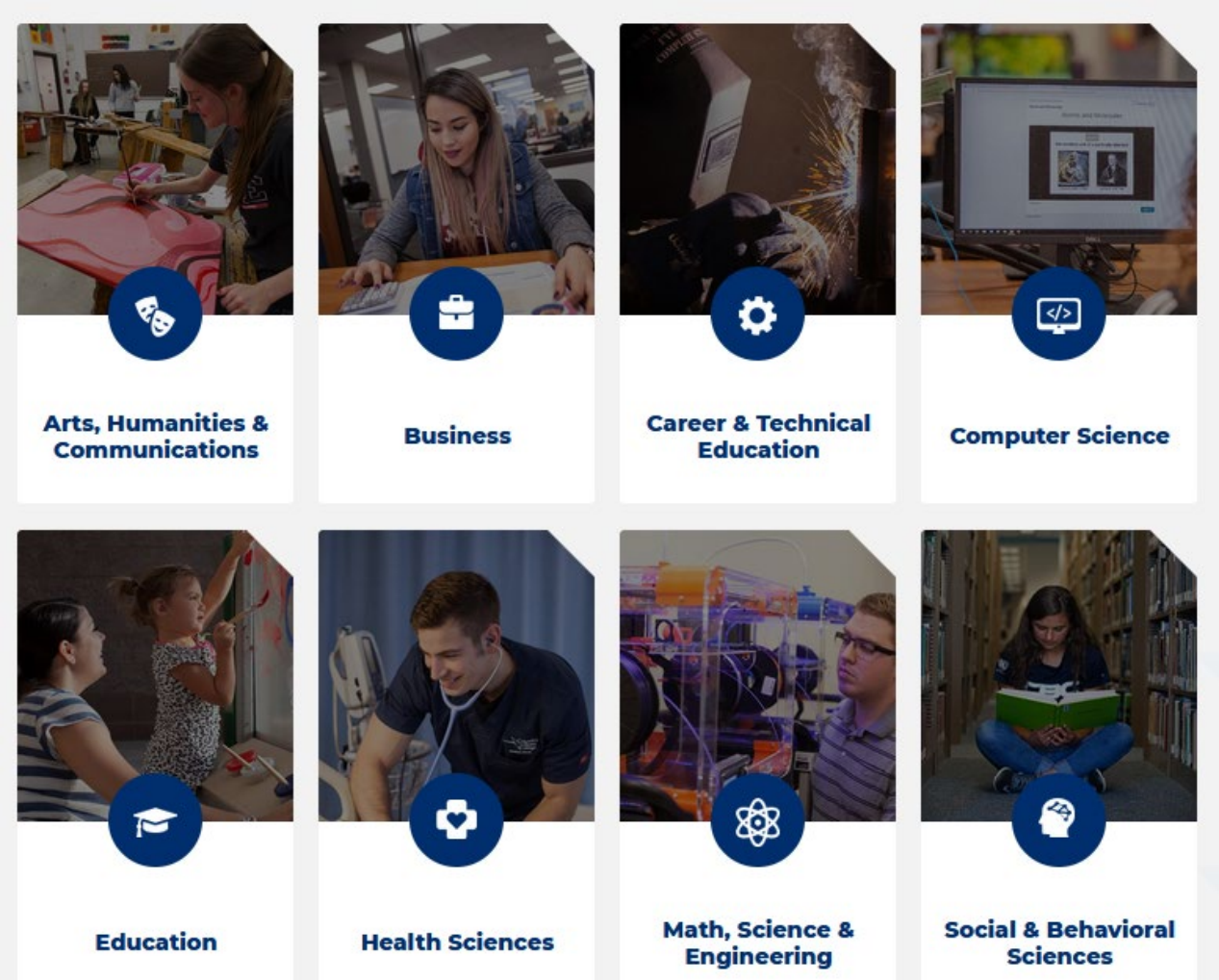
# CBC Mission Fulfillment 2021-22




## DECEMBER 12, 2022

Columbia Basin College
Authored by: Institutional Research

# Contents

# Executive Summary

## The 2021-22 Academic Year Context

The 2021-22 academic year was the second full year affected by the COVID-19 pandemic, which saw increased face-to-face instruction with resumption of campus in-person services in October 2021.[1] The pandemic and its effects have presented some unique challenges to CBC and its peer community colleges nationwide. A few of these are:

- A two year span of decreasing national enrollment (2020-21 and 2021-22). Changes to our local and national environment that can affect how we can "meet students where they are" for both recruitment and instruction.
    - External economic and social pressures such as cost of living and robust job market for those leaving high school emerged during the year, which may account for the national decrease in overall college attendance.
    - K-12 assessment results nationally increase the prospect that students may be catching up after 1 ½ years of less than ideal educational (and life) stability and may contribute to some needed adjustment – both for students and for CBC.
- Public health and social norms created an increased emphasis on online learning that has developed during the year, with alternatives to face to face instruction (HyFlex and hybrid modalities increasing).
- A move back to more on-campus activities and services developed during the year. In October 2021, CBC resumed in-person services with the Delta variant having abated, but with the new Omicron variant still to peak in February.

Despite the external turbulence of the last two years, many student success metrics have not seen a meaningful decrease that might have been expected – for which we see some (albeit small) evidence of in SBCTC-wide measures this year ("Comparisons to SBCTC-Wide Metrics"). We cannot characterize our transition as seamless for students or faculty/staff, but we have seen success in a number of areas.

## Guided Pathways


Our institutional focus remains: following Guided Pathways as outlined by the Community College Research Center (CCRC) at Columbia University and supported by the SBCTC. Guided Pathways was built on the core idea that community college education needed to refocus on providing degrees and certifications and design/adopt proven ideas/strategies to accomplish this.

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

[1] Online instruction at the beginning of COVID increased from 24% of student courses (2018-19) to 90% of student courses (2020-21) and rebounded to 64% of student courses by Spring 2022. In Fall 2022, purely online courses are 46% of student courses, filling at consistently high rates.

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

- the third full year of our restructured **developmental math** sequence,
- a second year of **directed self-placement** strategy for English and **transcript placement** for math,
- the third year of identifying students in **meta-major "schools"** which accompanies aggressive hiring / development of completion coaches for **caseload management** in advising, and
- the third year of school "core teams" and the guiding Student Success Leadership Committee (SSLC) to support that work.

Guided Pathways, and its companion interventions at CBC, has been a blueprint for the best performing community colleges nationwide. On the strength of our commitment to, and results from this work, we were recognized as being one of the top 150 community colleges nationwide by the Aspen Institute, and we were selected to be part of the second round interview stage within the top 150.

## Re-Centering Equity in Guided Pathways

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

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

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

We also acknowledge work being done in the Student Success Leadership Committee (HyFlex modality and equity work to name two), and elsewhere in the college around furthering instruction and supports. **Inclusivo speaks to all these strategies, to aid in work around campus.**

## Mission Fulfillment Results (Overall Strengths and Opportunities)

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

**Notable Strengths (+)**:

- Math and English gateway course completion continues to be exceptionally strong. Especially in math, after gaining ground the previous year, we might have expected that these double-digit gains might recede a bit. They did not.
- Credit Attainment was also solid this year, notably in our college goal "30 College Credit Attainment" which is our best leading indicator of degree completion or transfer.
- This year, course performance, particularly maintaining grades above a 2.0 (course "success") was notably positive across transfer and professional/technical students.

**Notable Opportunities (-)**:

- Retention, particularly Fall to Fall retention, continues to lag, particularly/notably in our transfer cohorts. While the Fall measures reflect last year (Fall 2020 to Fall 2021), this year, while still unofficial, is in a similar 46% range for all students. This is a notable drop (albeit not far from SBCTC averages) and remains a real ceiling for our end goals of completion and transfer. If less than half of students do not return in the Fall on a regular basis, 55% completion and transfer becomes difficult.
- Transitional Studies has also continued to score low this year. Attendance remained down last year, which can have an impact on a range of results – Federally reportable students, 45 hour thresholds, and measurable skills gains (including hours in lieu of lower in-person testing). Transitional Studies college credit accumulation, after a good showing three years prior, has not moved appreciably.

Much of what we noticed last year bears repeating. Again, a primary theme in which CBC underperformed this year occurred largely in areas that we might characterize as having a sensitivity to enrollment/re-enrollment environment. Areas where we saw the biggest decreases in enrollment tended to perform less well.

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

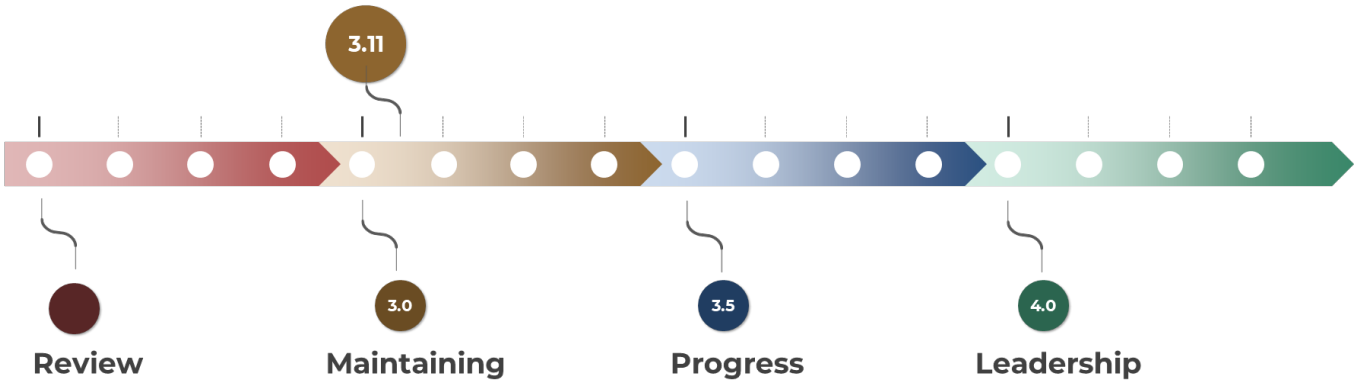



***Figure 1. Overall 2021-22 Rating***

That raw number, on its face, is not exemplary. For fidelity in self-evaluation, we acknowledge a number of areas where CBC could improve. Yet the ratings we have adopted do make it difficult to accelerate quickly on the basis of a number of very strong measures, if not accompanied by a very broad base of support. In that way, the summary rating does not do complete justice to college overall success in a few key ways.

- First, the magnitude of some of CBC's success areas and in what otherwise could have been a challenging year – Gateway Courses and Course Success with double-digits gains in the Transfer area. Transfer student performance (Figure 2), which comprises over half of our incoming college cohort constitutes "Progress" on this scale (3.70) and Professional/Technical students are on the upper end of "Maintaining" (3.42).
- And second, the specific college goals we stress (and are the best leading indicators of future performance in degree attainment) are among the leaders in this report. Those college goals, especially in the first year, are strong leading indicators of our primary target outcomes, timely degree completion and transfer.

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

***Figure 2. Historical End State Ratings***

# Rating Results by Core Theme / End State

A 3.11 overall rating, if taken alone, may hide important differences in our college metrics. We see this in Figure 2, where strong Transitional Studies measures offset some areas of weakness in other end state ratings in 2019-20 and before. The past two years have seen the opposite and Table 1 shows those summaries.[3]

***Table 1. Overall Summary of Mission Fulfillment Measures***

| *Objectives by End State* | *Academic Transfer* | *Professional/ Technical* | *Transitional Studies* |
|---|---|---|---|
| *Course Completion and Success* | **4.00** | **3.63** | -- |
| *Gateway Course Completion* | **5.00** | **5.00** | -- |
| *Retention* | **2.00** | **3.00** | -- |
| *Credit Attainment* | **3.60** | **3.40** | -- |
| *Completion* | **4.00** | **2.50** | **2.00** |
| *Post-CBC / Post-Transitional Outcomes* | **3.80** | **3.00** | **2.33** |
| *Transitional Studies Yearly* | -- | -- | **2.33** |
| *Transitional Studies 3 Year Cohort* | -- | -- | **2.00** |
| *Average Rating:* | **3.73** | **3.42** | **2.17** |

Our **Academic Transfer** objective average ratings have increased again overall (**3.57 to 3.73**) from last year, primarily on the strength of Gateway Courses, Course Success, and Completion objectives.

