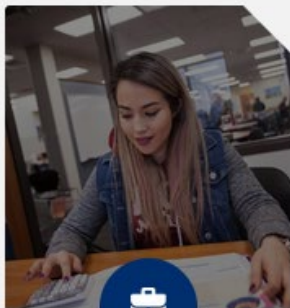


CBC Institutional Progress Fall Update: 2023-24



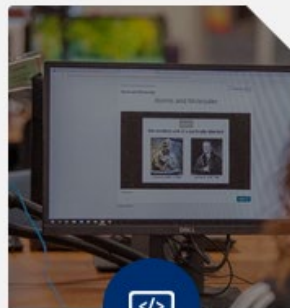
Arts, Humanities & Communications



Business



Career & Technical Education



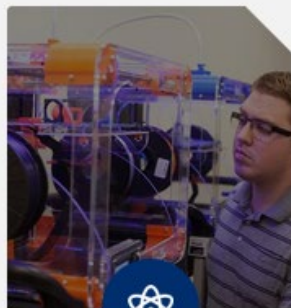
Computer Science



Education



Health Sciences



Math, Science & Engineering



Social & Behavioral Sciences

April 5, 2024

Columbia Basin College
Authored by: Institutional Research

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Executive Summary

With only one term in the 2023-24 academic year behind us, a few key metrics are reported here to get a sense of our **first term performance** (Table 1, First Column). This can allow CBC to assess our most important outcomes heading to the end of the year (Table 1, Last Column).

Table 1. List of Key Leading Indicators from Fall Term and Their Target Indicators

Fall Term Leading Indicators (Results as of Fall Term)		Target Indicators (Forecasts to End of Year)
Completion (2 Years and 1 Term)	➔	Completion (3 Years)
1 st Term 10 Credit Attainment	➔	1st Year 30 Credit Attainment
1 st Term College Level English	➔	1st Year College Level English
1 st Term College Level Math	➔	1st Year College Level Math
Other Key Performance Indicators		
Year 2 Credit Attainment (30 Credits)	➔	45 Credit Attainment (2 Years)
Retention Fall to Fall (<i>Actual</i>)		
1 st Term Course Success (2.0 or Better)	➔	1 st Year Course Success (2.0 or Better)

The following sections review:

- our main takeaways from this term - “Strengths and Opportunities”,
- a quick note on our enrollment patterns over time,
- after which we present one-page reviews of each early measure.

Mission Fulfillment Fall Results (Overall Strengths and Opportunities)

In sum, in most areas of institutional focus, CBC has demonstrated long term growth. The positive news is in indicators of long-term outcomes where we have not yet seen appreciable progress like this before (Completion and Equity) and metrics where we did not fare as well this Fall (Credit Attainment and math especially) are coming off of very strong gains in previous years. Put together into Table 2, current year results do not look particularly exemplary, yet a wider lens on most of these key indicators do point to more success over a longer period.

Metrics where we are most vulnerable currently – Retention, English, and Equity¹ – are also metrics for which our institutional emphasis has been most recent and for which we might expect progress in the next 3-5 years given our institutional investments. Table 2

¹ Equity, we are reminded, is in a larger context we are reminded is not easily addressed fully by a few interventions at CBC or can be measured with the kind of precision we expect of other metrics. Nonetheless, for us, and given the magnitude of achievement differences, HSI equity is one of the best opportunities CBC has to make sustained gains in performance over time.

summarizes and highlights “Overall Year to Year Change” in our Fall Term Indicators and how they stack up in their equity performance level and longer-term trends.

Table 2. Key Leading Indicator Performance Summary

Fall Update Leading Indicators (Results as of Fall Term)	Starting Cohort Academic Year	Fall Term Indicator Change	3-Year Fall Term Indicator Change	Current HSI Equity Difference (Leading Indicator)+	HSI Equity / Opportunity 5-Year Trend ++
Completion (2 Years and 1 Term)	2021-22	2.7	3.9	None*	→
1 st Term 10 Credit Attainment	2023-24	-2.7	3.0	None	↗
1 st Term College Level English	2023-24	-4.7	-1.8	Small	→
1 st Term College Level Math	2023-24	-2.1	-1.4	Large	→
Year 2 Credit Attainment (30 Credits)	2022-23	-0.1	3.5	Small	↗
Retention Fall to Fall	2022-23	-3.3	-0.1	None	↗
1 st Term Course Success (2.0 or Better)	2023-24	1.1	7.3	Large	↗

