

**Northwest Commission on
Colleges and Universities**

**Standard One:
Mission, Core Themes, Goals and Outcomes**



Richard W. Cummins, Ph.D.
President

March 2009

Table of Contents

Table of Contents i

Introduction ii

Institutional Context 1

Chapter One - Standard One: Mission, Core Themes, Goals and Outcomes 2

 Section I: Mission and Goals 2

 Section II: Core Themes 5

 Theme 1: Access 5

 Theme 2: Academic 7

 Theme 3: Workforce 11

 Theme 4: Basic Skills 13

 Theme 5: Cultural Enrichment 16

 Theme 6: Physical and Emotional Well-Being 18

 Section III: Chapter Summary 20

References 21

Introduction

In accordance with the new Northwest Commission on Colleges and Universities (NWCCU) accreditation process, this Year One Report represents an overview and analysis of the College Mission, key themes, and the means used to assess mission accomplishment.

The Mission of Columbia Basin College was developed in its current form in 1996, at the time of adoption of the Carver (1997) model of board governance. Using the key features of the Carver model as a guide, the College's Board of Trustees created several guiding policies, including an Ends Policy that identifies college benefits and outcomes, Executive Limitations Policies, Governance Process Policies and Board-Staff Linkages Policies. These policies were defined to include a broad conceptual level as well as a detailed operational level, enabling the Board to monitor the institution's mission fulfillment. This approach allows the President to implement the policies and to report to the Board on a regular basis, through Monitoring Reports, on mission fulfillment in the various Ends. Thus, Board decisions are focused on a policy level, while delegating to the President the broad authority to operate within the constraints of the policies.

There is a clear convergence between the End States identified through the Carver model and the "themes" to be addressed in the report. The College End States - Open Access, Academic, Transfer, Basic Skills, Cultural Enrichment, and Physical & Emotional Well-Being - were first identified in 1996, following a year-long environmental scanning process that included input from College stakeholders. The End States are a logical fit as "themes" to be analyzed in the Year 1 Report. Consequently, although the accreditation process and use of themes is new, the analyses provided in the current report represent a number of years of concerted College activity. Monitoring Reports on each End State are annually provided to the Board of Trustees. The Board reviews each End State, Goals, Indicators and Results, providing feedback and direction for the following year's performance. As a consequence of the review process, the Board has directed that evaluative, rather than descriptive, End State indicators be developed. Accreditation reviewers will note several innovative measurement approaches, including the use of the Nichols 5-column model of assessment, cross-college comparisons to establish performance baselines, and use of the PROMES performance measurement system (Pritchard, 1997). These approaches will be described in detail in this and subsequent reports.

The information provided for each Theme in this report includes an overview or definition of the theme (End State), Goals that cover the broad domain of the theme, Indicators of Performance, Desired Outcomes and a Rationale for the inclusion of the particular set of indicators chosen.

The Chapter One report was written by the following members of the college community:

President: Dr. Richard Cummins

Assistant Vice Presidents for Instruction: Dr. Deborah Meadows (Academic), Curt Freed (Workforce)

Vice President for Student Services: Dr. Maddy Jeffs

Vice President for Diversity: Martin Valadez

Instructional Deans: Bill McKay, Meg Molton

Dean for Institutional Effectiveness: Dr. Joe Montgomery

Faculty Members: Gwen James (Assistant Professor, English), Dr. Todd Rogers (Assistant Professor, Chemistry), Melissa McBurney (Instructor, Library)

Institutional Context

Porter and McLaughlin (2006) identified seven key components that determine organizational context. These included the institution's (a) goals, purpose, strategy, and mission; (b) demographics; (c) core processes of governance; (d) success; (e) lifecycle stage; (f) structure; and finally (g) organizational climate and culture. The following briefly touches on these features as they exist to create Columbia Basin College's organizational context.

Columbia Basin College (CBC) is a rural, public, two-year Washington State community college located in Pasco and Richland, serving Franklin and Benton counties. As a community college, CBC's mission is to be an engine for social mobility through higher education, the foundation for which is an open access policy that seeks to eliminate barriers to matriculation, retention, and graduation of residents. While employing the twin strategies of having the lowest cost for higher education in the state as well as effectively using educational technology with students who are "digital natives," the College's principle strategy for realizing its mission of access, higher education achievement (academic transfer, career and technical, and basic skills), cultural enrichment, and physical and emotional well-being for students and staff, is through the strategy of connectivity. Through outreach and retention programs, through small class sizes, through responsive program development that advances local employer goals, through -large English-as-a-Second Language (ESL) and Adult Basic Education and General Education Development (ABE/GED) programs, and numerous other tactics, CBC constantly seeks to "connect" its mission to its community.

The College's demographics have changed dramatically over its 54-year history from several dozen "junior college" students to its current average quarterly enrollment of seven to eight thousand comprehensive community college students. CBC is uniquely located in Franklin County, one of only two counties in the state designated as "minority majority" by the State; Hispanics represent 48.68% of the total population. Of this, over 50% of the Hispanic population falls under the low income category based on State guidelines. Given the number of Hispanic students served, the College is designated as a Title V-Hispanic Serving Institute and receives funding through the U.S. Department of Education. In contrast to Franklin County, with its large agricultural economy, residents of Benton County, home of the Hanford site, average per capita incomes roughly \$12,000 more per year. The CBC campus serves the Tri-Cities area (Kennewick, Pasco and Richland) and some outlying communities with a metropolitan base of approximately 250,000. The College also collaborates with Washington State University (WSU), which recently received authority for four-year degrees at its branch campus in Richland.