**Professional/Technical** objective average ratings are lower than last year, but higher than the 3-year benchmark in many objectives (**3.75 to 3.42**). Some of these metrics are more dependent on face-to-face instruction, but the effects of online instruction shifts / lower enrollments did not appear to have affected this area quite as much. Still, except for completion, every one of the six objectives rated a 3.00 or higher.

[3] The "2021-22 Metrics by Objective Tables" section contains full metrics. It includes updated CBC warehouse (Enrollment, Transcripts, WABERS Transitional Studies, and NSC data as of 8/2022) and current reported SBCTC where referenced (11/2022). See Data Dictionary in Appendix for more detailed sourcing.

In **Transitional Studies**, the objective average is still down appreciably this year (**2.11 to 2.17**). Every one of the four objectives scored below 3.00.

To animate and interpret what is happening in these ratings, the following sections expound on a few of the key findings from this year in "2021-22 Key Findings and Discussion" which detail:

- CBC's 2029 goals adopted across campus ("2029 Goal" Results)
- Other notable measures in 2021-22 ("Notable Results Outside of Core Goal Areas")
- A check on SBCTC comparable metrics ("Comparisons to SBCTC-Wide Metrics")
- The context for the 2021-22 academic year ("The Context of 2021-22: Discussion")
- The activities for student success embedded in the strategic plan ("Interpreting our Results: Guided Pathways and Inclusivo")

# 2021-22 Key Findings and Discussion

## "2029 Goal" Results

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

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

At this point, we sometimes omit why we chose "Completion and Transfer" as our key goal. CBC takes some pride in being a "high value" institution. In a number of public data displays and studies, CBC has demonstrated a high Return on Investment (ROI) for graduates – notably in the top 20% of all post-secondary institutions in 10-15 year net present value and earnings-price return.[5] While the earnings for students who attend college and earn credit, but do not attain a degree is still positive, credential attainment still constitutes the large majority of college value. That value comes in the form of students' future earning power – with an average return of up to 4:1 over a student's lifetime in economic studies of CBC regional impact (including lost wages while studying) (EMSI 2016, Lightcast - forthcoming 2022).

"Goals #2 and #3 are consistently demonstrated predictors of goal #1". Stated another way: the most powerful first year indicators of whether a student will complete or transfer in three years are attaining goals #2 and #3 **in the first year** – 30 college credit attainment in a student's first year, completion of college math, and completion of college level English. To convey this impact, Table 2 shows the trajectory of our overall performance and what it means to ultimate success in three years.

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

| *Goal* | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | Projected 3-Year Completion Rate if Goal Met | Projected 3-Year Completion Rate if Goal *NOT* Met | |
|---|---|---|---|---|---|---|---|---|
| *30 College Credits* | 34.5% | 36.1% | 37.4% | 42.2% | 43.5% | **60.0%** | **15.6%** | **3.85x** |
| *Math Completion* | 17.1% | 17.0% | 21.6% | 31.3% | 34.7% | **55.1%** | **25.9%** | **2.14x** |
| *English Completion* | 30.8% | 28.5% | 27.0% | 34.4% | 34.1% | **48.0%** | **26.4%** | **1.82x** |

Figures 3 through 6 detail our overall progress in each of these three goal areas. The charts detail the first year cohort performance of combined Academic Transfer and Professional / Technical students, updated for the 2021-22 Academic Year. We acknowledge that there are a number of different ways to look at students who may have a legacy of being systemically underserved, but one of the most salient ways in which we present this information to campus is to maintain focus on Hispanic/Latinx students. The percentage of our new students entering college who are Hispanic/Latinx in 2021-22 is 48.6%, 9.9% more than our White students in this

[4] While we do not include dual credit students in much of these numbers, this year's Completion or Transfer rates within 3 Years for Running Start is 61% - exceeding our goal of 55% for students who enroll after high school.
[5] Georgetown University Center on Education and the Workforce (https://cew.georgetown.edu/cew-reports/collegeroi/#data-tool)

cohort (38.7%) – a significant change in composition from last year's entering class.[6] We are a *Hispanic Serving Institution* by designation, enroll more Hispanic students than any other CTC in our system, and our Hispanic students are often dealing with multiple systemic barriers due to our national and local history.

Goal #1: 3 Year Degree Completion or Transfer to 55%. Figure 3 shows our completion or transfer rates by a student's third year by entering cohort. This year reflects the success of our 2019-20 entering cohort (our last pre-COVID college entrants). This measure has remained relatively flat over time and has underperformed its leading indicators. The performance gap here remains, though it bears noting that there is no gap (0.0%) for 3 Year Completion alone - 26.7% for both Hispanic and non-Hispanic students. *All of this year's difference occurs in transfer outcomes.*

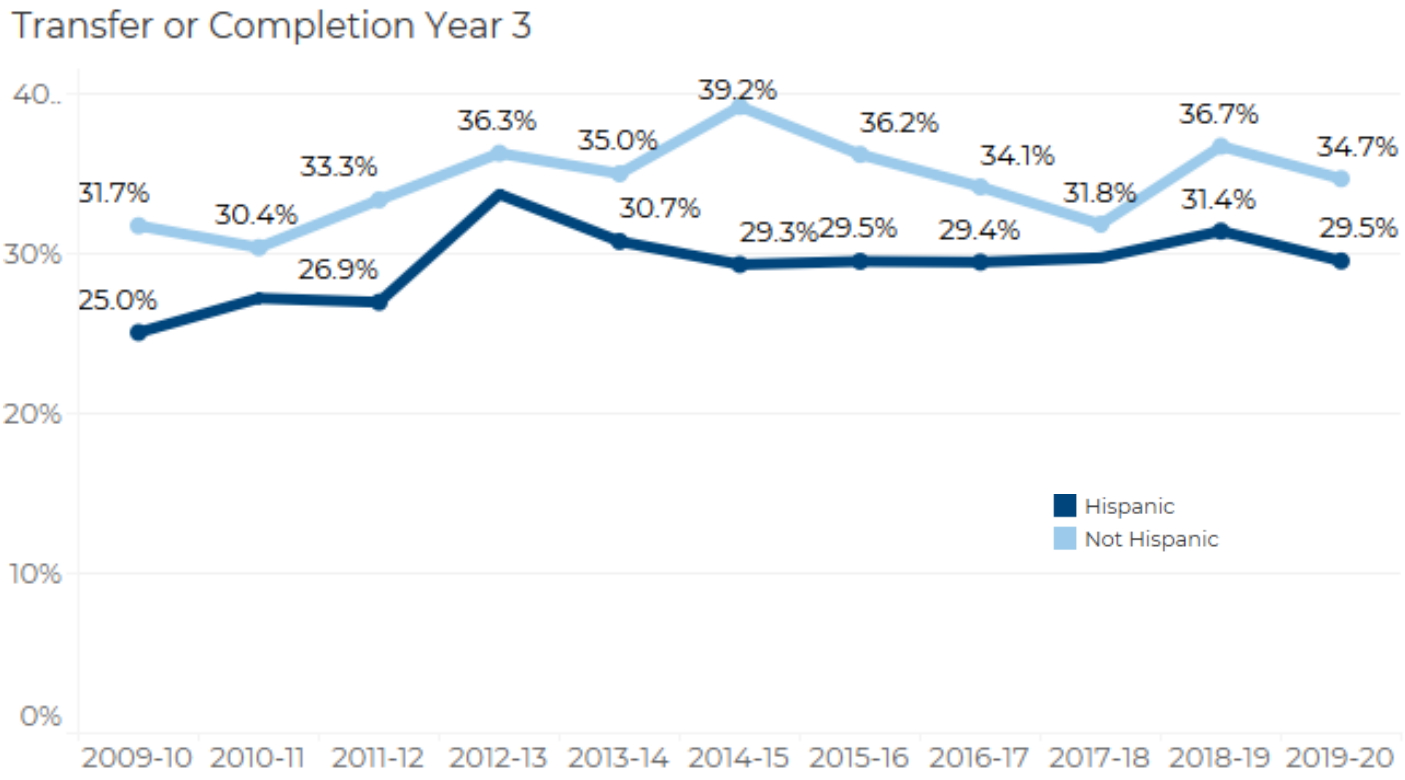



***Figure 3. Degree or Transfer Completion (3-Year) – HSI Focus***

[6] Also reflective of national trends (First Look Fall 2022 Enrollment, National Student Clearinghouse)

Goal #2: First Year, 30 College Level Credit Attainment to 55%. Figure 4 shows our 30 college level credit completion by a student's first year over time. This measure, after dropping to 2016-17, has steadily increased through this year.

The performance gap here remains has been relatively high and consistent, even while gains in the last five years have been largely shared. Overall (Table 2, p.8), we have improved steadily from 31.1% to 43.5% (+12.4%) since 2016-17. Over that same time, Hispanic students gained 12.7% and Non-Hispanic students gained 13.3% (the percent of Hispanic students in our incoming cohort went from 37.8% to 48.6%).