*Completion plus Transfer has shown historical gaps, but very little in completion only
 +p.12 demonstrates thresholds, what we mean by “Small” and “Large”
 ++5-year trends track meaningful association over 6 years (positive or negative)

Notable Strengths:

- *The 2021-22 Cohort Completion is up heading into our final two terms* and appears on track to be our strongest completion cohort in the last decade. If these data are true to form through year end, it is an encouraging sign that a lot of the work we had started – and continue in Guided Pathways and Inclusivo – is paying off in our longer term results.
- *Additional long-term changes are evident over the last three years* (3 Year Change column Table 1) in our Fall measures, even while year to year changes gave some ground, and are encouraging corroborating evidence of progress.
- HSI opportunity gaps are less stark this year than last. While there are two large and meaningful gaps in these predictive measures and our struggles with first term course success equity continues, our long-term trends (5 year trends) are largely positive this year or holding steady over five years.

Areas of Opportunity:

- *Our retention from Fall to Fall has see-sawed down and up since COVID and has dipped again in Fall of 2023.* There are many moving parts here, so we might overinterpret what is happening any one term. The leading explanation for the volatility in the last years is likely related to one of the many changes we may have seen around COVID and institutional and student reactions to those changes.

- *Fall leading metrics this year are not as rosy as they might have been in the past* – 10 Credit Attainment, College English, and College math all giving some ground in early measures. The good news, if we can glean that from these, is that Fall has been an inconsistent leading metric in English and math due to the specific Fall enrollment patterns that delay the immediate realization of college credit in these areas. Additionally, these are mostly areas in which we have been exceptionally strong, or have seen some real promise, since 2019-20.

While we understand that the entire CBC ecosystem requires attention to student success, the added programmatic investment in the following are aimed where our data suggest we can improve most in this report:

- InsideTrack advising and EAB in Title V (Retention),
- I-BEST English with supports, and
- a sustained focus on equity with an HSI lens in instruction, hiring, and advising in Title V and *Inclusivo* (Equity)

A few changes in this table deserve note based on what we see this year in our results.

(1) The goal of measurement is not only to reflect absolute levels year to year, but some measure of *sustained* progress. This year, we had a couple instances of “whiplash” where previous losses and gains reversed themselves or were inconsistent. To check ourselves a bit on how we might use these data, we have included a **“3-Year Change”** and a **“5-Year Equity Trend”** to help us gain a more complete understanding of overall trends. Of course, the actual trends since 2009-10 are included here for more detail in the rest of the report – in both measures and in equity – to tell a more complete story. When we do so, we are reminded by these charts not to overemphasize one-year changes in our metrics. For parity differences especially, the challenge is even more pressing to look for even higher thresholds of consistency and appreciate variance much more.

(2) Some of the Fall term measures were changed slightly when looking at how closely they relate to student outcomes and in listening to advice / best practices of others in research. One was Year 2 Credit Attainment of 30 College Level Credits where the typical student did not attain 45 college credits after 4 terms, but 30 credits included both the higher achieving students and those who have progressed less quickly, but have substantial college credits. Another was Year 1 Credit Attainment of 10 College Level Credits, where we were reminded that significant numbers of students who start part-time, take developmental courses, or do not complete a course will also be “on track” for 30 college credits, but not fully captured in our measures.

Again, what we see in the early data is more promising than not and moving in the right direction in important areas. Many of these measures still have a bit of room to exceed our expectations by the end of the year. We can characterize this year so far as *consolidating gains in a post-COVID environment*. CBC has gotten used to, or more accurately, *IR has gotten used to exceeding* institutional expectations that consolidation

feels less than exciting. Nonetheless, in a year of more challenges and change, making inroads into our main area of 3-Year Completion and holding gains in other early indicators – while boring – is still important.

The “Why” of Guided Pathways Measures and New Student Trends

Guided Pathways: Why We Chose These Indicators to Measure Progress

Degree completion has proven to be the primary driver of both student and public value of the community college. CBC’s direct value to students and the public is completion and transfer, including the completion of a bachelor’s degree. That conclusion is founded on broad-based, repeated/replicated research over several decades. Additionally, the value of a degree, and the predictors of completing a degree, provide the basis for educational interventions to affect completion – which are embodied in many Guided Pathways interventions. With completion as the goal, in October 2018, CBC presented indicators based on new Board Policies (Mission, Vision, and Values) that center upon degree completion and critical basic conditions, predictors of degree completion. Those indicators were refined and updated in December 2021 after the first three-year cycle.

