct interventions are currently underway: Title V Math Center in its second year, Title V Early Alert in its first year (after a pilot in Math last year), and Title V Bridge Instruction in its pilot year.

Overall Rating. Our overall rating of **2.86** represents a small downward change from the previous three years, but small enough, and early enough that it is not, overall, a significant cause for concern at this point. Individual indicator results show that “Maintaining Performance” is, by far, the modal rating. Notable differences are examined in each End State / Core Theme.

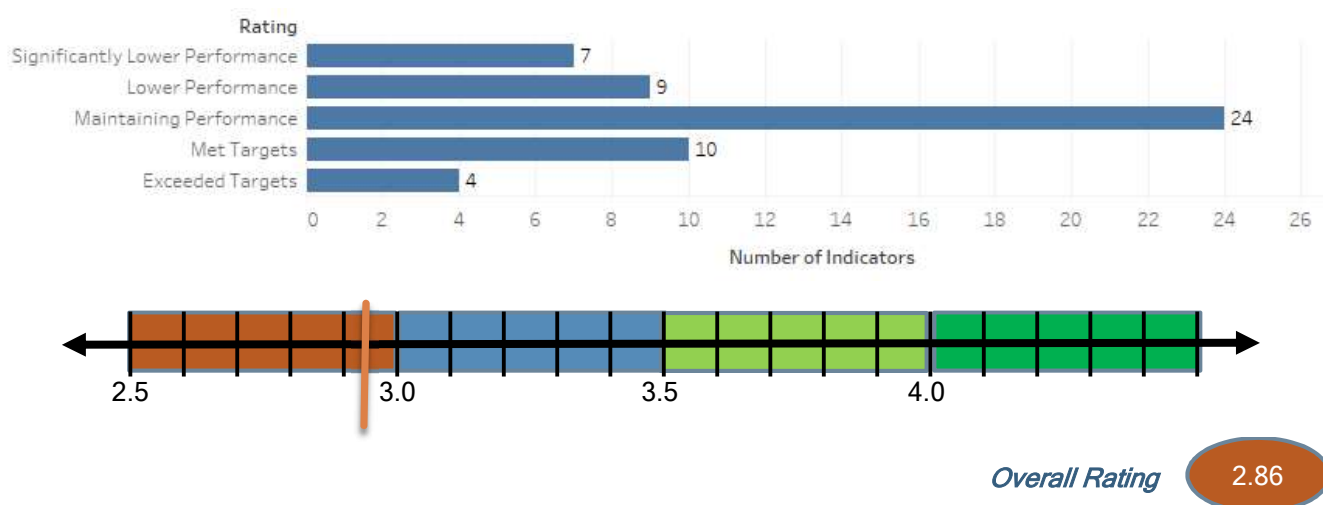
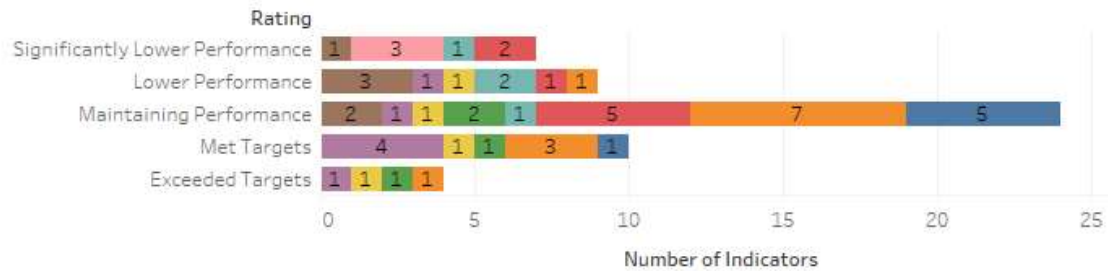
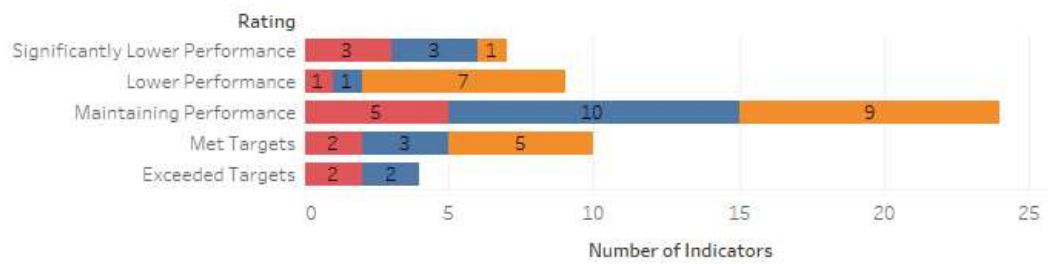