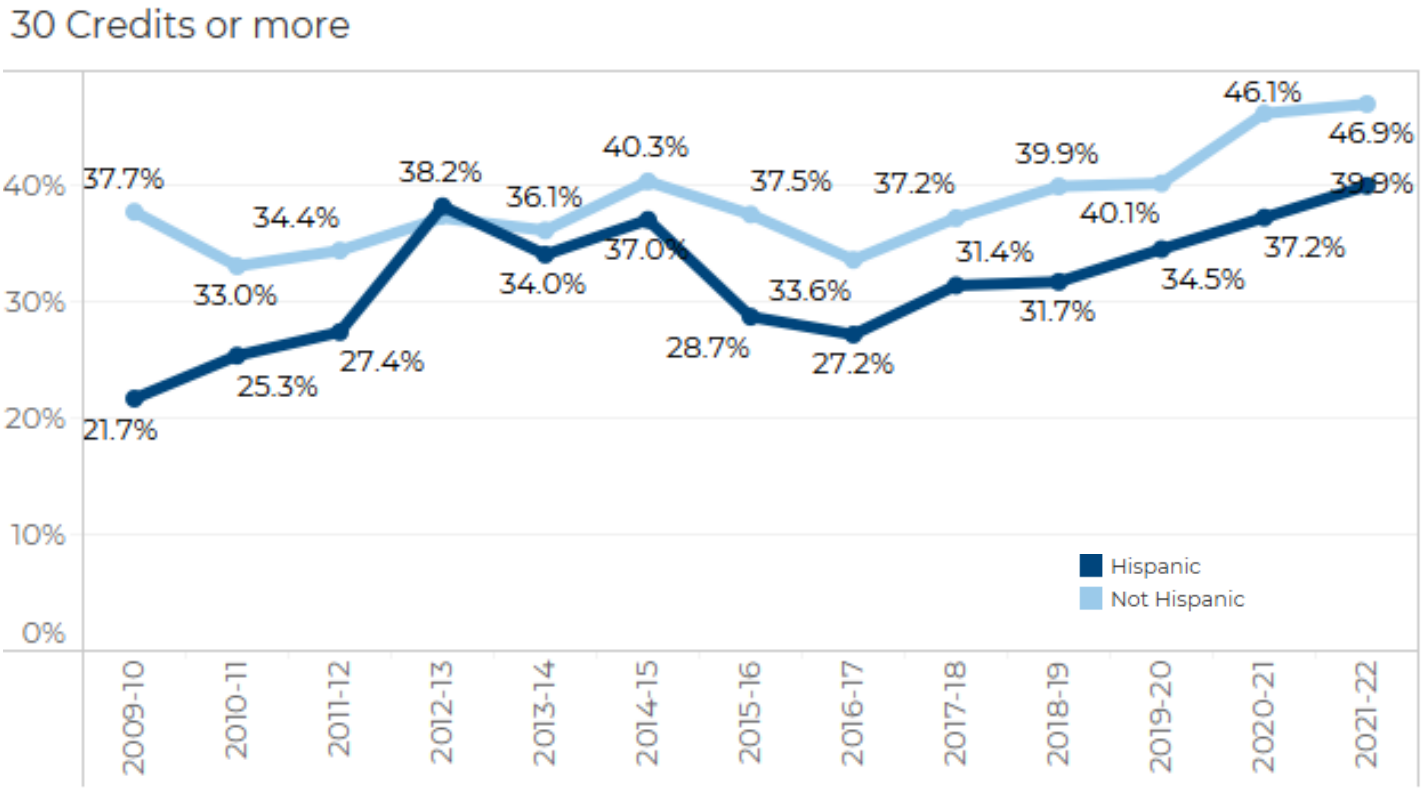



***Figure 4. 30 College Credit Completion in First Year - HSI Focus***

Goal #3a and Goal #3b: First Year College Level English (to 60%) and Goal #3b: First Year College Level Math (to 40%). Figures 5 and 6 show our progress in English and math respectively. English has rebounded some in the last two years, coinciding with a sharp increase in college level placement, though still not to levels seen before 2106-17. By contrast, math has seen a very strong three year rise, breaking new ground and coinciding with restructured (and shortened) developmental sequences and higher college level math placement rates. Both are seeing small, but meaningful achievement gaps, even as they have progressed recently.

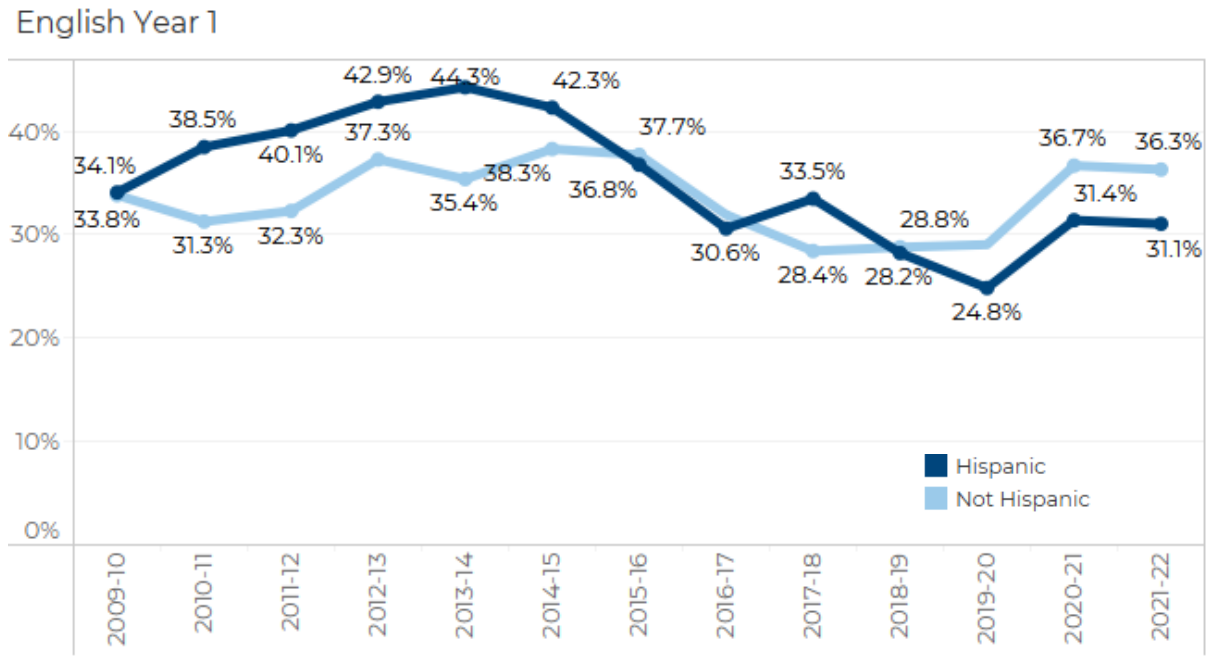



***Figure 5. First Year College Level English Completion - HSI Focus***

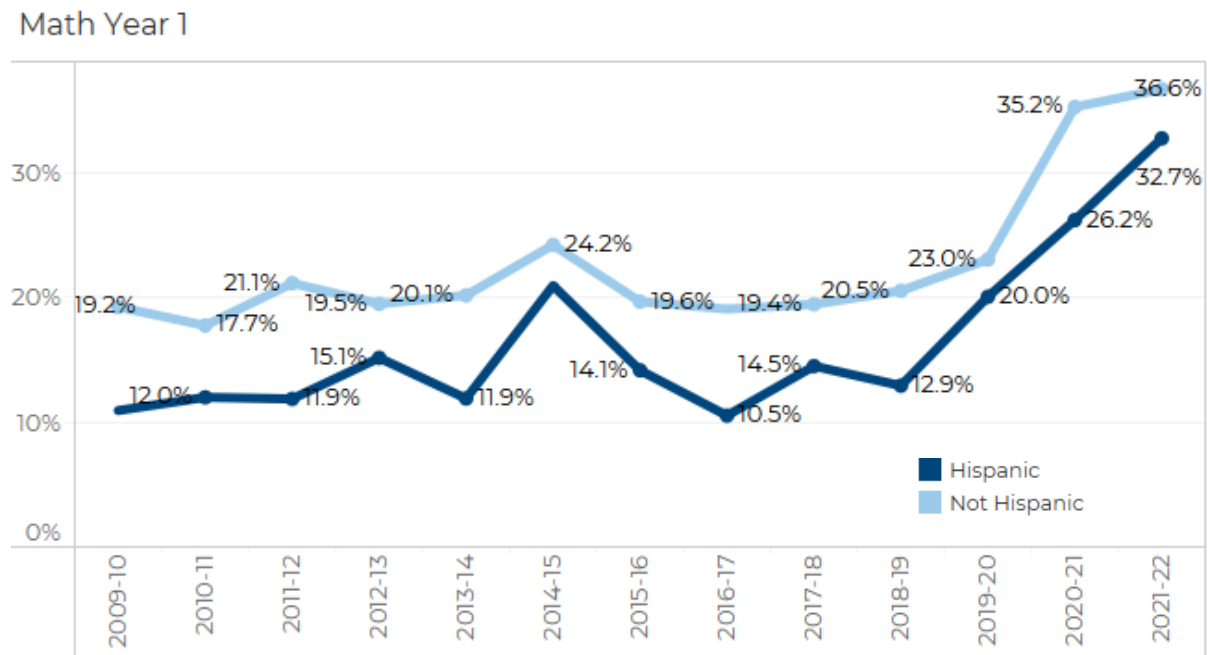



***Figure 6. First Year College Level Math Completion - HSI Focus***

***Looking Forward.*** Because we have seen our largest gains in the 2020-21 and 2021-22 cohorts in the first year, the next two years will put some of our leading, predictive measures to the test (Figure 7 shows our 30 Credit Completion in Dark Blue, College Math Completion in Light Blue, and our lagging 3 Year Completion or Transfer in Yellow). If the CCRC and our own models are any indication, our 3 Year Completion or Transfer rates should rise, and potentially significantly, as first year gains take hold in those cohorts.

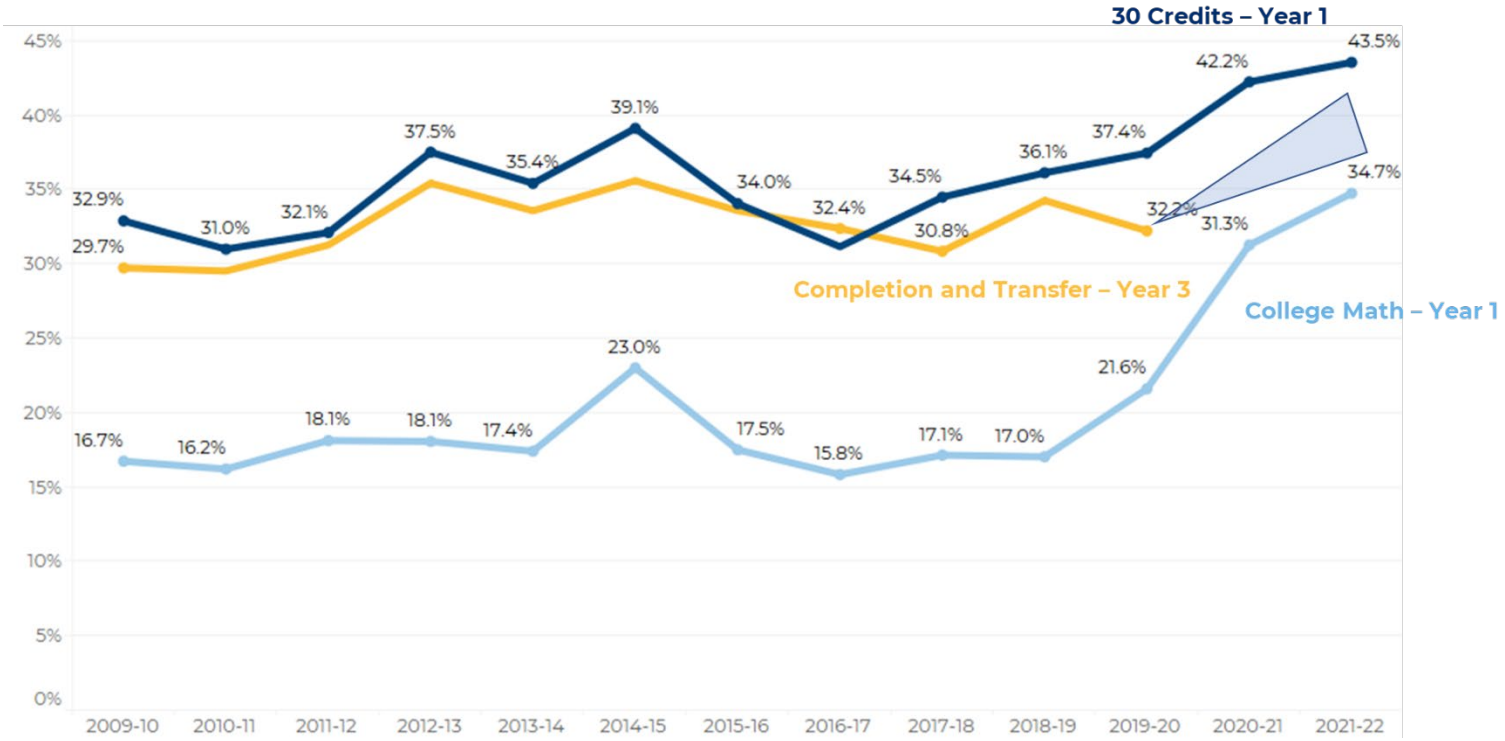



***Figure 7. The Next Two Years: Superimposing Completion/Transfer on Math/30 Credits***

Why we might expect potentially significant gains:

- 30 Credit Completion and Math Completion are the two largest predictors, both in Table 1 and in predictive models IR has run in basic replications of CCRC work. Many of those models point to over 39% on completion rates alone.
- In 2019-20, completion and transfer (yellow) has not kept pace with these leading metrics, which sometimes points to a particularly low association in the 2019-20 cohort. This being the pre-COVID entry cohort, this could be a good explanation of this inability to keep pace.