This report looks at measures as of Fall 2023 to get a sense of what we might expect by the end of the year on some of our key performance indicators. None of these measures are ironclad predictors of future performance, but are still reliable measures to ground our expectations and look forward.

The Student and Public Value of CBC Degree Completion is High. In 2022, Lightcast, formerly Economic Modeling LLC (“EMSI”), conducted an independent review of CBC’s ROI for students, the taxpayer, and a net social impact. Their review showed that student investment in CBC was returned 6.7 times (only measurable benefits), with an annual rate of return of 19.8% and the annual rate of return for taxpayers was 1.2%. On average, associate’s degree completers earned \$5,800 more annually than their peers with only a high school diploma. However, we know many of our Associate of Applied Science Degree programs earn significantly more than the “average” such as our Allied Health programs, Computer Science, Cyber Security, Engineering Technology, Career and Technical Education programs and more.²

The “Steps to Success” as Predictors of Completion: The Importance of Early Indicators³. While degree completion is the goal, it is often not a particularly timely metric. Three years is a long time to wait for a final referendum on what has been

² Education Research and Data Center, State of Washington Office of Financial Management (<https://erdc.wa.gov/data-dashboards/earnings-for-graduates>)

³ 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. See also Washington State Board for Community and Technical Colleges (2007), Student Achievement Initiative (SAI).

accomplished three years prior and we know that a student’s pivotal year is their first year. This puts a premium on finding the best early indicators of ultimate student success to use as a guide. While not an exact science, a handful of meaningful leading indicators of degree completion provide a foundation for this report – course success, retention, completion of gateway courses, and timely credit attainment. Importantly, again, these indicators take less time to reliably assess – typically after the close of each academic year.

Not only are these early indicators timely, but they historically do an excellent job in helping us forecast longer term student outcomes.⁴ Thirteen indicators – many of which are included in this report – are most important in external research. We repeat every year (every month across campus that “the first year in a student’s career is pivotal for their long-term success” – establishing a new identity as a college learner, “lighting the fire” of that new journey, and making real progress in credit attainment. Within the first year, we can argue that *the very first term in a student’s career is the most important part of that year.*

Toward New End States: New Student Trends and the CBC Running Start Program

This last year was the end of a three-year cycle of institutional Mission Fulfillment reporting for the purposes of Board End States. Next year, a new set of End States will be constructed at a high level to comport with the Carver Model of Institutional Governance. Within that high level framework, Institutional Research will continue to report institutional metrics (also called KPIs “Key Performance Indicators” in wider parlance) to faithfully represent CBC’s progress and opportunities.

As part of the transition to a new cycle, we will be looking at modifications that keep the best of what we have and making modifications as needed to reflect our own growth and needs in the CBC of 2024 and beyond – making necessary tradeoffs between comprehensiveness, clarity, and content coverage. Toward this, a few facts about CBC may help us highlight some of these – namely in continuing to center equity and being mindful of a few trends: the profile of our increasing demand from “completely new” students (including students of color and being mindful of economic struggles) and the growth of the Running Start program.

In previous reports we have mentioned the FTEC (First Time Entry Cohort), which is the data source for much of this report. CBC receives a data file a few months after the term ends (and SBCTC Data Services and Research is always looking to get this closer to real time) that identify New Students by SBCTC definition. The quality of these data are usually the best available, and the data definitions stay constant from year to year, enough so that it is IR’s most reliable source for consistent “cohort” data.

⁴ 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.*

New Student Trends

“New Students” is one of our most vital, yet complicated and time-consuming measures to get right. In a community college, we have developed a saying in IR “if it can happen in a community college, it will”. All this is to say an extended thank you to our colleagues at the SBCTC Research and Data Services who enable us to look good by preserving meaning in multi-page definitions so we can present it here and interpret it with confidence. That said, there is much we can learn from these data to complement what we see our results - the most basic of which is displayed in Figure 1 – a snapshot of new Summer and Fall starts at CBC.