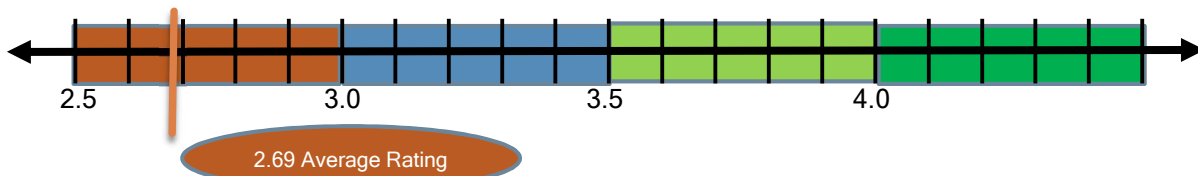
Figure 1. Overall Mission Fulfillment

Core Theme / End State / Objective Ratings. Looking at ratings broken down into the component parts, we might see some variation that highlights our particular strengths and weaknesses/opportunities. In Transitional Studies, the three (3) indicators that are somewhat anomalous, overshadowing what has been a very promising year elsewhere, appear to strongly rebound next year (**2.88 average rating**). In terms of leading indicators (yearly results) and three (3) year cohorts, gains have already been made and appear likely to continue and progress to over 3.00.

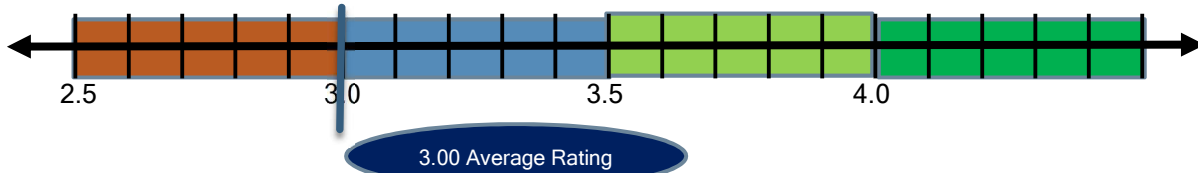
However, Transfer Core Theme / End State ratings are notably less solid (**2.69**). More of the leading indicators (Retention, Gateway Course Completion, and Credit Attainment) softened, many continuing lower performance from 2016-17. While CBC, in the past, has outperformed in completion while not attaining high levels in critical basic conditions, these areas of weakness are important to keep a close eye on. The more hopeful news is that these areas are being actively addressed as a top priority campus-wide. Appendix B shows some of our commitments that are a top priority. Professional/Technical Core Theme/End State ratings are steady overall (**3.00**), yet reflect some of the same concerns in Retention, Gateway Courses, and Credit Accumulation.