Why we might NOT expect significant gains (even though gains are extremely likely):

- Both our math and 30 credit predictors, while powerful, are themselves reflections of many different student factors which are unknown and mostly unknowable. Statistically speaking, even while it's very unlikely that we will see regression in the next two years, it is not likely that ALL of an anticipated effect can be accomplished.
- One demonstration of this is in our Fall to Fall retention. The kind of decrease in retention we are seeing may be reflective of other weakness in student careers over this time and constitutes a real barrier to any aspirations we (I) might have had for completion data (yellow) to exactly mirror its companion predictors.

## Notable Results Outside of Core Goal Areas

### Gains in Consistent Course Success

At CBC, we have found another metric to be highly predictive of degree completion – and predictive independently of our other highly influential metrics – but is not part of our 2029 college goals and is not directly comparable to external models (like CCRC). This is a measure of *whether a student completes all of their coursework in their first year without getting a grade of less than 2.0*. Average grades, or GPA, are not as effective in forecasting future college success as being able to have the self-efficacy of taking *and passing* all college courses taken. Just as negative interactions are more salient than positive ones in our own assessments (usually by a factor of 4-5 to 1), students appear to similarly evaluate negative experiences in their own coursework. Ample research in social psychology reinforces the power of negative interactions and experiences in shaping our views and behavior and it is not uncommon for market researchers to employ positive/negative ratios with a 80% or higher positive benchmark to assess things like consumer sentiment. This measure, in particular, saw gains this year and we see it as a positive sign. New CCRC emphasis is not just on success in math and English, but in other companion courses that make up a student's first year. These companion courses don't just fill requirements and help foundational skills, but "light the fire" of learning.

***Table 3. Student Likelihood of Completion or Transfer and Course Success (>=2.0 in every course taken)***

| | *Goal* | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | Projected 3-Year Completion Rate if Goal Met | Projected 3-Year Completion Rate if Goal *NOT* Met | |
|---|---|---|---|---|---|---|---|---|---|
| *Course Success* | | 39.9% | 38.9% | 41.7% | 46.9% | 47.6% | **45.5%** | **22.4%** | **2.03x** |

This is particularly important when we consider equity gaps (Figure 8). Again, as an Hispanic-Serving Institution (HSI), we routinely report on equity gaps between our Hispanic and Non-Hispanic students. While a bit better last year than historically, the large and persistent gap between Hispanic and Non-Hispanic students is fairly striking.

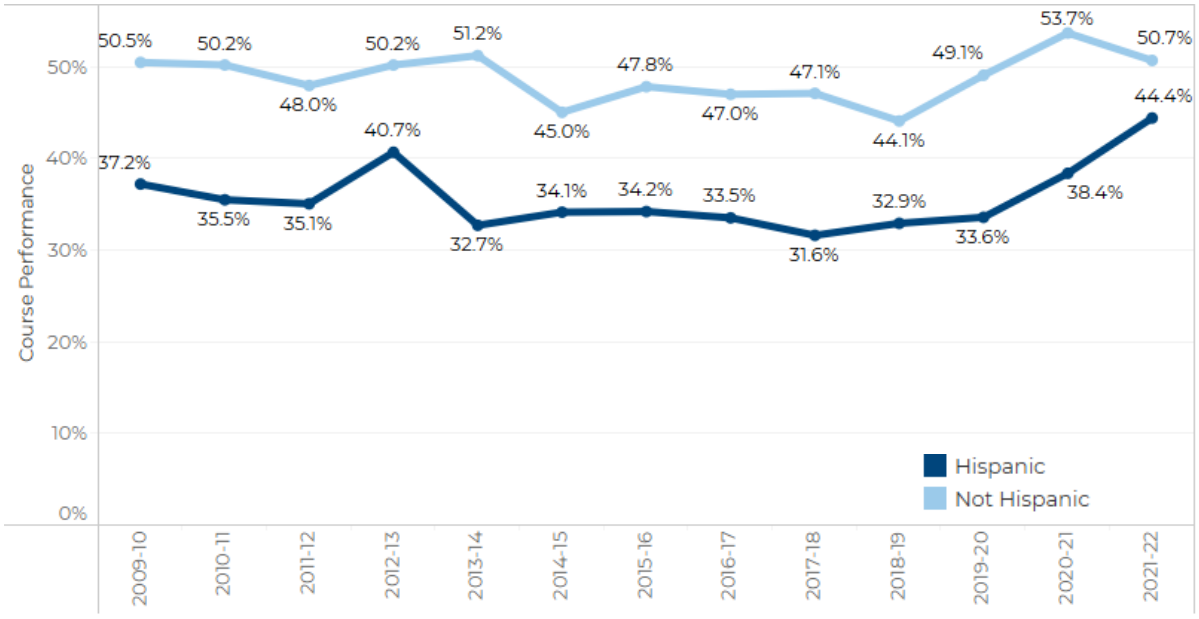



***Figure 8. Percentage of First Year Students Who Get a 2.0 or Higher in Every Courses***

As with any single result, while this particular difference closed dramatically in this last cohort (2021-22), we might be cautious about inferring that this is a solved problem. The history and magnitude of this particular difference deserves some highlight. In our Jedi II sessions and in other campus-wide presentations, this particular finding is fairly consistent and concerning. Of course, this has implications for equity gaps in our other, lagging metrics like completion or transfer. It also is concerning when we dig deeper. In our surveys of incoming HDEV students, one of the largest barriers to student progress, especially for those who have not seen themselves as college material – or have not had particular academic success in the past – is self-efficacy and a belief that they are capable of succeeding. Having one "bad course", to a resilient learner, is an obstacle that is difficult, but more easily overcome. To a less resilient learner, courses that are not passed can become reinforcement of a self-image of lack of capability.

**Fall Retention Continues to Struggle**

Retention has been an area of weakness during COVID that has historically been a CBC asset. Over the last 6-8 years, despite gains in many academic areas, our Fall to Fall retention has meandered above 50%, only to drop over the last two years. This drop however, appears limited mostly to the Fall to Fall time frame and we have had some data discussion about that. Only after the academic year in Spring, some students appear to be diverting away from enrollment. Anecdotally to this point, most observations in our Jedi sessions point to factors that mirror our enrollment challenges – a strong labor market at the entry level, higher wages, uncertainty, coupled with an increasing cost of living that compete with students continuing study after a break. That may be a simplification of what is happening overall, but plausible, and also consistent with the experience in Transitional Studies. In this light, the challenge may be most similar to recruitment (or re-recruitment) of students.

Hispanic students, who saw a particularly large drop in Fall to Fall retention last year, fell again in 2021-22, continuing a decade-long trend (Figure 10).

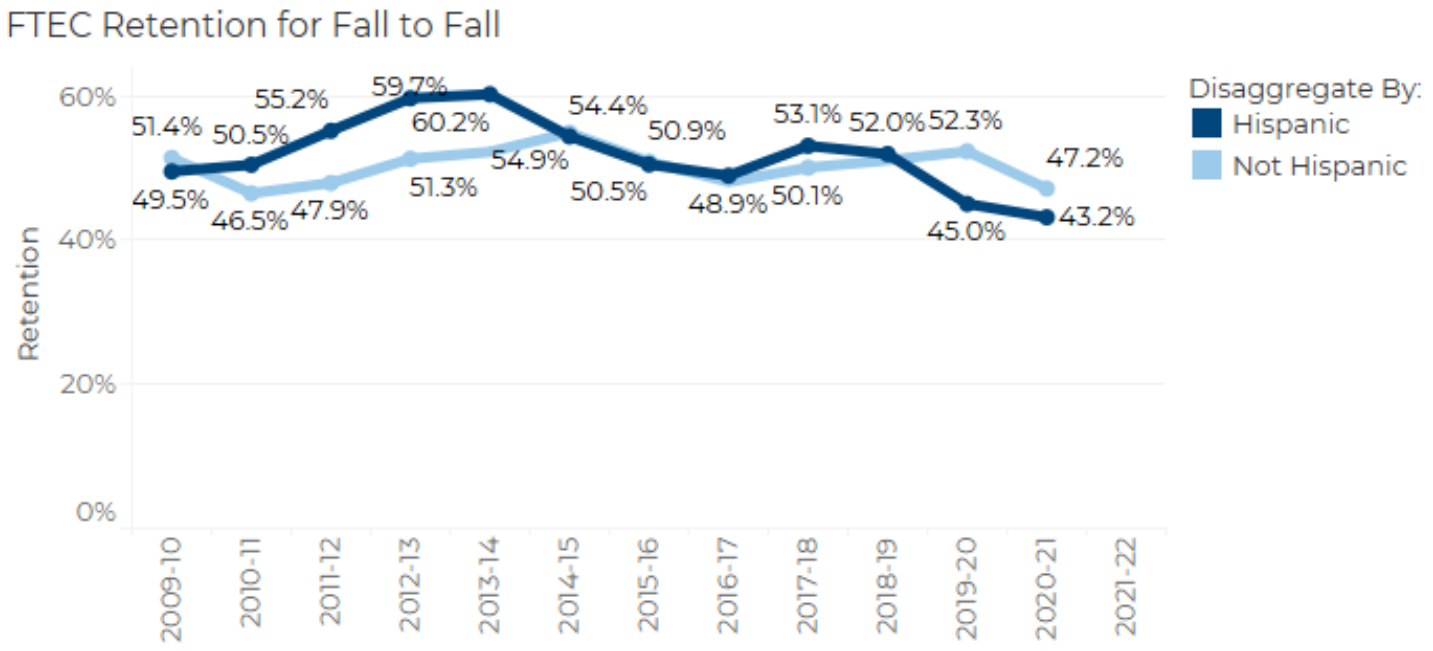



***Figure 10. Fall to Fall Retention: Hispanic vs Non-Hispanic***

**Transitional Studies Difficulties Continue**

Transitional Studies appears to have had another challenging year that deserves discussion. Similar to last year, in comparison to pre-COVID levels, students' documented class hours have suffered and Transitional Studies ratings are particularly vulnerable to student persistence and re-registration.

- Federally Reportable students include registered students who register and spend 12 or more hours in instruction – and this year, while up slightly, only 63.8% of Spring snapshot students last year met the 12 hour threshold. In previous years, this has been closer to 80%.
- Federal testing measures (CASAS) have also changed to largely hours-based reporting, and those measures in the yearly objective are sensitive to reduced hours for those who are federally reportable. This has been particularly impactful among ELA students (-6.0%), though not as low as last year (lower by over 10%). The threshold equivalent to a measurable skills gain is 45 hours of instruction in an academic year.

This year's enrollment (and student hours) in total was 340 FTE which was up from last year's 301 FTE but still well below the pre-pandemic 506 FTE in 2018-19. Relatedly, more than any other student group, remote coursework has been a particular challenge for students in Transitional Studies. Enrollment difficulties were partially a result of students not returning for minimum hours, and perhaps because of fewer in-person classes (Summer 2021 being completely online whereas Spring 2022 was above 40% in a department that was previously almost exclusively in-person). English Language Acquisition (ELA) and ABE each have six levels each which coincide with the entry level of learning. During COVID, in particular, the lowest three levels saw precipitous enrollment drops to a handful, if any, attendees at each level. One silver lining here is that, for students who do come and persist at ABE 4 or higher (within range of graduation), retention and 3 year cohort graduation has not appreciably suffered during this time.

Just as reporting and metrics have changed this year, we anticipate some change again next year. Transitional Studies closely follows changes in rules of the Workforce Innovation and Opportunity Act (WIOA). Just as CASAS testing has been de-emphasized in recent years by necessity and moved to hours, and reporting becomes consistent, it appears that Course Completion and Success and Credit Attainment may take a front seat in the coming years and replace hours (and testing) as a measure of primary interest.