Looking at our “new students” reveals a couple of telling observations that augment our look at enrollment and our results.

- **One observation is that CBC is trending recently to more “completely new” students** and fewer “transfer-in” students. (Figure 1)
- Another observation is how **Running Start students have rivaled enrollment of our more “traditional” student body**. Running Start student career and career profile is an increasing presence on the CBC campus. (Figures 1 and 2)

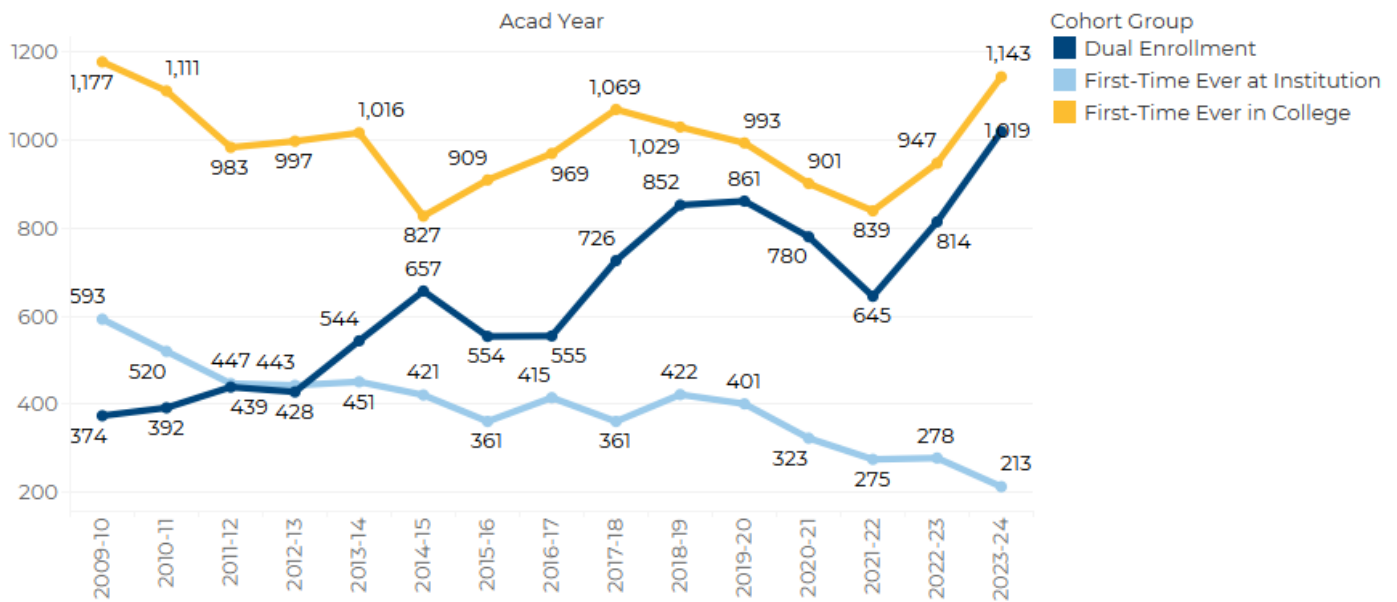
Figure 1 is a breakdown of our biggest incoming student cohorts (not including Transitional Studies or BAS students).

- “Dual Enrollment” is our Running Start students,
- “First Time Ever in College” are students who have never been to a post-secondary institution before CBC, and
- “First time Ever at Institution” are our transfer-in students.

We can see our COVID rebound in the yellow and dark blue that drive our first-time enrollment gains in the last two years, while the light blue transfer-in students continue to decline. This is also important to note since the light blue “transfer-ins” have historically performed at least 5% better than their “completely new to college” peers in 3 Year Completion and a full 8% better at CBC than our “completely new” cohort.

Figure 1. New Students Trending Up and Running Start Continuing Upward Climb

First Year Student Cohort



The lesson for us is that we see a CBC student body today that we did not have just 7-10 years ago – a heavier proportion of students who are “completely new” to college, students, who by overall enrollment are 1/3rd more likely to be in the bottom SES quintile than 10 years ago (separate from Transitional Studies), and a steady increase in students who are in historically underserved groups – notably Hispanic students – and we might understand the context and demands of today’s CBC better – which all point to a more pressing need for support going forward.