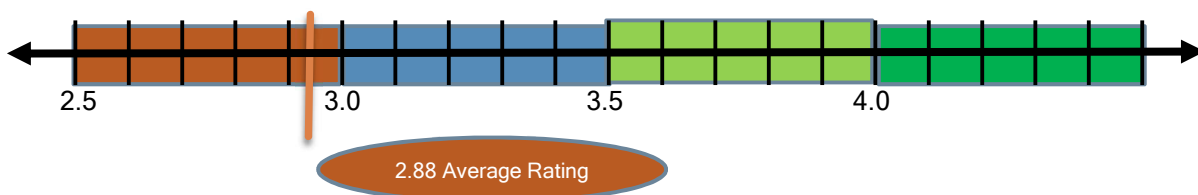
Transfer Rating



Professional/Technical Rating



Transitional Studies Rating



	Transfer	Professional / Technical	Transitional Studies**
Core Theme (End State) Ratings	2.69	3.00	2.88

Figure 2. Mission Fulfillment by End State / Core Theme

SUMMARY OF MISSION FULFILLMENT PROCEDURE

Institutional self-assessment requires three elements:

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

Clear Mission: Board Policy

After reworking CBC’s mission statement, this report is the first edition based on that mission and serves as End State reporting for Board oversight, public transparency, and aid in continuous improvement.

CBC uses the Carver model of board governance (Carver & Mayhew, 1994; Carver, 1997) in which the mission is specified in greater detail through the use of several End States. Each of the End States, the objectives / goals associated with the End States, and the indicators that make up each objective / goal are provided in detail in the core theme sections. Each annual monitoring report (this Mission Fulfillment report) provides the Board with a statement of the End State, a set of four to six goals to be achieved for that End State, a set of indicators for each goal, results of the indicators, and a status of institution-wide improvement efforts and any new actions to be taken to address performance of the indicators. Quarterly reports, including updates on progress on trends, are provided to supplement data for leading indicators of End State performance, ensuring the Board is reviewing and assessing the College Mission on a regular basis.

The primary structure of Mission Fulfillment is evaluated through:

- End States / Core Themes (3 End States: Transfer, Professional/Technical, and Transitional Studies) which contain multiple
- Goals / Objectives (16 Goals) and are tracked by multiple
- Indicators (54 separate metrics with corresponding performance ratings)

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

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

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

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

Measures / Indicators

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

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

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

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

For purposes of reporting here and for the Northwest Commission (NWCCU), it has been convention to separate similar indicators into “Objectives” that have similar meaning. These objectives outline different outcomes we want to track in each Core Theme (Transfer, Professional/Technical Trades, and Transitional Studies). Based on our mission, our indicators across the quarterly report fit neatly into 16 distinct objectives (Figure 3), each consisting of several indicators.

- Under 3 Core Themes > 16 Objectives > 54 Indicators

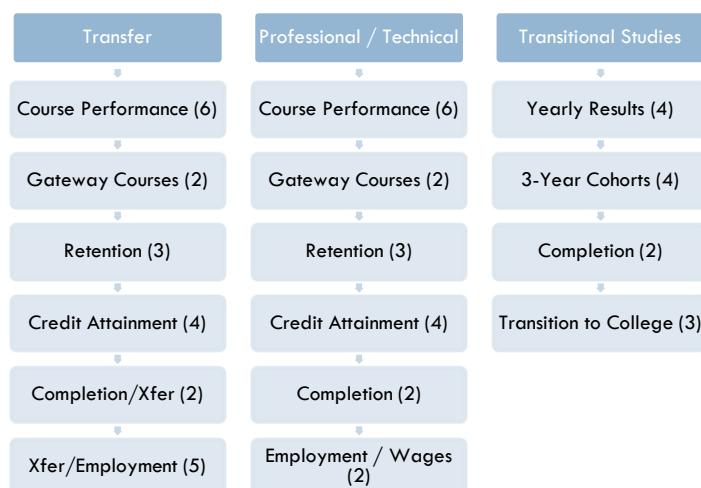


Figure 3. Mission Fulfillment Objectives / Proposed Target Performance Categories