## Comparisons to SBCTC-Wide Metrics

One way we might answer whether our results have a uniquely positive or negative bias due to changing enrollment patterns and adjustment is to look at how state averages (all SBCTC comparison schools) performed over the same period. ***If the gains we experienced during 2020-21 and 2021-22 were simply "bias", that same bias might be evident across the state in other community colleges.***

For brevity, we consider our core "2029 Goals" metrics in Figures 11 through 14, those for which we saw the strongest evidence of progress, to examine whether or not our indicators might be an artifact of enrollment or instruction during COVID that is part of every college's experience.

- In every one of these 2029 goal areas, our institutional performance either held or gained on statewide results.
- State average differences were held at parity in Completion, held and closed the gap slightly in English (-1%), passed state averages by 3% in 30 Credit Completion, and now exceed state averages by 8% in math.
- SBCTC college averages during this year, notably, fell slightly this second year of COVID.

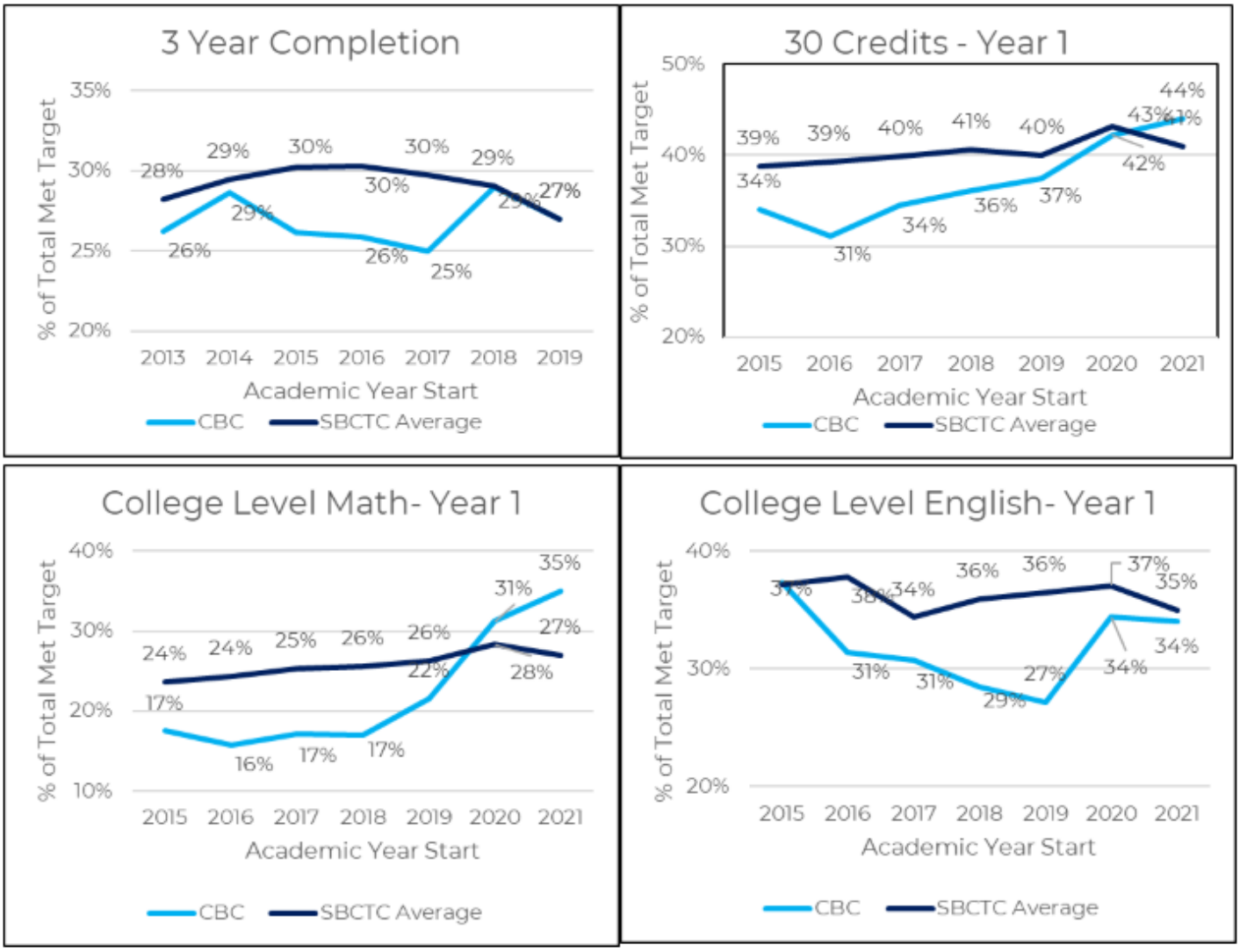



***Figure 11 to 14. CBC and SBCTC College Comparisons on 2029 Goals***

**Retention SBCTC Comparison**

In another measure for which we have comparable state benchmarks, we note the reverse of other academic trends, this time in enrollment. *Statewide, entering college students' retention has been historically stable* in each of Fall to Winter, Fall to Spring, and Fall to Fall retention measures. CBC, while remaining consistently above state averages, has given up ground to SBCTC peers and is now slightly below state averages.[7] As we noted with our other academic averages, if we were somehow typical in our inability to retain students over the Summer, we might see the same tendency in our SBCTC peers. So far we do not see that is the case. Instead, we see CBC's performance regress to (and slightly below) state averages Fall to Fall.

[7] For college access only (faculty and staff), CBC has access to First-Time Entering Student Outcomes dashboards.

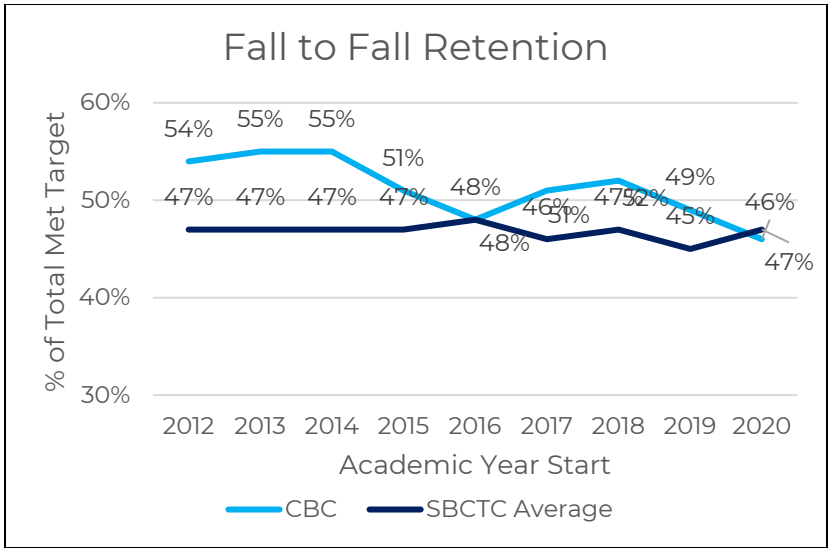



***Figure 15. CBC and SBCTC College Comparisons on Fall to Fall Retention***

## The Context of 2021-22: Discussion

Last year, we discussed some of the likely negative impacts of the COVID years on CBC students.

- students may choose not to enroll, stop out, drop out, or may accelerate alternate plans in an online environment, and
- students who remain may have increased performance divisions that can be associated with stress, comfort, access, and/or difficulty meeting basic needs

Last year, this report commented on what might be the result of the increase in online instruction,[8] suggesting that the main effects of online vs face-to-face instruction have shown a small, but meaningful, negative effect for online instruction. This concern remains, though still unclear in its potential impact. The prospect that we would know more about this by now might have been premature. CBC first year students, while the smallest cohort in over 10 years, has been one of the more successful in aggregate. In this, there is room for optimism going forward to the 2022-23 and beyond, yet there are also concerns about potential lingering effects of learning loss among our incoming cohorts and how students can meaningfully integrate back into a campus community. National standardized test results, as well as state and local indicators, have seen learning losses in primary and secondary assessments which may affect some incoming students adversely. While we would have to meet those challenges as they come, our CBC data do not yet reflect large or long-term impacts on student progress.

Where our concerns remain stronger are in the areas of enrollment-specific measures – even though we are performing passably in comparison to our CTC system in enrollment and retention. We might also continue to be concerned that our enrollment declined in 2021-22, and the composition of the remaining enrollment may be more heavily skewed toward students who are most comfortable with online study, or lack other barriers or challenges. *That concern does not appear to be present in our data this year, except in terms of raw enrollment/re-enrollment measures such as retention and Transitional Studies.* As last year's context recedes into memory, it might be easy to dismiss the challenges, especially after having passed into a bit of the "new

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

normal" of post-pandemic life, but our 2021-22 reality was substantially remote – for staff and students. Even into graduation, the logistics of large scale indoor events were still daunting from the standpoint of public health advice and requirements. Since last year, our Fall FTE has increased by 5% and we are seeing more campus vitality. Nonetheless, if we look at our peer colleges, it does not appear that there have been dramatic challenges with bias or learning gain or loss as of yet.

Our first year student cohort (above high school enrollees), dropped again from 1,390 students in 2019-20 to 1,222 in 2020-21, and again to 1,114 in 2021-22. This could also potentially contribute to both an overall positive bias (students who choose not to enroll who otherwise might have), though similarly challenged CTCs statewide do not demonstrate this dynamic. Theoretically, as well, we should see an increase in achievement gaps (students who choose to enroll anyway despite an increase in personal challenges/barriers to study during a pandemic), but we have not seen that play out significantly in 2021-22.

COVID impacts are likely embedded in these data, but have not materialized in ways anyone might have expected.

## Interpreting our Results: Guided Pathways and Inclusivo

Last, but not least, CBC continues with institutional improvements – most of which fall directly under the umbrella of Guided Pathways. Guided Pathways ideas are still in motion – some are now largely institutionalized (like math), some off the ground and maturing (caseload management), some starting (or restarting under COVID: TAP and Peer Mentoring), and others that are being done as a matter of institutional improvement in best practice (centralized scheduling). Large scale intervention effects often take 3-5 years to fully mature (as was our experience in math). Top among these larger efforts is caseload advising, organized by school and using program maps, which is in the second full year of use and continues to develop. Maps are more concretely defined and a maturing team, coupled with Title V investments, should also help accelerate this effort – including software to help coordination, targeting, and evidence-based training.

Again, the SBCTC benchmark data here are cause for optimism but in a different way than last year. Many measures of system performance did not fare particularly well, yet CBC continues to gain in places or hold – with the exception of Fall to Fall retention, meeting or exceeding state averages in areas we have historically underperformed. That we continue to progress in these measures is a positive sign.

It is also worth noting that progress may not only be the result of large-scale or long term changes. "Smaller" changes in which critical needs exist can have effects that outpace their size or expectation when filling a critical need, following evidence base, and/or executed well. Placement was a perfect example of this in a "critical need" area. The addition of Directed Self Placement (DSP) and transcript placement can and does affect likelihood of completing coursework in English and math, and those gains – increasing likelihood of taking, and consequently completing, a college level course– held this year. The adjustments to placement, while being considered or piloted for some time, was (a) a change that affected a smaller number of students, and (b) was accelerated in one term to respond to our need to place students without in-person standardized assessments. Not technically large scale, long term, or comparatively costly overall - these changes nonetheless had positive impacts that exceeded expectations.