Running Start Trends

The other highlight this year has been the continued strength of Running Start students in our first-year Summer and Fall enrollment. In Fall of 2016, Running Start was 28.7% of first-time enrollment, and in Fall of 2024, it is 42.9%. This has affected our raw enrollment in a few ways, which is a short and incomplete list of many influences, some of which are detailed here:

- Overall enrollment has been buoyed by these strong Running Start incoming classes.
- Figure 2 shows these students comprise a significant portion of students who enroll at CBC as “regular” students *after their high school dual enrollment period is done*. In the Fall of 2023, 740 students enrolled at CBC as “former Running Start” students.
- Running Start has also provided some historical enrollment (and financial) stability for CBC. When one cohort goes down in enrollment, the other does not necessarily do the same every year, essentially diversifying our portfolio of incoming students. CTCs across the system have experienced declining first-year enrollments for quite

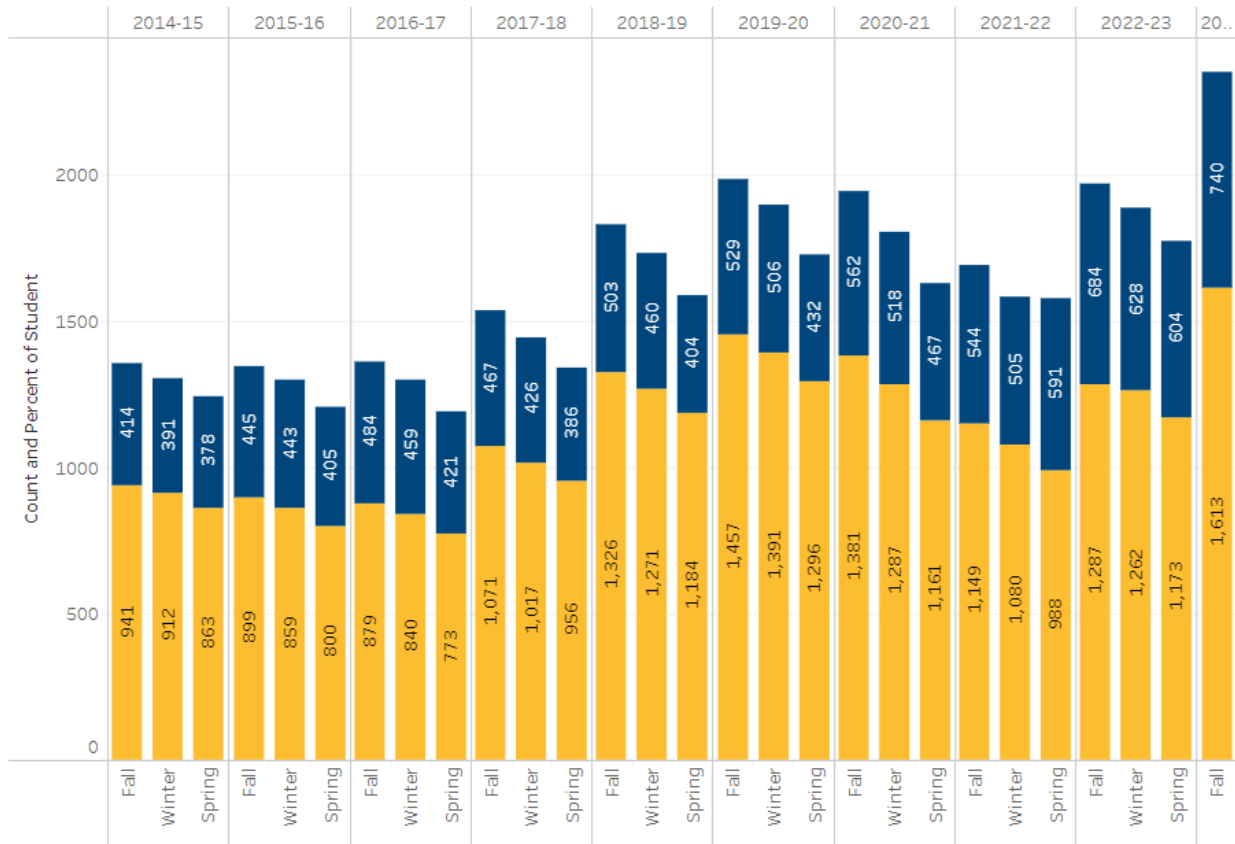
some time, and different CBC programs (Running Start, BAS, Apprenticeships, etc.) have insulated us somewhat against that macro-level trend – of which Running Start is one. It has also made up for the loss of transfer-in students we have experienced in the last years.⁵