Why Group Indicators into Objectives? Aside from the convention of Goal-Setting that accreditation looks for, grouping indicators this way lends clarity to the purpose of the Mission Fulfillment report, composed of intermediate groups of goals that culminate in the CBC mission. Several studies show this grouping in terms of stair steps. This graphic displays how the completion goals depend on successful navigation of the previous step (Critical Basic Conditions). Completion of a degree requires several successive milestone markers across a student's career, which we call critical basic conditions to success.²

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

For example, the 6 different indicators (measures of progress) of "Course Completion and Success" (Figure 4) represent a single objective of "Course Performance". These indicators point toward a single goal, student completion of courses (earned credit) and student course success (earning a 2.0 grade or better).

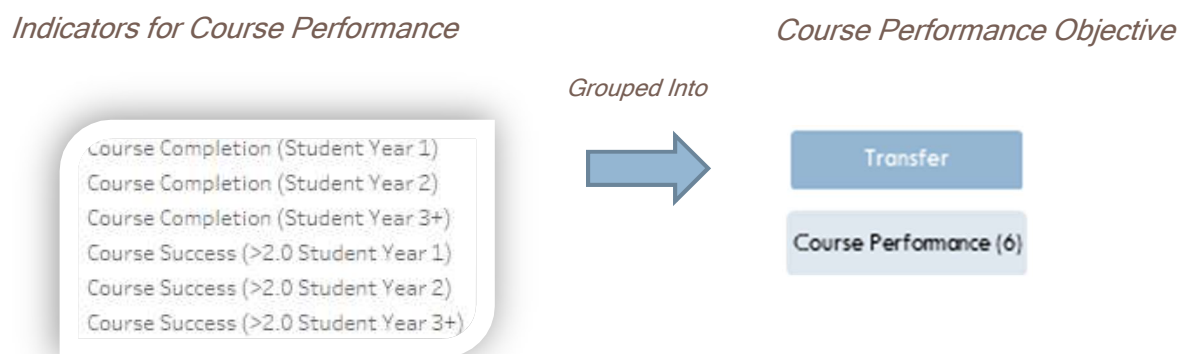


Figure 4. Course Completion Indicators "Roll Up" into the Course Performance Objective

Targets

As a review of how these metrics will be used, from a 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 couple functions: one is to ground our analysis in what we can best know is obtainable. From surveying the extent to which other schools in similar situations might expect to obtain³, and results of similar "whole school" initiatives that have been evaluated and published.⁴ 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.

² Moore, C., Offenstien, J., & Shulock, N. (2009). See also Washington State Board for Community and Technical Colleges (2007).

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.

⁴ A *sustained* quality improvement that exceeds 0.05 ES (effect size) is in the positive range that can be detected here. Exceeding 0.15 ES for institutional initiatives has represented institutional improvement that is equivalent of taking a median school performance into a top decile (Lipsey et al 2012). Though each measure may exhibit unique properties, these thresholds represent these two levels of quality improvement.

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 Target 1: Ambitious, but Attainable.* A specific 3 year target that represents ambitious, but attainable goals that will receive a rating of “4”.
- *CBC Targets 2: Aspirational, Toward Leadership.* A specific 3 year target that represents aspirational goals, exemplary progress. These will receive a rating of “5”.

Each Indicator receives a rating based on targets for improvement:

- 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



Figure 5. Individual Indicator Performance Scale

Summarizing Results

For Mission Fulfillment Summary, we:

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



Figure 6. Summary Performance Scale

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

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

YEAR ONE: 2017-18 RESULTS BY OBJECTIVE

Table 1 shows the summary ratings as of the end of the 2017-18 school year.⁵ Appendix B shows the key institution-wide projects that seek to address the perceived needs at CBC. Though we understand that these are not the only meaningful projects that are occurring at CBC in any year, they provide a basis from which to form our expectations for sustained improvement. Only three institution-wide, direct interventions are currently underway: Title V Math Center in its second year, Title V Early Alert first year, and Title V Bridge Instruction in its pilot year.