These improvements continue and are apparent in our (ongoing) effort to document and focus our institutional improvements in our strategic plan. The following is an example from 1.1 and 1.2 in our tracking of improvements from our equity-centered strategic plan

**Strategy Submitted**
■ Strategy Submitted

**Stated Progress**
○ No Progress ◑ Halfway or more ◔ Less than halfway

## Student Success

Hover over the figure on the right-hand column to display the full strategy description.

| Goal | Initiative | POC | Responsible Committee/Dept. | Final Strategy | |
|---|---|---|---|---|---|
| 1.1 Help students choose and enter a pathway to careers and future education. | 1.1.1 | Vicki Domina | Advising | Customer Relationship Management System |  |
| | 1.1.2 | Elisa Hernandez | Career Services | Hawk Career Readiness Program |  |
| | 1.1.3 | Amanda Aunspaugh | Curriculum and Schedule Management | Annual Schedule |  |
| | 1.1.4 | Ellsa Hernandez | Career Services | Career guidance program |  |
| | | Lane Schumacher | HDEV | HDEV 101 course for undecided students |  |
| | | Vicki Domina | Advising | Academic Maps |  |

**Strategy Submitted**
■ Strategy Submitted

**Stated Progress**
○ No Progress ◑ Halfway or more ◔ Less than halfway

## Student Success

Hover over the figure on the right-hand column to display the full strategy description.

| Goal | Initiative | POC | Responsible Committee/Dept. | Final Strategy | |
|---|---|---|---|---|---|
| 1.2 Provide holistic and flexible support services that help students stay on their path. | 1.2.1 | Vicki Domina | Advising | Advisor Training |  |
| | | | Advising and Institutional Research | Advising Satisfaction Survey |  |
| | 1.2.2 | Anneke Rachinski | Foundation | Foundation and Student Resources |  |
| | | Kelsie Smith | Academic Success Center/Assessment Center | Tutoring for Advanced Placement (TAP) |  |
| | | | Peer Mentoring Workgroup/Academic Success Center | Peer Mentoring Program |  |
| | | Vicki Domina | Advising | Chatbot Purchase |  |
| | 1.2.3 | Lane Schumacher | Counseling Department | Pop-up drop-in counseling tool |  |
| | 1.2.4 | Kelsie Smith | Academic Success Center/Assessment Center | Tutoring for Advanced Placement (TAP) |  |
| | | Vicki Domina | Advising | Creation of Warning Status |  |

Similarly, it is worth noting that some of the work we are furthering in Guided Pathways often cannot be measured in the same way as the metrics in these reports, but are, nonetheless, critical to student success. Assessment work is a prime example of this. "Ensure Students Are Learning" is the fourth pillar of Guided Pathways and is also an important aspect of fulfillment of the College's mission,[9] and a strategic priority in *Inclusivo* is Teaching and Learning with goal 4 being Ensure students are learning. When students are learning it impacts their achievement, whether it be in that particular course or with the knowledge, skills and abilities that they gain and then apply in future courses. Student learning is assessed by faculty at the course, program, and institutional levels and the Assessment, Teaching and Learning (ATL) Committee continues to lead the student learning assessment efforts.

The Assessment, Teaching and Learning Committee led an assessment project for the Institutional Learning Outcome (ILO) Communicate Effectively. Faculty analyzed the results and reported them during the Spring 2022 Teaching and Learning Day. Lessons learned are being used to improve the 2022-23 assessment project for the ILO Reason Quantitatively and Symbolically.

Faculty have also been conducting assessment projects at the program and course level:

- Faculty in Project Management and Computer Science/Cyber Security programs attended half day workshops to rewrite program learning outcomes and map the outcomes to the curriculum.
- Accounting, Criminal Justice and Engineering Technology developed and approved new program outcomes
- Faculty from several science disciplines, including agriculture, biology, engineering technology, exercise science, mathematics, and nutrition, participated in a workshop about writing assessable outcomes and then rewrote learning outcomes for many of their courses.
- Faculty who teach Introduction to Sociology created and are piloting a common assessment to measure student learning in quantitative and symbolic reasoning.

The program review process remains one that is critical both to the improvement of courses/programs and the demonstration of the integrity and transparency of teaching and learning at CBC. Results from these and other assessment activities are used by faculty to make improvements in their courses and programs in order to help students obtain the knowledge, skills and abilities to make them successful at CBC and at the next step in their educational and career journey.

[9] Also a key feature of accreditation due to assessment's critical role in student learning, and the difficulty that every college encounters when trying to characterize overall progress in institutional learning outcomes, program learning outcomes, and course learning outcomes. We understanding learning to be the bedrock of what happens at CBC and that quantifying this quality can be challenging in ways that conventional institutional measures (as in this report) are not.

# 2021-22 Metrics by Objective Tables

## Academic Transfer

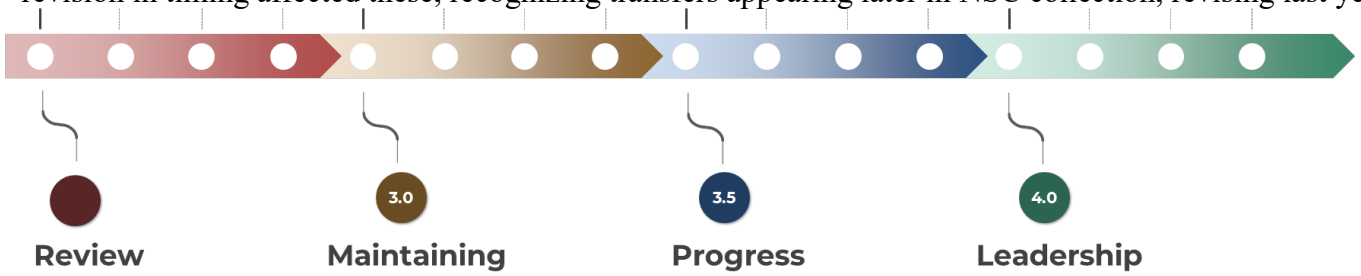
**Table 4. Academic Transfer - Course Performance, Gateway Courses, and Retention**

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 3-Year Benchmark | Change over Benchmark | Rating |
|---|---|---|---|---|---|---|---|---|---|
| **Course Completion Term 1** | 78.5% | 80.3% | 78.7% | 80.3% | 75.7% | 77.0% | 79.8% | -2.8% | 2 |
| **Course Completion Year 1** | 59.9% | 60.3% | 58.9% | 60.9% | 58.3% | 59.3% | 60.0% | -0.7% | 3 |
| **Course Completion Year 1 (Hispanic >2.0)** | 53.7% | 54.1% | 55.4% | 54.0% | 52.5% | 54.5% | 54.5% | 0.0% | 3 |
| **Course Completion Year 2+** | 74.9% | 73.7% | 75.5% | 76.3% | 74.8% | 77.4% | 75.2% | +2.2% | 4 |
| **Course Success Term 1 (>2.0)** | 61.5% | 58.6% | 59.8% | 60.4% | 63.5% | 65.2% | 59.6% | +5.6% | 5 |
| **Course Success Year 1 (>2.0)** | 37.2% | 33.9% | 35.5% | 38.7% | 41.6% | 44.9% | 36.0% | +8.9% | 5 |
| **Course Success Year 1 (Hispanic >2.0)** | 27.0% | 24.4% | 31.0% | 30.9% | 33.3% | 41.1% | 28.8% | +12.3% | 5 |
| **Course Success Year 2+ (>2.0)** | 53.2% | 54.3% | 51.3% | 56.6% | 61.2% | 66.4% | 54.1% | +12.3% | 5 |
| **Course Performance** | | | | | | | | | **4.00** |
| | | | | | | | | | |
| **Gateway Course Year 1 (Math)** | 18.7% | 18.3% | 17.8% | 24.5% | 32.7% | 38.9% | 20.2% | +18.7% | 5 |
| **Gateway Course Year 1 (English)** | 35.6% | 33.5% | 31.0% | 31.2% | 37.6% | 39.2% | 31.9% | +7.3% | 5 |
| **Both Gateways Year 1 (Math + English)** | 11.0% | 10.3% | 9.3% | 12.2% | 17.8% | 23.7% | 10.6% | +13.1% | 5 |
| **Both Gateways Year 1 (Lower SES Quintiles)** | 8.9% | 7.7% | 8.6% | 10.4% | 15.3% | 22.7% | 8.9% | +13.8% | 5 |
| **Gateway Courses** | | | | | | | | | **5.00** |
| | | | | | | | | | |
| **Retention Year 1 (Fall to Winter)** | 77.5% | 78.0% | 78.6% | 80.3% | 76.5% | 79.4% | 79.0% | +0.4% | 3 |
| **Retention Year 1 (Fall to Spring)** | 66.5% | 67.3% | 68.2% | 68.9% | 63.3% | 65.9% | 68.1% | -2.2% | 2 |
| **Retention Year 1 (Fall to Fall)** | 52.7% | 50.4% | 51.8% | 52.5% | 52.4% | 45.3% | 51.6% | -6.3% | 1 |
| **Retention** | | | | | | | | | **2.00** |

**Table 5. Academic Transfer - Credit Attainment, Completion, and Post-CBC Outcomes**

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 3-Year Benchmark | Change over Benchmark | Rating |
|---|---|---|---|---|---|---|---|---|---|
| **15 Credits College Level (Year 1)** | 61.6% | 64.7% | 63.8% | 68.5% | 65.5% | 68.3% | 65.7% | +2.6% | 4 |
| **30 Credits College Level (Year 1)** | 31.5% | 34.7% | 36.2% | 41.6% | 42.5% | 46.8% | 37.5% | +9.3% | 5 |
| **30 Credits Winter/Spring Enrollees (Year 2)** | 24.4% | 22.1% | 21.9% | 25.7% | 30.8% | 24.3% | 23.2% | +1.1% | 3 |
| **30 Credits Running Start (Year 1)** | 65.9% | 62.6% | 67.8% | 71.1% | 59.8% | 63.0% | 67.2% | -4.2% | 2 |
| **45 Credits College Level (Year 2)** | 37.3% | 36.9% | 38.2% | 40.1% | 41.1% | 42.0% | 38.4% | +3.6% | 4 |
| **Credit Attainment** | | | | | | | | | **3.60** |
| **Completion or Transfer (3 Years)** | 35.2% | 32.7% | 30.7% | 29.6% | 33.7% | 33.3% | 31.0% | +2.3% | 4 |
| **Degree Completion (3 Years)** | 26.9% | 23.9% | 22.8% | 22.6% | 26.6% | 26.5% | 23.1% | +3.4% | 4 |
| **Completion** | | | | | | | | | **4.00** |
| **Employment % vs State** | 9% | 6% | 8% | 9% | 9% | 8% | 7.7 | +0.3 | 3 |
| **Wages State Difference (1,000/yr)** | -3 | -2 | -3 | -3 | -2 | -2 | -2.7 | -0.7 | 3 |
| **4-Year Transfer** | 29.8% | 28.7% | 28.9% | 26.4% | 27.0%* | 28.1% | 28.0% | +0.1% | 3 |
| **"Transfer-Preferred" GPA Year 1 (>3.0)** | 19.9% | 21.7% | 24.2% | 25.6% | 28.9% | 31.5% | 23.8% | +8.7% | 5 |
| **"Transfer-Preferred" GPA (Hispanic)** | 10.3% | 14.2% | 20.2% | 19.4% | 21.8% | 26.5% | 17.9% | +8.6% | 5 |
| **Post-CBC Outcomes** | | | | | | | | | **3.80** |
| | | | | | | | | | |
| **Academic Transfer Average Rating** | | | | | | | | | **3.73** |

*-revision in timing affected these, recognizing transfers appearing later in NSC collection, revising last year's results upward