CBC is governed by the Policy Governance Model created by John Carver, by which the Board of Trustees have identified the institution's six End States and delegated the Means for achieving them to the President, who hires faculty and staff. This governance model is an important factor in promoting the academic freedom and intellectual vigor necessary for successful higher education, and this report will provide multiple indicators to show that CBC is quite successful within this environment.

CBC was founded in 1955. While mature within the relative context of other community institutions in the area, CBC notably has in the past 15 years moved from being funded by the State at over 80 percent to only 51 percent. Since 1985, the College has doubled in size and, in responding to community needs and environmental scans, has grown in complexity as well. This is evidenced, for example, in CBC's large participation in federal grants and their corresponding staff infrastructure, in earmark funding in state dollars for high-demand employment sectors, in an aggressive Foundation whose assets have improved from four to thirteen million, in the advent of the Internet and a large information technology staff and infrastructure, and in both faculty and staff collective bargaining agreements with a Human Resources department overseen by an attorney. The college is also operating in a context of a collapsing national and state economy and foresees potentially devastating budget cuts on the near horizon.

Finally, CBC's Mission Statement expresses the aspirational goal for the College to operate "in an environment of diversity, fairness, equity, and sustainability" to accomplish its End States. Numerous policies, procedures, protocols, and contracts help to ensure this desired end.

Chapter One - Standard One: Mission, Core Themes, Goals and Outcomes

Section I: Mission and Goals

A. CBC's mission:

CBC exists in an environment of diversity, fairness, equity and sustainability to ensure that the people of Benton and Franklin counties have access to educational programs providing sufficient knowledge for higher educational achievement, meaningful employment, basic skills development, cultural enrichment, and physical and emotional well-being.

End States:

Access: CBC exists to provide people of the service district with access to educational programs.

Academic: CBC exists to enable students to complete requirements that would allow them to obtain academic degrees, transfer to upper division colleges and universities, and pursue life-long learning and enrichment.

Workforce Development: CBC exists to enable students to complete requirements that would allow them to earn degrees/certificates to assist them to gain employment and pursue life-long learning opportunities.

Basic Skills: CBC exists to enable students to prepare for success in college-level skills courses.

Cultural Enrichment: CBC will provide the college and the community with diverse and multiculturally rich programs designed to improve our quality of life, life-long learning and enhance educational programs.

Physical and Emotional Well-Being: CBC will contribute to the physical and emotional well-being of its students and the community.

B. Statement of Institutional Goals

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 goals associated with the End States, and the systems of indicators are provided in detail in Section II.

C. Dates and Methods of Most Recent Reviews of Mission and Goals

The CBC Mission and End States were reviewed formally by the Board of Trustees on August 25, 2008. This review led to the inclusion of the term "sustainability" in the Mission Statement. The Board also reviews each aspect of the mission through End State Monitoring Reports provided to the Board on a regular basis. For example, in 2008 the Board reviewed the End States associated with Open Access, Transfer Education, Workforce Education, and Basic Skills. Monitoring reports for Cultural Enrichment and Physical/Emotional Well-Being are being developed for presentation in March and April 2009, respectively.

Each Monitoring Report provides the Board with a statement of the End State, a set of three to five goals to be achieved for that End State, a set of indicators for each goal, results of the indicators, and actions to be taken to improve performance on the indicators. Therefore, the college Mission is reviewed and assessed by the Board on a regular basis.

D. Indicators of Mission Fulfillment

Indicators of Mission fulfillment are included within each End State (see Section II), rather than for the Mission as a whole. An overall rationale for indicator development is provided in section F below and is provided in detail for each End State in Section II.

E. Indicators of Achievement of Institutional Goals

(See Section II)

F. Rationale for Use of Indicators

The system of measurement used by CBC is based on the Carver model of board governance, so that measures are developed for assessing performance on each of the End States. The Nichols model (Nichols & Nichols, 2005) was used as the basic conceptual framework for developing the indicators. In the Nichols model, a set of goals is identified for each area of the Mission, and indicators are then identified for each goal. The table below shows the general structure of the Nichols table.

Table 1. Nichols' 5-Column Model Used to Assess End State Performance

Mission Area:			
Goal A:		Results:	Use of Results:
	Indicator A1		
	Indicator A2		
	Indicator A3		
Goal B:			
	Indicator B1		
	Indicator B2		
	Indicator B3		

For example, in the case of the End State “Access,” there were four goals identified: Goal A: The College will achieve high rates of new and ongoing enrollment; Goal B: Students will display high rates of retention and completion; Goal C: The College will provide effective student support services; and Goal D: Minority students will display rates of enrollment, retention and completion similar to those of Whites. For each goal, appropriate indicators were derived. For Goal A, indicators included percentage of improvement in enrollment over previous years, percentage of enrollment compared to allocation, enrollment from area high schools, and Running Start enrollment trends.

The logic of the measurement system is that the development process flows down through analysis, to derive goals and indicators that are clearly linked to the End State and which provide a broad coverage of the End State domain. Conclusions regarding End State accomplishment are derived through an upwards process of synthesis in which indicator outcomes are integrated to draw conclusions about goal achievement, and performance is integrated across goals to draw conclusions about End State attainment. In the example of Open Access, the four goals were derived to provide a broad coverage of Access, and indicators were derived to cover each goal. Once data are gathered, conclusions about goal achievement and End State accomplishment are drawn through a synthesis of the indicator and goal data. The argument for the validity of the Nichols table for each End State is essentially one of content validity. Each step in the process assures broad and comprehensive coverage of the particular domain.