Table 1. Overall Summary of Mission Fulfillment Measures

<i>Objectives by End State</i>	<i>Transfer</i>	<i>Professional / Technical</i>	<i>Transitional Studies</i>
<i>Course Completion and Success</i>	3.00	3.67	--
<i>Gateway Course Completion</i>	1.50	2.50	--
<i>Retention</i>	2.00	2.33	--
<i>Credit Attainment</i>	2.75	2.00	--
<i>Completion</i>	3.50	3.00	3.50
<i>Post-CBC / Post-Transitional Outcomes</i>	3.40	4.50	1.00
<i>Transitional Studies Yearly</i>	--	--	3.25
<i>Transitional Studies 3 Year Cohort</i>	--	--	3.75
	<i>Transfer</i>	<i>Professional / Technical</i>	<i>Transitional Studies</i>
<i>Core Theme (End State) Ratings</i>	2.69	3.00	2.88

Overall Rating

2.86



⁵ Includes updated CBC warehouse (Enrollment, Transcripts, WABERS Transitional Studies, and NSC data as of 8/2018) and current reported SBCTC where referenced (9/2018)

Notes of Particular Areas of Strength and Opportunity:

Strength:

- **Completion.** Our completion rates for transfer students in particular, rose substantially in 2016-17 to levels that were high points at CBC (from 24.9% to 28.0%). When those gains occur, it is often prudent to see if the levels are sustained, and in this case they have not retrenched (27.3% in 2017-18). Completion rates have exceeded expectations.
- **Post-CBC Outcomes.** For Transfer and Professional/Technical students at CBC, this has been an historical bright spot and that trend continues. It has been aided in part by a very strong job market - regionally and nationally. Employment rates outperform our three year averages, and wages for students that are tracked in Washington State are stronger still given the comparatively low local cost of living in the Tri-Cities and Benton/Franklin counties.

Needs:

- **Gateway Course Completion and Credit Attainment.** This is an area of need that has remained consistent over previous monitoring reports. There is no way to sidestep this particular cluster, especially in our transfer areas. Addressing these areas presents an uncommon opportunity: if the impact of these metrics is as large as research suggests, then improvement here has a large potential to impact completion and success considerably. CBC's areas of focus for the coming years center on making changes in this area based on models that have been successful elsewhere (Appendix B). A consequence of slower Gateway Course completion is a tendency to accumulate credits below college level and progress more slowly (Credit Attainment).
- **Retention.** Retention has been an historical area of strength for CBC, however this last year, we have given some ground toward only average performance relative to our peer colleges in similar metrics.

Looking to Subsequent Years:

- **Transitional Studies Post-Transitional Outcomes.** While graduation rates have rebounded from previous years, transitional students who earned college credit (6+, 15+, and 30+) remained very low, and much of that is attributable to the high passing thresholds instituted externally for the GED. We are keeping the ratings for the current year as "1" across the board, but looking to next year, those 3-year rates have increased substantially, even with only 2-year rates reported.
- **Leading Indicators of Completion.** It is again noteworthy that the leading indicators of completion (first year cohorts) are not particularly strong in 2017-18 - early signs for first year students in Gateway Course Completion, Retention, and Credit Attainment. While CBC has had better than average completion coupled with other areas that are not as strong, comparatively, this is an area to keep a close eye on in the future.