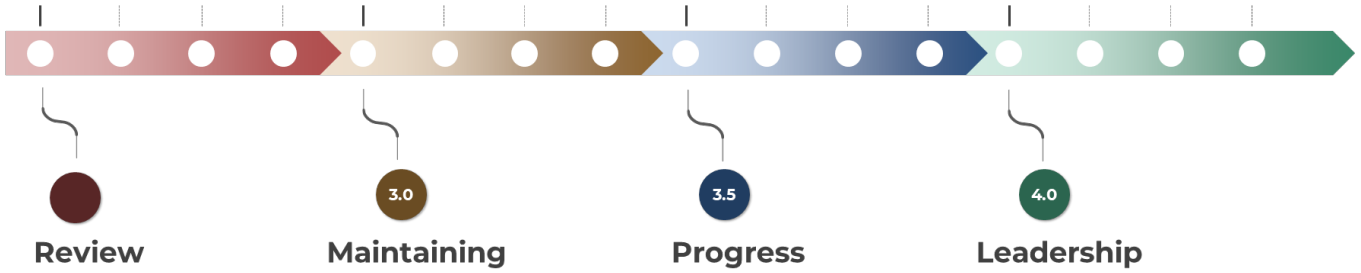
## Professional / Technical

**Table 6. Professional Technical - Course Performance, Gateway Courses, and Retention**

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 3-Year Benchmark | Change over Benchmark | Rating |
|---|---|---|---|---|---|---|---|---|---|
| **Course Completion Term 1** | 86.5% | 85.9% | 81.8% | 80.0% | 81.7% | 81.2% | 82.6% | -1.3% | 3 |
| **Course Completion Year 1** | 75.0% | 70.6% | 64.6% | 64.7% | 69.4% | 64.9% | 66.6% | -1.7% | 3 |
| **Course Completion Year 1 (Hispanic >2.0)** | 71.5% | 64.8% | 56.1% | 55.2% | 63.4% | 61.6% | 58.7% | +2.9% | 4 |
| **Course Completion Year 2+** | 75.7% | 82.1% | 78.3% | 84.1% | 78.6% | 82.4% | 81.5% | -0.9% | 3 |
| **Course Success Term 1 (>2.0)** | 75.2% | 74.3% | 71.5% | 66.1% | 74.7% | 71.8% | 70.6% | +1.2% | 3 |
| **Course Success Year 1 (>2.0)** | 54.6% | 54.3% | 47.8% | 46.8% | 54.8% | 51.3% | 49.6% | +1.7% | 3 |
| **Course Success Year 1 (Hispanic >2.0)** | 53.1% | 50.5% | 38.9% | 38.5% | 46.0% | 48.9% | 42.6% | +6.3% | 5 |
| **Course Success Year 2+ (>2.0)** | 62.4% | 60.3% | 65.1% | 67.3% | 67.4% | 70.1% | 64.2% | +5.9% | 5 |
| **Course Performance (Student Risk)** | | | | | | | | | **3.63** |
| | | | | | | | | | |
| **Gateway Course Year 1 (Math)** | 8.2% | 14.4% | 14.9% | 16.7% | 29.1% | 29.1% | 15.3% | +13.8% | 5 |
| **Gateway Course Year 1 (English)** | 20.3% | 24.3% | 22.1% | 20.0% | 29.7% | 27.3% | 22.1% | +5.2% | 5 |
| **Both Gateways Year 1 (Math + English)** | 3.4% | 6.1% | 6.9% | 7.0% | 16.7% | 15.3% | 6.7% | +8.6% | 5 |
| **Both Gateways Year 1 (Lower SES Quintiles)** | 3.1% | 6.9% | 7.5% | 5.6% | 14.5% | 14.9% | 6.7% | +8.2% | 5 |
| **Gateway Courses** | | | | | | | | | **5.00** |
| | | | | | | | | | |
| **Retention Year 1 (Fall to Winter)** | 75.7% | 75.9% | 74.7% | 73.1% | 75.9% | 74.0% | 74.6% | -0.6 | 3 |
| **Retention Year 1 (Fall to Spring)** | 55.1% | 60.5% | 57.1% | 56.4% | 63.1% | 59.7% | 58.0% | +1.7 | 3 |
| **Retention Year 1 (Fall to Fall)** | 45.2% | 43.0% | 50.6% | 48.9% | 42.8% | 45.6% | 47.5% | -1.9 | 3 |
| **Professional Technical - Retention** | | | | | | | | | **3.00** |

**Table 7. Professional Technical - Credit Attainment, Completion, and Post-CBC Outcomes**

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 3-Year Benchmark | Change over Benchmark | Rating |
|---|---|---|---|---|---|---|---|---|---|
| **15 Credits College Level (Year 1)** | 54.4% | 61.0% | 59.3% | 57.9% | 65.5% | 61.2% | 59.4% | +1.8 | 3 |
| **30 Credits College Level (Year 1)** | 30.1% | 34.0% | 36.0% | 30.4% | 41.8% | 39.2% | 33.5% | +5.8 | 5 |
| **30 Credits Winter/Spring Enrollees (Year 2)** | 23.2% | 17.9% | 22.3% | 21.1% | 24.6% | 23.8% | 20.4% | +3.4 | 4 |
| **30 Credits BAS (Year 1)** | 69.9% | 73.3% | 73.5% | 69.7% | 60.8% | 58.5% | 72.2% | -13.7% | 1 |
| **45 Credits College Level (Year 2)** | 33.5% | 32.7% | 37.6% | 40.0% | 32.6% | 39.4% | 36.8% | +2.6 | 4 |
| **Credit Attainment** | | | | | | | | | **3.40** |
| **Completion or Transfer (3 Years)*** | 33.0% | 32.6% | 34.0% | 31.0% | 34.7% | 26.9% | 32.5% | -5.6% | 1 |
| **BAS Completion (3 Years)** | 65.4% | 78.7% | 69.9% | 74.7% | 79.4% | 77.4% | 74.4% | 3.0% | 4 |
| **Completion** | | | | | | | | | **2.50** |
| ***Employment % State Difference** | 8% | 6% | 4% | 9% | 7% | 5% | 6.3 | -1.3 | 3 |
| ***Wages State Difference (1,000/yr)** | -3 | 1 | 1 | 3 | -3 | 2 | 1.7 | +0.3 | 3 |
| **Post CBC Outcomes** | | | | | | | | | **3.00** |
| | | | | | | | | | |
| **Professional Technical Average Rating** | | | | | | | | | **3.42** |



## Transitional Studies

**Table 8. Transitional Studies**

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 3-Year Benchmark | Change over Benchmark | Rating |
|---|---|---|---|---|---|---|---|---|---|
| **+Federally Reportable (%)** | 78.6% | 83.5% | 80.8% | 76.5% | 61.6% | 63.8% | 80.3% | -16.5% | 1 |
| **+++I-Best Enrollment (Term FTE)** | 100 | 65 | 48 | 53 | 63 | 54 | 55.3 | -1.3 | 3 |
| **++Measurable Skills Gains*** ** | 73.0% | 73.9% | 71.3% | 65.5% | 62.5% | 67.0% | 70.2% | -3.2% | 2 |
| **Yearly** | | | | | | | | | **2.00** |
| **45 Hours or more ABE** | 65.4% | 70.2% | 65.5% | 61.7% | 55.9% | 55.7% | 65.8% | -10.1% | 1 |
| **45 Hours or more ELA** | 73.6% | 77.5% | 77.8% | 74.4% | 73.3% | 75.3% | 76.6% | -1.3% | 3 |
| **Retention (First to Second Year)** | 28.0% | 32.7% | 27.8% | 23.3% | 16.4% | 30.5% | 27.9% | 2.6% | 4 |
| **3 Year** | | | | | | | | | **2.33** |
| **HS Credential / Any College Courses** | 14.6% | 33.3% | 37.8% | 40.6% | 32.5% | 31.1% | 37.2% | -6.1% | 1 |
| **Completed HS Equivalent / GED** | 4.6% | 21.5% | 27.8% | 23.2% | 22.5% | 22.8% | 24.2% | -1.4% | 3 |
| **Completion** | | | | | | | | | **2.00** |
| **Completed any College Level Credits** | 8.5% | 6.7% | 8.6% | 18.1% | 8.3% | 9.8% | 11.1% | -1.3% | 3 |
| **15 College Level Credits** | 7.7% | 3.0% | 4.4% | 12.5% | 3.6% | 4.3% | 6.6% | -2.3% | 2 |
| **30 College Level Credits** | 4.6% | 1.5% | 3.9% | 10.3% | 1.8% | 1.6% | 5.2% | -3.6% | 2 |
| **College Transition** | | | | | | | | | **2.33** |
| | | | | | | | | | |
| **Transitional Studies Average Rating** | | | | | | | | | **2.17** |

# Ending Notes

Several areas in this report have undergone change that can affect our interpretation year to year in some metrics. Frequently, our cohorts may change due to change in how we understand these data and account for student progress. Some are marginal (enrollments are fairly routine and change little, if at all), while others more substantive. Among the revisions here are in 4-Year Transfer, with a fairly major correction in FTEC with more updated numbers from NSC. This increased this year's average, as well as last year's, substantially upward. Other changes occurred in course completion/success, mostly in the numbers for special populations – not counting students in our incoming cohort who entered taking fewer than 5 credits and did not return, counting "first term" as Summer where applicable, and smaller changes to cohorts that happened within FTEC with revised data (our 2020-21 cohort gained 4 students to 1,222). These other changes, while notable in measures (usually by fractions of a percentage point, up to 1.5% in some cases), did not appear to substantially affect the changes in this report. Where increases and decreases previously occurred, those changes persisted.

The comprehensive Student Achievement Initiative (SAI) dashboards and growing public and college-only access compilations increases our ability to do this work and analyze our trends consistently every year. FTEC cohort accounting, following the excellent work being done in SBCTC research, is the basis for many of our measures in this cycle – and allow us to more closely track our results with our Washington peers. This collection, among other innovations, defines when a student is "new" and will leverage the good work of our state Data Services and Research teams toward meaningful standard cohort accounting.

A key feature of this report is the timing and representation of students at CBC. Though we strive to balance measures, the weight of **this report is skewed, by design, to students in their first year of study**. The first year of a student's post-secondary work is a pivotal year, where students make a difficult transition from secondary (9-12) work to a different social environment, different expectations, and different life challenges and way of learning. Beyond "just theory", we see this pattern play out in our CBC data, losing roughly half of our students by the fall of their second year – a concept of student "survival" that are the building blocks of Guided Pathways.

First year measures have an additional advantage. The foundation of the degree completion is largely laid in a student's first year and measuring first year student outcomes has the fastest turnaround time. Additionally, these first year measures forecast our completion numbers very well.

Last year, we embarked on mindfully including areas in which CBC could improve in serving students who have been historically underserved. A unique challenge of institution-wide reporting is to try to assess our whole progress while being mindful and respectful of students' lived experience that do not fit neatly into aggregates.

Jason Engle – Dean for Organizational Learning, Columbia Basin College

Special thanks to Josh Ellis, Melissa McBurney, Tom Mankovich (SBCTC Research), Faculty Senate, and all the faculty/staff who have animated CBC's understanding of these data during Welcome Week and Jedi II sessions

# About This Report

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

**The primary target of the CBC Mission is degree completion or transfer**, which embodies the successful college experience in three primary areas of college enrollment and emphasis.[10] Additionally, we acknowledge that completion requires several successive, and predictive, milestone markers across a student's career, which we call **critical basic conditions** to success.[11] Most of these milestones occur in the critical first year of a student's career, and their inclusion and weight in the report reinforce that importance and gives CBC more timely results to make course corrections where needed. Additionally, within these milestones are periods of skill attainment and learning that revolve around specific course and program goals (Program Review and Student Learning Outcomes).