To further support the validity of the model, each of the indicators was selected to meet specific criteria, including the availability of quantitative data that could be reliably collected and which represented a valid aspect of goal performance. It was also desired that each indicator serve as an evaluative measure, rather than being descriptive in nature. That is, each indicator required a standard of performance, whether obtained through scale development or by gathering baseline information. If no standard or baseline was available, some form of expert judgment would be necessary to convert a measure into an evaluative format.

A procedure developed by Industrial/Organizational Psychologist Robert Pritchard (1997), the “Productivity Measurement and Enhancement System” (PROMES), was used in several instances for this purpose. In this procedure, a team of subject matter experts works to develop a performance curve for each targeted measure, such that each possible indicator outcome value is associated with a corresponding performance level. The performance curve is created on an a priori basis, using baseline data and expert judgment, so that the performance level of an indicator is immediately known as new indicator data becomes available.

Section II: Core Themes

Theme 1: Access

The Community College Act (1967) and the amended Community and Technical College Act (1991), mandate open access “to every citizen, regardless of his or her academic background or experience” (Revised Code of Washington 28B.50.020). The “open-door” community college, sometimes also referred to as the “Ellis Island of Higher Education,” has been the metaphor for equal opportunity in higher education and is consistent with American democratic ideals. Open access, defined as entry into college without admissions criteria, makes postsecondary education possible for many students who could not otherwise attend. Open access provides opportunities; it does not guarantee success. It is the foundational theme for all activities at Columbia Basin College.

Goal A: Columbia Basin College achieves high rates of new and ongoing enrollment from the community

Indicators	Desired Outcomes
A1: FTE enrollment	Regular increases since 2000
A2: Enrollment vs. allocation	Enrollment is 2%-5% above allocation using the PROMES approach
A3: High school graduate enrollment	35% or greater of area HS grads attend CBC
A4: Running Start enrollment	RS enrollments fall within the desirable enrollment range using the PROMES approach

Rationale

Open access is primarily measured through enrollment data. Indicators for this goal include trends in FTE generation and FTE performance in comparison with the State Board of Community and Technical College’s (SBCTC’s) allocation targets and with the College’s own enrollment goals. As State of Washington funding is determined by meeting FTE targets, it is important that CBC enrollment remains within acceptable allocation ranges. Utilization of the Pritchard’s PROMES approach allows the College to evaluate enrollment performance.

Goal B: Students display high rates of retention, progress, and completion

Indicators	Desired Outcomes
B1: Fall-to-winter, fall to fall retention	Regular increases since 2000
B2: 3-yr completion rates	Ongoing increases since 2000
B3: Percentage showing "substantial progress"	Ongoing increases since 2000
B4: SAI momentum points	Annual increases over 2006 baseline year

Rationale

Another important measure of access is an institution’s ability to retain students and to move them through their educational programs to program completion and graduation. With open access, the majority of community college students enter at a pre-college academic level in at least one area. As a result, student progress and retention become far more important for community colleges than is the case for institutions with admissions requirements. Retention data indicates that the greatest attrition occurs after the first term of student enrollment. The next indicator of successful retention is first-year to second-year enrollment. Substantial progress, defined by the State of Washington as the percentage of students who attend four or more quarters in the previous two-year period, is an important third indicator. The last indicator is based on performance on the Student Achievement Initiative (SAI) point system, developed by the SBCTC with assistance from the Columbia University Community College Research Center (Washington State Board for Community and Technical Colleges, 2007). It is designed to reward colleges financially for demonstrating student progress in building momentum toward achievement of certificates and degrees.

Goal C: The College provides effective support services and resources to prospective and enrolled students in order to eliminate barriers to access and success

Indicators	Desired Outcomes
C1: Percentage of students receiving financial aid	Percentage is consistent with SES data for service area
C2: Percentage of disabled students receiving services	Percentage is similar to statewide averages
C3: Completion rates of disabled students	Similar to rates for non-disabled students
C4: Student ratings of services	Mean ratings are at least "good" (3.5 or higher)
C5: Student perceptions of barriers	Ratings indicate few barriers (mean below 3.0)

Rationale

Community colleges enroll nearly half of all undergraduates (Bailey & Morest, 2006) but serve a large number of first-generation and low-income students. Many of these students need student support services and resources from the time they seriously begin the enrollment process and throughout their matriculation to achieve a reasonable chance of completing their educational program or goals. These supports include financial assistance and payment options, flexible scheduling, intrusive advising, reasonable accommodations, psychosocial counseling, and a variety of programs and resources. Satisfaction with services and resources is an important indicator of achievement. Additionally, it is important to ameliorate as many barriers to student success as is reasonable.

Goal D: Minority students display rates of enrollment, retention, and completion similar to those of Whites

Indicators	Desired Outcomes
D1: Minority enrollment rates at CBC	Meet or exceed minority graduation rates at area high schools
D2: Percentage of minority at CBC vs. community	Enrollment percentage reflects community percentage
D3: Minority retention rates	Minority retention rates equal White retention rates
D4: Minority graduation rates	Minority graduation rates equal White graduation rates

Rationale

The fourth goal of the access theme is to ensure that minority student enrollment, retention, and completion are similar to the majority population. The ethnic composition of CBC's students should closely reflect the composition of CBC's two-county service area, where approximately 90 percent of the minority population is Hispanic. The second indicator will determine whether CBC is drawing a representative group of minorities. More discrete information about Hispanic enrollment in the transfer, workforce, and basic skills programs will assist efforts in outreach and recruitment. Minority retention data (quarter 1 to quarter 2 and year 1 to year 2) should be comparable to the retention data for White students. The final indicator assesses the success of Hispanic students in meeting their educational goals and compares completion rates with those of White students.