TRANSFER RESULTS BY INDICATOR

<i>Critical Basic Conditions</i>	<i>CBC 3 Year Average</i>	<i>2017-18 Results</i>	<i>(+/-) 3-year average</i>	<i>State Average Comparison</i>	<i>Rating</i>
<i>Course Completion (Student Year 1)</i>	88.4	88.7	0.3	n/a	3
<i>Course Completion (Student Year 2)</i>	91.4	91.7	0.3	n/a	3
<i>Course Completion (Student Year 3+)</i>	91.2	91.3	0.1	n/a	3
<i>Course Success (>2.0 Student Year 1)</i>	76.6	75.0	(1.6)	n/a	2
<i>Course Success (>2.0 Student Year 2)</i>	78.9	77.9	(1.0)	n/a	3
<i>Course Success (>2.0 Student Year 3+)</i>	80.0	82.5	2.5	n/a	4
<i>Gateway Course (Math Year 1)</i>	22.6	19.3	(3.3)	Below	2
<i>Gateway Course (English Year 1)</i>	42.6	35.1	(7.6)	Below	1
<i>Retention Year 1 (Fall to Winter)</i>	78.1	76.4	(2.2)	Average	2
<i>Retention Year 1 (Fall to Spring)</i>	69.8	67.7	(2.1)	Average	2
<i>Retention Year 1 (Fall to Fall)</i>	53.5	51.2	(2.3)	Above	2
<i>College Level (15 Credits, Year 1)</i>	68.3	68.2	(1.2)	Average	3
<i>College Level (30 Credits, Year 1)</i>	37.6	35.9	(2.2)	Average	2
<i>College Level (45 Credits, Year 1)</i>	9.0	8.3	(0.7)	Average	3
<i>College Level (45 Credits, Year 2)</i>	41.3	38.5	(3.8)	Average	2

<i>Completion</i>	<i>CBC 3 Year Average</i>	<i>2017-18 Results</i>	<i>(+/-) 3-year average</i>	<i>State Average Comparison</i>	<i>Rating</i>
<i>Degree Completion (3 Years)</i>	25.3	27.3	2.0	Above	4
<i>Completion + Non-Completion Transfer (3 Years)</i>	34.9	36.2	1.3	n/a	3

<i>Post-CBC Outcomes</i>	<i>CBC 3 Year Average</i>	<i>2017-18 Results</i>	<i>(+/-) 3-year average</i>	<i>State Average Comparison</i>	<i>Rating</i>
<i>*Employment %</i>	42.7	45.4	2.7	Above	4
<i>*Wages (\$000)</i>	20.7	22.3	1.6	Above	4
<i>3-1 Transfer Total</i>	29.0	28.7	(0.3)	Average	3
<i>3-1Non-completion transfer</i>	14.0	11.7	(2.3)	n/a	2
<i>3-1Completion transfer</i>	15.0	17.0	2.0	n/a	4

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



PROFESSIONAL/TECHNICAL STUDENTS INDICATOR DETAIL

<i>Critical Basic Conditions</i>	<i>CBC 3 Year Average</i>	<i>2017-18 Results</i>	<i>(+/-) 3-year average</i>	<i>State Average Comparison</i>	<i>Rating</i>
<i>Course Completion (Student Year 1)</i>	89.9	90.1	0.2	n/a	3
<i>Course Completion (Student Year 2)</i>	93.3	94.5	1.2	n/a	4
<i>Course Completion (Student Year 3+)</i>	92.4	94.6	2.2	n/a	5
<i>Course Success (>2.0 Student Year 1)</i>	80.3	80.9	0.6	n/a	3
<i>Course Success (>2.0 Student Year 2)</i>	82.7	82.4	(0.3)	n/a	3
<i>Course Success (>2.0 Student Year 3+)</i>	83.6	86.8	3.2	n/a	4
<i>Gateway Course (Math Year 1)</i>	16.4	14.5	(1.9)	Below	2
<i>Gateway Course (English Year 1)</i>	28.2	28.5	0.3	Average	3
<i>Retention Year 1 (Fall to Winter)</i>	76.1	74.5	(1.6)	Average	3
<i>Retention Year 1 (Fall to Spring)</i>	62.4	60.6	(1.8)	Below	3
<i>Retention Year 1 (Fall to Fall)</i>	54.9	46.9	(8.0)	Average	1
<i>College Level (15 Credits, Year 1)</i>	64.4	63.7	(0.7)	Below	3
<i>College Level (30 Credits, Year 1)</i>	35.2	34.0	(1.2)	Below	3
<i>College Level (45 Credits, Year 1)</i>	13.4	8.8	(4.6)	Below	1
<i>College Level (45 Credits, Year 2)</i>	41.0	34.3	(6.7)	Below	1