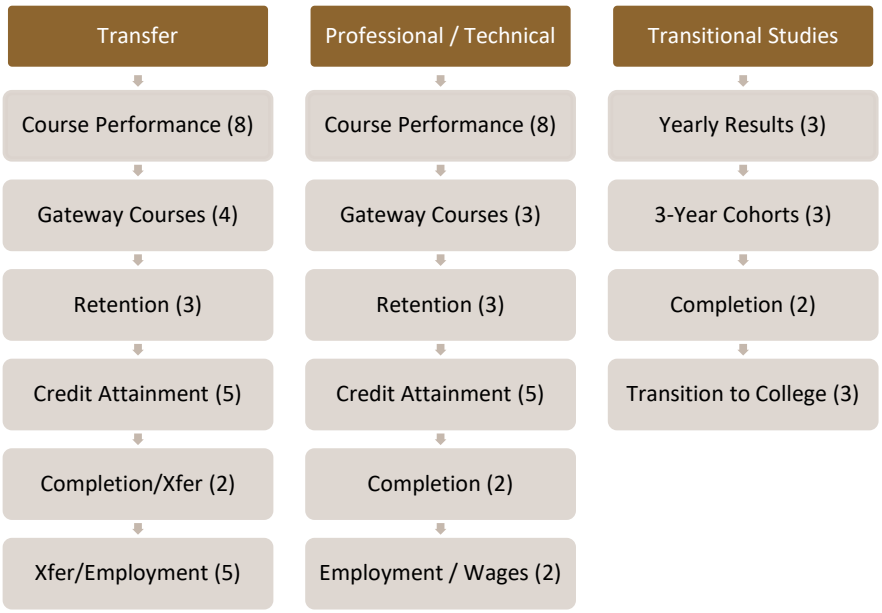



***Figure 18. Enrollment Areas (3), Objectives (16), and Number of Measures (62) in 2021-22 Mission Fulfillment***

**Data Sources and Measurement Changes**. The following report uses CBC Data Warehouse data, State Board college access dashboards, and other data sources (National Student Clearinghouse for enrollment outside CBC and WABERS+ for Transitional Studies / BEdA students). These data sources are the basis for a set of indicators that provide the most direct and reliable available evidence for

[10] An EMSI college impacts study for CBC (2016) reported average student benefits over a career are 4:1 (16.7% annual ROI) and taxpayer return to be 3.7:1 (11.5% annual ROI), much of which ties to degree completion.
[11] Among others, the more accessible reference highlights these conditions: Moore, C., Offenstein, J., & Shulock, N. (2009). *Steps to success: Analyzing milestone achievement to improve community college student outcomes*. California State University, Sacramento, Institute for Higher Education Leadership & Policy.

student progress to degree completion. The individual measures are constructed to be as comparable to external metrics as possible (SBCTC data in particular), as simple and replicable as possible, interpretable, and representative of our student body, while attempting to respect the lived experiences of all students – particularly those who have been historically underserved.

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

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

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

[12] Yanagiura, T. (2020). Should Colleges Invest in Machine Learning? Comparing the Predictive Powers of Early Momentum Metrics and Machine Learning for Community College Credential Completion. CCRC Working Paper No. 118. *Community College Research Center, Teachers College, Columbia University*.

# Appendix A. Mission Fulfillment Methodology / Procedures

Institutional self-assessment requires three elements:

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

## Clear Mission: Board Policy

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

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

The primary structure of Mission Fulfillment is evaluated through:

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

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

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

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

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

## Measures / Indicators

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

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

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

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

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

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

- Under 3 Core Themes > 16 Objectives > 62 Indicators

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

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

For example, the 3 different indicators (measures of progress) of "Retention" (Figure 19) represent a single objective of "Retention". These indicators point toward a single goal, but including individual measures of student retention from Fall to Winter, Fall to Spring, and Fall to the second year Fall.

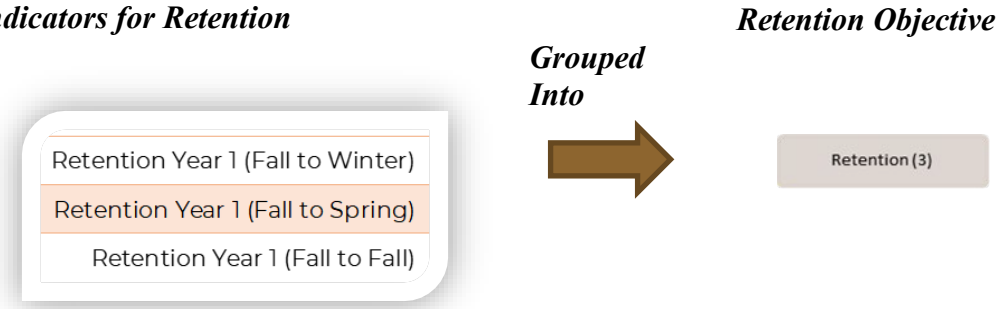



***Figure 19. Course Completion Indicators "Roll Up" into the Course Performance Objective***

## Targets

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

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

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

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

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

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

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

Each Indicator receives a rating based on targets for improvement:

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

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

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

[14] Bloom, H. S., Hill, C. J., Black, A. B., and Lipsey, M. W. (2008). Performance Trajectories and Performance Gaps as Achievement Effect-Size Benchmarks for Educational Interventions. Journal of Research on Educational Effectiveness, 1(4): 289-328.
Borman, G. D., Hewes, G. M., Overman, L. T., & Brown, S. (2003). Comprehensive school reform and achievement: A meta-analysis. Review of educational research, 73(2), 125-230.
Lipsey, M. W., Puzio, K., Yun, C., Hebert, M. A., Steinka-Fry, K., Cole, M. W., & Busick, M. D. (2012). Translating the Statistical Representation of the Effects of Education Interventions into More Readily Interpretable Forms. National Center for Special Education Research.

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

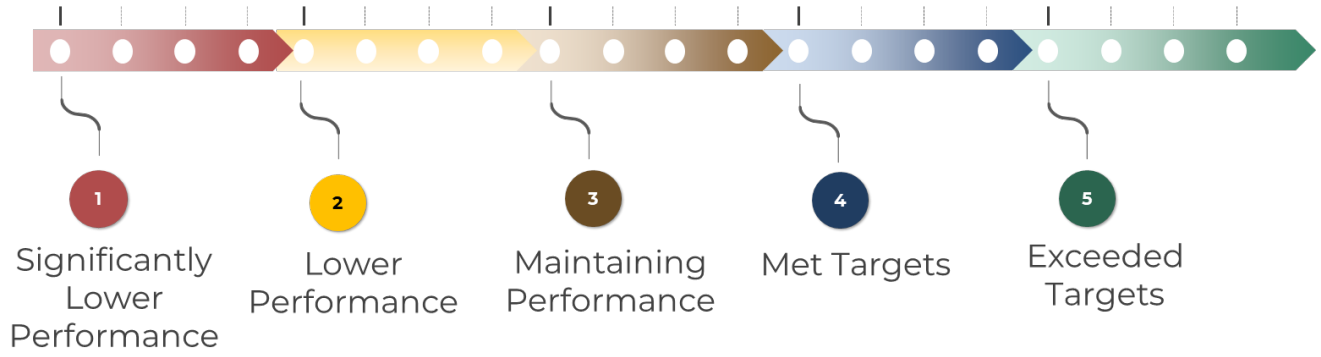



***Figure 14. Individual Indicator Performance Scale***

## 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

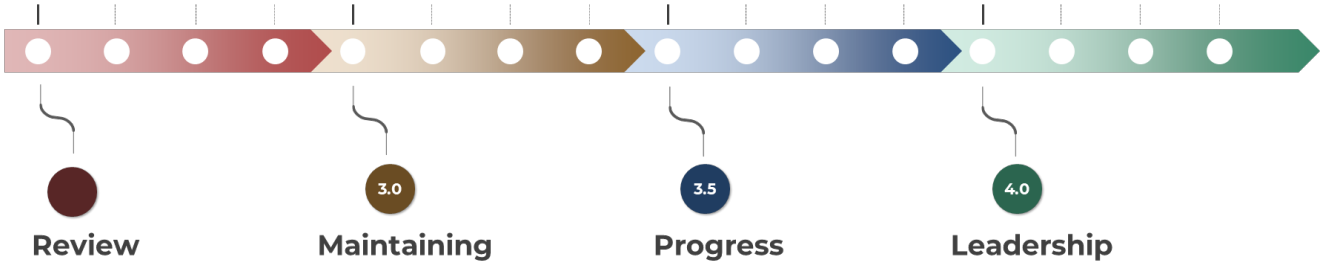



***Figure 15. Summary Performance Scale***

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

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

# Appendix B: CBC Strategic Priorities

**Table B1. Institutional Strategic Priorities: Description, Progress, and Evidence Base**

| Strategic Priority | Progress | Evidence Base / Demonstrated Need[16] |
|---|---|---|
| Organize / Develop Pathways Academic Maps and Meta-Major "Schools" | -Maps Started in Fall 2019 for use in advising and departments<br>-SSLC governance started Fall 2019<br>-Recording of Meta-major "Schools" started in Winter 2020 | High Need / High Evidence Base*<br>High Potential Impact |
| Institute Advising and Case Management model | -Started Fall 2020 with completion coaches assigned to "Schools"<br>-Individual Academic Plans Started in Fall 2021 | High Need / High Evidence Base*<br>High Potential Impact |
| Restructure Math Developmental Coursework | -Coursework started Fall 2019 | High Need / High Evidence Base**<br>High Potential Impact |
| Restructure English Developmental Coursework | -Evidence-based Guided Pathways aligned model under development in 2021-22. | High Need / High Evidence Base*<br>High Potential Impact |
| I-Best | -Supplemental support instruction | High Need / High Evidence Base**<br>Targeted Service Population |
| Placement Enhancements | -Self-Placement Procedures in Math and English in Spring 2020<br>-Development continues on Transcript Analysis | Moderate Need / Theoretical Evidence Base*<br>Targeted Service Population<br>Efficiency / Accuracy Potential |
| Early Alert<br>Advising / Risk Information | -EA Expanded September 2018 from math to other divisions<br>-Student Success Dashboard instituted in 2018 for completion coaches | High Need / Theoretical Evidence Base*<br>Moderate / Targeted Service Pop<br>Can Assist Case Management |

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

# Appendix C: 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 C1. Critical Basic Conditions (by Objective).** These indicators are milestones/steps in a student's career at CBC that must typically be satisfied in order to remain eligible for a degree or, when not done, represent a serious risk factor for non-completion of a degree. These indicators represent more recent data that may result in lower/higher achievement over a longer period – often occurring in the transitional, important first year of study.

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

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

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

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

| Credit Attainment | |
|---|---|
| • **15 Credits College Level (Year 1)** | College level (non-developmental) credit milestones achieved since the start of a student's enrollment in their first year. These measures are 15 credits (the equivalent of a full-time 3 course load per term), 30 credits, and 45 credits (45 credits are by end of Year 2).<br><br>Data Source: FTEC Outcomes<br>State Benchmarking Source: SBCTC FTEC College Data Access |
| • **30 Credits College Level (Year 1)** | |
| • **45 Credits College Level (Year 2)** | |
| • **30 Credits Winter/Spring Enrollees (Year 2)** | Credit Attainment: Students whose first enrollment are in the Winter or Spring. These students will tend to have other barriers to study.<br>**Change Terms (3&4 Full Year) per FTEC |
| • **30 Credits Running Start (Year 1)** | Credit Attainment: Students whose first enrollment is as a Running start dual enrolled student. These students are predominantly college ready in coursework. |

**Table C2. Completion, Transfer, and Post-CBC Outcomes.** These indicators are the more developed targets over student careers, representing dedicated effort over time. Often, they show sustained student effort and institutional performance, but over a period of 3 (or more) years.

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

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

**Table C3. Transitional Studies Progress Indicators.** These indicators are more specific to the structure of Basic Education for Adults and English Language Acquisition. Because of WIOA requirements, some of these may change as the reporting structure of BEdA evolves.

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

**Table C4. Transitional Studies Completion and Transition Indicators.** These indicators represent completion (degree attainment) and transitional outcomes.

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