Theme 2: Academic

Approximately 47 percent of students attending CBC enroll in the academic transfer program. Many of these students are planning to complete a four-year degree and choose to begin at CBC for a variety of reasons. Students may be place-bound, of limited financial means, first-generation, or a student with close family ties. Students can complete prerequisites for their major as well as general education requirements prior to transfer. Direct transfer agreements, statewide negotiated two year degrees, and the new community college common course numbering system are all designed to improve the transfer process. Within the academic theme, workforce students take classes to complete general education coursework and math, science, and social science courses to complete workforce prerequisites or requirements.

The academic program also enrolls Running Start students (college ready high school juniors and seniors). With careful planning and hard work, these students simultaneously finish a high school diploma and a two-year degree.

Goal A: Students accomplish the skills identified in the Student Learning Outcomes (SLOs)

Indicators	Desired Outcomes
A1: Learning outcomes are clearly defined and mapped	100% of all learning outcomes are mapped from course to program to SLO level
A2: Performance on each SLO	Students will meet or exceed the performance criteria for each SLO
A3: Extent that students engage in Student Learning Outcome-related behavior in the classroom.	Students perceive that the SLOs are incorporated into their classroom experiences – measured by results with a mean of 3.5 or better on a survey on a five-point scale
A4: Extent that an instructor encourages Student Learning Outcome behavior as measured by results of faculty perceptions of Student Learning Outcomes	Mean ratings of 3.5 or better on a five-point scale

Rationale

Student Learning Outcomes (SLOs) have been established at CBC as critical areas to consider when reviewing student learning in individual courses and programs at CBC. The SLOs include: Critical Thinking, Quantitative and Symbolic Reasoning, Effective Communication, Application of Information Tools and Resources, Cultural Awareness, and Master Program Learning Outcomes. Although not all SLOs are covered in each course, each degree has a collection of courses that will contribute to student learning across the six student learning dimensions. Developing definitions for each SLO provides instructors and students with a clear understanding of the SLO and the level at which the outcome is accomplished. Finally, the extent that faculty engage in using SLOs, assess SLOs, and make the process transparent to students, reveals the level of acceptance.

Goal B: Students demonstrate learning at CBC

Indicators	Desired Outcomes
B1: Success rates	Students remain in classes for the duration of the quarter and achieve at least a 2.0 GPA
B2: Withdrawal rates	Rate determined by percentage of students earning a 2.0 or higher by class and program as well as percentage of withdrawal rates by course
B3: Rates of successful completion of Gateway courses by minority students	Minority students complete Gateway courses successfully at rates similar to those of Whites
B4: Content knowledge data through the possible use of Collegiate Assessment of Academic Proficiency (CAPP) testing and survey data	CBC students demonstrate content learning that meets or exceeds standards of similar colleges

Rationale

The academic program continues to seek additional ways to determine if students are learning. Measures include successful course completion and student persistence to program completion. Content knowledge is assessed through course grades. Standardized testing is being considered but has not yet been implemented. Follow-up data on student performance upon transfer is collected to determine if students have been sufficiently prepared for their major. Both workforce students and employers are surveyed to determine if students were sufficiently prepared with prerequisites and general education.

Goal C: Students succeed after transferring to four-year institutions

Indicators	Desired Outcomes
C1: Percentage of students who transfer as compared to other WA community colleges	Within the top 33% when compared to other WA State community college averages
C2: CBC transfer student performance (GPA) at baccalaureate institutions	CBC students earn 3.0 or better
C3: Graduations rates from four-year institutions	CBC transfer students graduate at rates similar to those of other transfer and native students

Rationale

CBC is part of the Washington community and technical college system of 34 institutions. Transfer rate data are available from peer colleges to provide comparison for analysis. A major objective of the CBC transfer mission is to prepare students to transfer to a college or university of their choice. Once transferred, students should also be able to transition into 300- and 400-level courses and perform successfully. This includes achieving a GPA similar to other transfer students or to students native to that institution. Since the greater proportion of CBC transfer students transfer to Washington State University or Central Washington University, follow-up studies are concentrated on those two institutions.

Goal D: CBC has a highly qualified faculty

Indicators	Desired Outcomes
D1: Full-time to part-time faculty ratio	Full-time to part-time faculty ratio is in the top 30% of WA community colleges
D2: Faculty salaries as compared to other WA community colleges	With cost-of-living adjustments, CBC's faculty salaries are in the top 25% of WA community colleges
D3: Faculty diversity in age, ethnic group, and educational level	Percentage of minority faculty exceeds WA community college average
D4: Percentage of faculty with a doctoral or terminal degree	Percent is within the top 25% versus comparison colleges

Rationale

CBC's faculty are an invaluable resource and are pivotal in the success of the teaching and learning process. The ability to attract and retain excellent faculty is critical to the College's mission. Faculty salaries are one of a number of elements that assist in the college's ability to recruit and then retain excellent instructors.

A key human resource goal is to attract and retain the best faculty possible, including faculty diversity of ethnicity, age, experience and gender. Students benefit by exposure to faculty with diverse educational experiences and teaching styles, as well as generational and ethnic backgrounds.