<i>Completion</i>	<i>CBC 3 Year Average</i>	<i>2017-18 Results</i>	<i>(+/-) 3-year average</i>	<i>State Average Comparison</i>	<i>Rating</i>
<i>Degree/Certificate Completion (3 Years)</i>	29.3	30.1	0.8	Average	3
<i>BAS Completion (3 Years)</i>	72.3	71.4	(0.9)	n/a	3

<i>Post-CBC Outcomes</i>	<i>CBC 3 Year Average</i>	<i>2017-18 Results</i>	<i>(+/-) 3-year average</i>	<i>State Average Comparison</i>	<i>Rating</i>
<i>*Employment %</i>	42.7	50.6	7.9	Above	4
<i>*Wages (\$000)</i>	20.7	22.3	1.6	Average	5

*- WA State DLOA data from SBCTC Guided Pathways

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



TRANSITIONAL STUDIES STUDENTS INDICATOR DETAIL

<i>Critical Basic Conditions</i>	<i>CBC 3 Year Average</i>	<i>2017-18 Results</i>	<i>(+/-) 3-year average</i>	<i>State Average Comparison[^]</i>	<i>Rating</i>
<i>Yearly Results:</i>					
<i>*Federally Reportable (%)</i>	75.5	83.5	8.0	n/a	5
<i>*Post-Test Takers (%)</i>	64.0	60.6	(3.4)	n/a	2
<i>*Fed Level Progression (CASAS) (%)</i>	36.8	40.8	4.0	n/a	4
<i>*Significant Gains (CASAS) (%)</i>	49.5	48.0*	(1.5)	n/a	3
<i>3-Year Cohorts:</i>					
<i>45 Hours or more BEdA</i>	65.1	68.0	2.9	Average	4
<i>45 Hours or more ELA</i>	74.3	75.8	1.5	Average	3
<i>Made ELA Gains</i>	48.2	48.3	0.1	Average	3
<i>Retention(First to Second Year)</i>	26.3	32.6	6.3	n/a	5

<i>Completion</i>	<i>CBC 3 Year Average</i>	<i>2017-18 Results</i>	<i>(+/-) 3-year average</i>	<i>State Average Comparison</i>	<i>Rating</i>
<i>3-Year Cohorts:</i>					
<i>Completed HS Equivalent / GED</i>	19.1	20.4	1.3	Below	3
<i>**Completed any College Level Credits</i>	12.6	13.1	0.5	Below	3

<i>Post-Transitional Outcomes</i>	<i>CBC 3 Year Average</i>	<i>2017-18 Results</i>	<i>(+/-) 3-year average</i>	<i>State Average Comparison</i>	<i>Rating</i>
<i>3-Year Cohorts:</i>					
<i>**6 College Level Credits</i>	9.2	6.6	(2.6)	Below	1
<i>**15 College Level Credits</i>	6.2	2.9	(3.3)	Below	1
<i>**30 College Level Credits</i>	3.6	1.5	(2.1)	Below	1

* 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.

** College credits attained for students who entered BEdA with level 4 or above within 3 years of starting BEdA.

[^] Benchmarked comparison based on Provisional BEdA analyses/SBCTC in progress (BEdA Levels 4-6). Source: CBC Student Data Warehouse Files, Wabers/Wabers+ Database.



ENDING NOTES

This section reflects on some of the measures and refinements for future installments, and discusses some of the limitations of data.