Goal E: Students are satisfied with their educational experience at CBC and access to a variety of instructional approaches

Indicators	Desired Outcomes
E1: Student satisfaction with their education at CBC in aspects of value, quality, level of equipment/technology, preparation for transfer, and availability of courses	Mean ratings are at least "good" (3.5 or higher) on five point scale
E2: Distance learning (DL) enrollment growth, and availability by department	DL demonstrates regular expansion percentage of FTE by department as measured against campus goals
E3: Distance learning course completion rates as compared to other WA community colleges	80% students successfully complete their DL course
E4: Students' perceptions of distance learning through survey information	Mean ratings are at least "good" (3.5 or higher)

Rationale

The college collects satisfaction survey data from students related to their perceptions of their educational experience at CBC. The indicators in this goal area are based on nationally-normed and locally-developed surveys. Items likely to be surveyed include perceptions of the instructional programs, educational services for students, facility, student experiences after transfer, and course availability. Analyzing the distance learning program is increasingly important as demand grows.

Goal F: Workforce students and faculty are satisfied with the general education and prerequisite course work for the CBC workforce degrees and certificates

Indicators	Desired Outcomes
F1: Workforce students and faculty perceptions of general education and prerequisite courses	Students and faculty are satisfied with workforce degree and certificate general education and prerequisite courses at CBC Mean ratings are at least “good” (3.5 or higher) on a five point scale

Rationale

The College gathers satisfaction survey data from workforce students and faculty about perceptions of general education and prerequisite experiences. These data indicate whether coursework provides students with the foundation for success in workforce programs, licensure, and job performance.

Theme 3: Workforce

Since the inception of the College in 1955, workforce programs have provided a qualified workforce to the local community. The workforce programs include numerous career areas, such as trades, healthcare, business, science, technology, and social sciences. CBC's longest standing programs - for example welding and nursing - have trained the vast majority of workers in their respective industries throughout the service district.

The College provides high quality and prepared workers for the diverse industries throughout the community. Associate degrees and certificate programs are developed in response to employment needs to prepare students with skills required to succeed in "middle-skill jobs" (Holzer & Lerman, 2007). Students are also well prepared for continuing their education in articulated baccalaureate programs.

Finally, as an extension to the workforce programs, CBC was granted candidacy status to offer a Bachelor of Applied Science degree in Applied Management. Students from all workforce programs will be able to matriculate into this program. A substantive change request was filed in August 2008 to extend CBC's accreditation to include this new degree program, which begins Fall 2009.

Goal A: CBC workforce students learn and develop program skills

Indicators	Desired Outcomes
A1: Student perceptions of learning via CBC Survey	Increase in percentage annually
A2: Student satisfaction ratings on Community College Survey of Students Engagement (CCSSE) survey	Will be above average or higher
A3: Performance on standardized exams and certifications	Will be above regional and national averages
A4: Performance on each SLO and the program outcomes	Meet or exceed the performance criteria for each SLO and the program outcomes

Rationale

Workforce students master a unique set of knowledge and skills to prepare for future employment. Many of the workforce programs have either state or national skill standards or licensure examinations to match program skills and knowledge. The development of recognized skills and knowledge is crucial for students to be competitive in the marketplace and to maintain employability. Surveys, both locally and nationally based, are used to collect feedback on student satisfaction with their workforce program. These surveys provide valuable data on the accessibility, services and quality of the workforce programs. Student performance on standardized exams and certifications provide benchmarks against regional and national program performance and allow empirical data to determine overall program quality.

Goal B: Students complete workforce programs

Indicators	Desired Outcomes
B1: Percentage of students earning certificates/degrees	Increase in percentage annually
B2: Completions as percentage of headcount	Annual increase in non-traditional enrollments and completions
B3: Completions at CBC	Increase in total number annually
B4: Cohort degree/certificate completion rates	Increase in percentage annually
B5: Graduation rates for sample of programs	Increase in percentage annually

Rationale

Degrees and certificates are designed with guidance from advisory committees and industry representatives to train students for the specific employment intended by the program. Student completion of these requirements is necessary to best prepare for their career. Data regarding student completion is valuable in considering overall program design, student advising, and program viability.

Goal C: Workforce programs are viable based on continued student enrollment and community need

Indicators	Desired Outcomes
C1: Workforce enrollments as percentage of total	Equal or exceed enrollment at other colleges
C2: Program enrollments	Programs with sufficient enrollments are maintained
C3: Growth in enrollment	Programs with sufficient increase in FTE are maintained
C4: Projected job growth	Considered in “balanced” or “demand” by Washington State Employment Security Department

Rationale

This set of measures helps to determine the appropriate size and growth necessary for workforce programs across the institution. Projected job growth data are used by college administrators to match institutional resources to program growth and development. State labor market data, advisory committee reports, Economic Development Council data, and the local Workforce Development Council help to determine program viability and growth.

Goal D: Workforce students obtain jobs and earn a good salary

Indicators	Desired Outcomes
D1: Student employment rates for completers	Percentage increase annually
D2: Employment rates for leavers	Percentage increase annually
D3: Median annual pay by program	Salary exceeds state poverty level guidelines
D4: Student perceptions of jobs, pay, and opportunity	Students have positive perceptions about their jobs, pay and future employment opportunities and advancement

Rationale

Using the indicators noted for this objective, the College will support programs that allow salary and wage progression for graduates.

Theme 4: Basic Skills

Basic skills development is an integral part of the CBC access mission and provides adult students varied educational opportunities that address their diverse literacy and workforce needs. It consists of three main areas of instruction: ABE (Adult Basic Education) serves students who need to improve basic reading, writing, and math skills; GED (General Educational Development) instruction helps students who have not yet graduated from High School to achieve their diploma; ESL (English as a Second Language) instruction provides non-native speakers the opportunity to learn English and I-BEST instruction pairs these three areas with workplace training. Basic Skills students range from those with low academic or English language skills to those preparing to enter developmental education or college-level coursework. Standards based instruction is designed to develop the skills needed for students to identify and achieve their goals as workers, family members, and community participants.