It is worth noting that data work, here at CBC and at the State Board (SBCTC), develops each year. The introduction of comprehensive Student Achievement Initiative (SAI) dashboards and Guided Pathways compilations have increased our ability to perform some rough state comparisons on similar measures where available, as in this report. The adoption of Mission and Mission Fulfillment board policies have also added more clarity to this work and have led to the establishment of meaningful indicators.

This report is the most recent and best effort to translate Board Policy into meaningful analyses, interpreting the values of measurement and board intent into tangible outcomes. As refinements become appropriate, CBC will work to augment them as necessary to better adhere to our values of measurement and board policy.

A key feature of this report is the timing and representation of students at CBC. Though we strive to balance measures, the weight of this report is largely skewed to students in their first year of study. This is by design. The first year of a student's post-secondary work is a pivotal year, where students make a difficult transition from secondary work to a different social environment, different expectations, and different life challenges and norms of conduct.

Additionally, measuring first year student outcomes have the fastest turnaround time. What we know about these outcomes can be known most quickly and often lead performance of our ultimate targets. Students who receive AA/AAS degrees this year will have started their study, generally, approximately three years prior. While the culmination of this effort is vital, and reporting of it is vital, the foundation of the degree is largely laid in the past.

Transfer outcomes, and especially Employment outcomes, provide a unique challenge that looks into the more distant past as a measure of current success. CBC, as well as other institutions, struggles with this difficulty perennially which is compounded by availability of quality data after students exit CBC. This year, for example, our graduates' employment and wages have increased substantially - some of which is under our control, and some of which may be indicative of historically strong labor markets. Response for survey work after graduation is often sub-par, even with concerted effort, and the responses are upwardly biased. As we look to improve these measures, there may be several different ways to reasonably increase our ability to make these measures more current to CBC as it exists today and capture the value of CBC after students have left.

Special thanks to Joshua Ellis, Cabinet, and Deans for review.

Jason Engle - Dean for Organizational Learning, Columbia Basin College

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 or Certificate Completion</i>	<p>For Transfer and Professional/Technical students, whether a student has completed a degree or certificate (including short term) within 3 years.</p> <p>Data Source: CBC Data Warehouse (Student Enrollment and Completion) State Benchmarking Source: SBCTC SAI College Data Access</p>
<i>BAS Degree Completion</i>	<p>For BAS students, whether a student has completed a degree or certificate within 3 years of initial BAS enrollment.</p> <p>Data Source: CBC Data Warehouse (Student Enrollment and Completion) State Benchmarking Source: (none)</p>
<i>3-1 Transfer (SAI Cohort)</i>	<p>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.</p> <p>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></p> <p>Data Source: CBC Data Warehouse (Student Enrollment and Completion), National Student Clearinghouse State Benchmarking Source: (none)</p>
<i>3-1 Transfer Total (SAI Cohort)</i>	<p>Completion + Non-completion Totals</p> <p>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.</p> <p>Data Source: SBCTC Guided Pathways College Data Access State Benchmarking Source: SBCTC Guided Pathways College Data Access</p>
<i>Employment</i>	<p>First Washington State full-time employment, employed 2 years after exit within 4 years, and 4 calendar quarters after exit.</p> <p>Data Source: SBCTC Guided Pathways College Data Access State Benchmarking Source: SBCTC Guided Pathways College Data Access</p>
<i>Wages</i>	<p>Median of highest yearly full-time Washington State earnings, 2 years after exit within 4 years, and 4 calendar quarters after exit.</p> <p>Data Source: SBCTC Guided Pathways College Data Access State Benchmarking Source: SBCTC Guided Pathways College Data Access</p>

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>
<i>Completed HS Equivalent / GED</i>	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
<i>Completed any College Level Credits</i>	Percent of Students in ABE Levels (4-6) started in year who completed any college level credits within 3 years. Source: WABERS/WABERS+ databases
<i>6 College level Credits</i>	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
<i>15 College Level Credits</i>	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
<i>30 College level Credits</i>	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 Course taking) 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