Goal A: Students enroll in Basic Skills programs in increasing numbers

Indicators	Desired Outcomes
A1: English as a Second Language (ESL) enrollment	ESL enrollment matches annual goals
A2: Adult Basic Education (ABE) enrollment	ABE enrollment matches annual goals
A3: General Education Diploma (GED) enrollment	GED enrollment matches annual goals
A4: Basic Skills FTE growth compared to the Academic Transfer, Workforce, and Developmental Education FTE growth	Basic Skills FTE matches annual goals

Rationale

The College enrolls students in Basic Skills programs in increasing numbers. One in four Benton/Franklin county non-Hispanic residents and three in four Hispanic residents had less than a ninth grade education (Economic Modeling Specialists, Inc., 2008). However, 60 percent of today's jobs require education beyond high school and the number of Washington employers who report lack of English skills as a barrier to employment has tripled over the last three years (Washington State Board for Community and Technical Colleges, personal communication, December 29, 2008). The Basic Skills program provides ESL and ABE/GED instruction to meet these needs through multiple funding sources. The Basic Skills programs offers open enrollment at on- and off-site locations.

Goal B: Students demonstrate progress through their programs

Indicators	Desired Outcomes
B1: Percentage of students making level gains on the Comprehensive Adult Student Assessment System Test (CASAS)	Students demonstrate level gains
B2: Annual Student Achievement Initiative (SAI) points achieved per Basic Skills student	Basic Skills students gain multiple points
B3: SAI points achieved per ESL student.	ESL students gain multiple points
B4: SAI points achieved per ABE/GED student	ABE/GED students gain multiple points

Rationale

All students enrolled in the Basic Skills program are required to take standardized pre- and post-tests to measure their progress. This data is recorded in the Washington Adult Basic Education Reporting System (WABERS). Students earn a Student Achievement Initiative (SAI) momentum point, each time they make a significant gain in a Comprehensive Adult Student Assessment System (CASAS) test score or upon GED completion. Student progress is linked to student persistence.

Goal C: Students transition to higher-level programs

Indicators	Desired Outcomes
C1: Transition of ESL students to Developmental Education (Dev Ed) within 5 years of completion of the highest ESL level	10% ESL student transition to Dev Ed classes
C2: Transition of ABE/GED students to Dev Ed within five years of GED completion	10% ABE/GED student transition to Dev Ed classes
C3: Transition of ABE/GED students to College level classes	9% ABE/GED student transition to college level classes

Rationale

Students within the Basic Skills program may follow several possible instructional pathways to transition to higher-level programs. After completing the highest level of ESL classes, ESL students may work towards their GED or transition straight to developmental or college-level classes. ABE/GED students transition directly to developmental education or college-level classes. The pathway to college level classes may include enrollment in an Integrated Basic Education and Skills Training (I-BEST) program. Typically transition rates are low and for some students transition into college classes is never a personal goal. Many of these students have no further aspirations other than to learn English or obtain their GED diploma as an employment qualification. Many times students do not transition immediately, but return to school in ensuing years. Student transition is supported by goal setting and is an integral part of every class. This goal setting is facilitated by the faculty and a student services counselor assigned to the division.

Goal D: Students enroll in I-BEST programs

Indicators	Desired Outcomes
D1: Increased I-BEST annualized FTEs	25 annualized FTE
D2: Increased number of I-BEST programs offered	9 programs offered

Rationale

CBC is currently offering I-BEST certificate programs in Health Care, Early Childhood Education, and Administrative Office Technology. I-BEST pairs ABE/GED or ESL instruction with workforce training and provides students the opportunity to concurrently learn literacy and workplace skills. Integrated instruction has been shown to improve literacy scores at a faster rate than stand-alone ABE/GED and ESL programs. This integration has resulted in a strong internal collaboration among workforce programs across the campus as adult literacy and professional technical instructors work together to develop and deliver instruction. It requires a high level of student support and services to address the needs of non-traditional students. Faculty participating in I-BEST devote a considerable amount of time to professional development. New program proposals must be approved by the State Board for Community and Technical Colleges.

Goal E: Students are satisfied with the program and their progress

Indicators	Desired Outcomes
E1: Survey results for ABE/GED	Means of 3.5 or higher
E2: Qualitative assessment for ESL students	Student and focus group comments indicate satisfaction

Rationale

Student satisfaction with their programs is a key to maintaining continuing enrollment. Basic Skills students, however, are among the most difficult to survey due to language barriers, a high turn-over rate, short enrollment periods, and diverse goals. Also, ESL students usually respond positively to any evaluation tool. Therefore a student survey with narrative and qualitative data is needed to assess whether students are satisfied with the program and their progress.

Goal F: Faculty remain current in their discipline

Indicators	Desired Outcomes
F1: Faculty education and training	Faculty participate in professional development opportunities

Rationale

Basic Skills faculty are provided with varied opportunities for ongoing education and training, especially as their roles necessarily encompass many elements that other faculty do not have, such as assessment of entering students, coordination of special projects/programs, and promoting individualized placement for students. Providing professional development opportunities is a challenge for the high number of adjunct instructors employed by the Basic Skills division and for those instructors teaching in outlying areas. It is also an ongoing challenge to provide training to those participating in I-BEST program instruction due to the required collaboration to successfully instruct I-BEST programs.

Theme 5: Cultural Enrichment

According to the Cultural Enrichment End-State, “CBC will provide the college and the community with diverse and multiculturally rich programs designed to improve our quality of life, life-long learning opportunities and enhance educational programs.” Fine and Performing Arts contribute to the cultural experience. Faculty, students and the community members are encouraged to speak, write, sing, play, and create images that reflect their multiple perspectives, backgrounds, and experiences. Awareness of other cultures and sensitivity to multicultural issues is another aspect of cultural enrichment. This is an essential component for individuals entering the global marketplace.

Goal A: Students, staff, and the community engage in culturally enriching experiences involving music, theater, literature, and art

Indicators	Desired Outcomes
A1: Number of cultural events offered per year	An extensive set of cultural programs are offered each year
A2: Community satisfaction with facilities used in the fine and performing arts	Community members rate CBC performance facilities as good or excellent
A3: Student and faculty satisfaction with cultural events	Mean ratings of 3.5 or higher on student and faculty annual survey items
A4: Number of students enrolled in fine arts, humanities and relevant social sciences classes	Ongoing student interest in fine arts, humanities and social sciences courses and programs
A5: Amount of funding for arts and humanities provided by Associated Students of Columbia Basin College (ASCBC)	ASCBC funding growth meets or exceeds inflation rates
A6: Summer Showcase attendance	Strong attendance meets arts and humanities goals
A7: Number of students, staff and community members attending cultural events	Attendance numbers show steady growth each year

Rationale

Multiple divisions throughout the College support the Cultural Enrichment End-State. The College offers a variety of events throughout the year, including: lectures, plays, concerts, speech and debate tournaments, film showings, and art exhibits. The Arts and Humanities Division partners with numerous external organizations which assist the College in providing cultural experiences for students, staff, and the community. It offers programs such as the Theatre Department’s Blue Ladder Players and the Music Department’s tours to local schools. Events and facilities support curricular offerings as well as community needs.

Goal B: Students engage in diversity-oriented educational and cultural programs and activities

Indicators	Desired Outcomes
B1: Number of campus events per year considered multicultural or with a diversity theme	Number of events increases each year, with at least two activities per month
B2: Number of students participating in multicultural or diversity events	Number of students attending increases each year
B3: Amount of funding provided by ASCBC for multicultural events	Amount of funding increases annually

Rationale

Along with the Arts and Humanities Division, there are regular offerings through the Office of Diversity, ASCBC, the Social Science Division and other areas which support the diversity-oriented educational and cultural programs and activities such as the Martin Luther King, Jr. Spirit Award Ceremony. Many of these areas across the College are supported by the funding provided by the ASCBC. The Arts and Humanities Division balances the cultural offerings under broad categories, focusing on bringing both small and large groups to campus. The recent partnership with First Night Tri-Cities is an example of a collaboration which has created large community interest. In contrast some of the Mid-Columbia Literary Festival offerings in the area of poetry, by their very nature, do not typically draw large audiences, but are a very important part of the artistic community of expression.

Theme 6: Physical and Emotional Well-Being

Mental, emotional, and physical health are linked. When individuals improve their physical health, they experience greater mental and emotional well-being. This kind of student learning and growth occurs beyond the classroom. Columbia Basin College provides opportunities for students to develop not only their academic and workforce skills, but also their physical, emotional, and interpersonal competence. Likewise, CBC provides opportunities for faculty, staff, and the community to grow in these areas.

Goal A: Students, staff, and community members engage in activities that improve their physical and emotional health and well-being

Indicators	Desired Outcomes
A1: Faculty, staff, and student participation in campus wellness activities	Regular increases in number of events/activities and participation rates
A2: Satisfaction with wellness opportunities on campus	Mean satisfaction rates are at least “good” (3.5 or higher)
A3: Use of the Fitness Center by stakeholder groups	Regular increases in usage above and beyond student enrollment growth
A4: Academic programs and curriculum centered on health and well-being	Increased student enrollment in academic programs New curriculum developed in health and well-being
A5: Student-athlete success	Higher GPAs and rates of completion for student-athletes compared to student average Maintain percentage of student-athletes continuing intercollegiate competition upon transfer or joining professional teams

Rationale

The variety and frequency of wellness offerings demonstrate CBC’s commitment. The College’s success is measured by the participation rates of faculty, staff, students, and community members. Data on student-athlete grades and completion rates demonstrate student success and reflects institutional commitment to success in both the intercollegiate and academic arenas.

Goal B: The College promotes emotional well-being by providing information on emotional health issues and providing mental health assistance to students, faculty, and staff

Indicators	Desired Outcomes
B1: Educational activities and events on emotional health issues	Increasing number and variety of activities and events on emotional health issues
B2: Counselors continually update their knowledge and skills in providing mental health assistance to students	Increasing percentage of counselors who participate in professional development and training opportunities
B3: Number of counselors providing mental health services	Ratio of certified counselors to students is comparable to other community colleges in the State
B4: Student utilization of counseling services	Increased percentage of students who use counseling services
B5: Student satisfaction with counseling services	Mean satisfaction rates are improving

Indicators	Desired Outcomes
B6: Percentage of students receiving accommodations for psychosocial disorders	Percentage comparable to national statistics
B7: Faculty and staff satisfaction with the availability of Employee Assistance Program (EAP)	Survey means are “good” (3.5 or higher)

Rationale

The increased severity of college students’ mental health problems, along with limited community referral options, have resulted in an increased need for professional mental health counselor services at community colleges (Suicide Prevention Resource Center, 2004). At the same time, more students need accommodations to successfully complete their education. College personnel must be familiar with the diversity of student emotional health issues. The College supports professional development and training for these staff members.

Goal C: The College guards students and staff from physical threats and harm

Indicators	Desired Outcomes
C1: Students, faculty, and staff are aware of processes used to prevent and manage threats	Majority of faculty, staff, and students are knowledgeable about College policies and procedures in responding to threats and student behavior risks
C2: Student Behavior Intervention Team (SBIT) cases with intervention strategies	100 percent of SBIT cases will have intervention strategies
C3: Student discipline cases	Annual decrease in number of student discipline cases
C4: Faculty, staff, and students feel safe at the College	Mean perception ratings of at least 3.5 or higher

Rationale

Creating a safe environment for staff, faculty, and students is best done by promoting a proactive culture that identifies and manages behaviors of concern. The College has developed and implemented processes to respond to students who exhibit significant behaviors of concern.

Section III: Chapter Summary

The Year One Report provides an overview and analysis of the Mission, key themes (End States), and the means used to assess mission accomplishment. The current college Mission, reflecting only minor changes since its adoption in 1996, is based on the Carver model of board governance. The End States address Access, Transfer Education, Workforce Education, Basic Skills, Cultural Enrichment, and Physical and Emotional Well-Being. Monitoring Reports on each End State have been provided annually to the Board of Trustees. The Board reviews each End State, Goals, Indicators and results, and provides feedback and direction for the following year's performance. At CBC, the Mission and End States play an active role in the overall governance of the college.

As discussed in the Introduction, CBC has adopted these End States as the Themes for purposes of the new accreditation process. The system of measures and indicators that had been developed for each End State was updated during the Theme identification and analysis process. Thus, each Theme was associated with a set of three to five goals that, if achieved, would indicate successful accomplishment of the Theme. Accompanying each Goal was a set of reliable and valid indicators. The following table summarizes these goals:

Goals for Access Theme	Goals for Basic Skills Theme
A. Strong enrollment from the community B. High rates of retention, completion C. Effective student support services D. Strong minority retention, completion	A. Strong Basic Skills enrollment B. Progress through programs C. Transition to higher-level programs D. Enrollment in I-BEST programs E. Student satisfaction with programs F. Faculty quality
Goals for Academic Theme	Goals for Cultural Enrichment Theme
A. Achieve the SLOs B. Demonstrate learning C. Succeed after transfer D. Highly qualified faculty E. Student satisfaction	A. Engagement in culturally enriching experiences B. Engagement in diversity-oriented Educational, cultural programs
Goals for Workforce Theme	Goals for Physical/Emotional Well-Being Theme
A. Learn and develop program skills B. Complete workforce programs C. Programs are viable D. Obtain jobs and earn a good salary	A. Engagement in activities that improve physical/emotional well-being B. Provide information on emotional health issues, mental health assistance C. Guard students, staff from physical harm

With completion of the Year One Report, CBC is positioned to address the requirements of subsequent reports. For example, the Year 3 Report requires an assessment of the resources, capacity and processes of a variety of institutional systems from the perspective of each theme area. The Year 5 report will require an analysis of performance for each theme, using the goals and indicators from the current report, as well as an assessment of program outcomes and student learning outcomes. It is clear that the Year One report creates the structure upon which the remaining reports are based. The report team looks forward to receiving feedback on our report, to expanding the report to incorporate the performance of the institutional systems, and meeting with the accreditation team this fall.

References

- Bailey, T., & Morest, V. S. (2006). *Defending the community college equity agenda*. Baltimore: The Johns Hopkins University Press.
- Carver, J. (1997). *Boards that make a difference: A new design for leadership in nonprofit and public organizations* (2nd ed.). San Francisco: Jossey-Bass.
- Carver, J., & Mayhew, M. (1994). *A new vision of board leadership: Governing the community college*. Washington, D.C.: Association of Community College Trustees.
- Community and Technical College Act of 1991*. Revised Code of Washington, RCW 28B.50. Retrieved from <http://apps.leg.wa.gov/RCW/default.aspx?cite=28B.50&full=true>
- Community College Act of 1967*. Washington State Legislature Engrossed Substitute House Bill Number 548, Chapter 8, Laws, Extraordinary Session, 1967. (ERIC #: ED019962). Retrieved from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/33/e4/0b.pdf
- Economic Modeling Specialists, Inc. Regional Input-Output Modeling System [Data and software]. Available from Economic Modeling Specialists Web site: <http://www.economicmodeling.com>
- Holzer, H. J., & Lerman, R. I. (2007, November). *America's forgotten middle-skill jobs: Education and training requirements in the next decade and beyond*. Retrieved from http://www.urban.org/UploadedPDF/411633_forgottenjobs.pdf
- Nichols, J. O., & Nichols, K. W. (2005). *A road map for improvement of student learning and support services through assessment*. New York: Agathon Press.
- Porter, L. W., & McLaughlin, G. B. (2006). Leadership and the organizational context: Like the weather? *Leadership Quarterly*, 17(6), 559-576.
- Pritchard, R. D. (1990). *Measuring and improving organizational productivity: A practical guide*. New York: Praeger.
- Suicide Prevention Resource Center. (2004, October 21). *Promoting mental health and preventing suicide in college and university settings*. Retrieved from http://www.sprc.org/library/college_sp_whitepaper.pdf
- Washington State Board for Community and Technical Colleges. (2007). *Meeting Washington State's needs for an educated citizenry and vital economy: An initiative for measuring colleges and awarding funds for improving student achievement and success*. SBCTC Research Report No. 07-01. Olympia, Washington: SBCTC.