- The demographic of Running Start students has shifted toward being 30% Hispanic (Fall 2016) to 43% Hispanic (Fall 2023) and have leaned slightly more toward being male (44% compared to 41%) and coming from the Pasco School District (in proportion to relative high school enrollment increases in Pasco over the last decade).
- Course demand has not been uniform in Running Start. It has leaned toward requirements for high school graduation in the home school, which have created some pockets of uneven course enrollment. Strong demand for some introductory coursework (ENGL&101 – 1,892, SOC&101 - 850, NUTR&101 - 733, and ART&100 - 728) and proportionally higher demand in particular subjects like History (146, 147, and 148 all above 80% of course enrollment) and Political Science (above 80% of course enrollment).
- Additionally, student outcomes are quite different than their HS graduate peers – much higher in many areas, which is the reason for their inclusion in this report. The CBC 2029 goals of 55% completion or transfer in 3 years was established, in part, due to their strong academic performance which has exceeded 55% completion or transfer by year 3 consistently.

⁵ While it is an open question of “how many” of these students would be attending CBC post-graduation if not for Running Start (and do not, therefore, contribute to enrollment increase in the long run), IR finds significant overlap to be unlikely. To the extent they are not additional students, our observations about enrollment trends at CBC in our service area (lower enrollment after high school in proportion to our service area population) might have been unnecessarily pessimistic.

What is not in doubt is that Running Start is a top tier win for students – and the program has an exemplary evidence base. Our student performance indicates that Running Start academic outcomes are substantially better than “traditional students”, not to mention in cost of college credit to students and families is substantially lessened. “What Works Clearinghouse” (Institute for Education Sciences / USED) has compiled Running Start evaluations, and the evidence of positive impact (and large positive impact) is substantial. The maturity of this program and the persistence of many of these students after high school is another reason for us to track these students in our larger institutional data reporting.

Figure 2. Since 2014-15, As Running Start Students Increase, More Stay on at CBC to Finish



Charts: Fall Leading Indicators and Year End Forecasts

This report is meant as a “Fall Term Update” of a key subset of Mission Fulfillment measures in order to get a very preliminary read on what 2023-24 results might look like – **in that first term (Fall 2023)**. Historically, most of these have done a passable job of forecasting and/or are of particular interest on their own. With any prediction about the future: “past results do not guarantee future returns” and even some first look data from the Fall have been a surprise.

The following pages show more detail of each measure:

- historical charts of our leading indicators in the Fall (updated in the Fall of 2023),
- what those changes might imply as a forecast to the end of the year, and
- potential equity/disparity changes.

Leading Indicators and Forecast to End of Year

Charts of changes in leading Indicators from the Fall term (All Students and Hispanic Students). These are mostly percentages taken “as of the end of the Fall 2023 term”.

We also consider what our target measures might look like at the end of the year based upon our leading indicators. These measures are extremely simple forecasts based on the most recent years of data projected forward (since 2009-10). In a couple cases, forecasts are not optimal (English and math College Credit), but provide the best information we have in what are important end of year outcomes. The others are historically consistent enough that they can be reliable “best estimates”.

HSI Equity / Disparity Profile

Charts of changes in disparity between Hispanic and Non-Hispanic students (HSI focus). As we have in previous reports, we look at the magnitude of difference and characterize the size as:

- “not appreciably different from parity” (<2.0% Green),
- “small, but meaningful disparity” (between 2.0% and 5.0%), and
- “large and meaningful disparity” (>5.0% Red)

3 Year Degree Completion or Transfer (College Goal #1)

Leading Indicator: Degree Completion After 2 Years and 1 Term (Fall 2023)

For the cohort starting in the 2021-22 Academic Year, 3 Year Completion rates by the end of Fall before the end of the 3rd year were at the top of the historical range for All Students (25.5%) and Hispanic Students (25.1%). Our expectation for last year was for completion rates to increase, and this result is in line with our expectations based on early indicators.

Figure 3a. Leading Indicator Point to Gains in Completion by End of Year

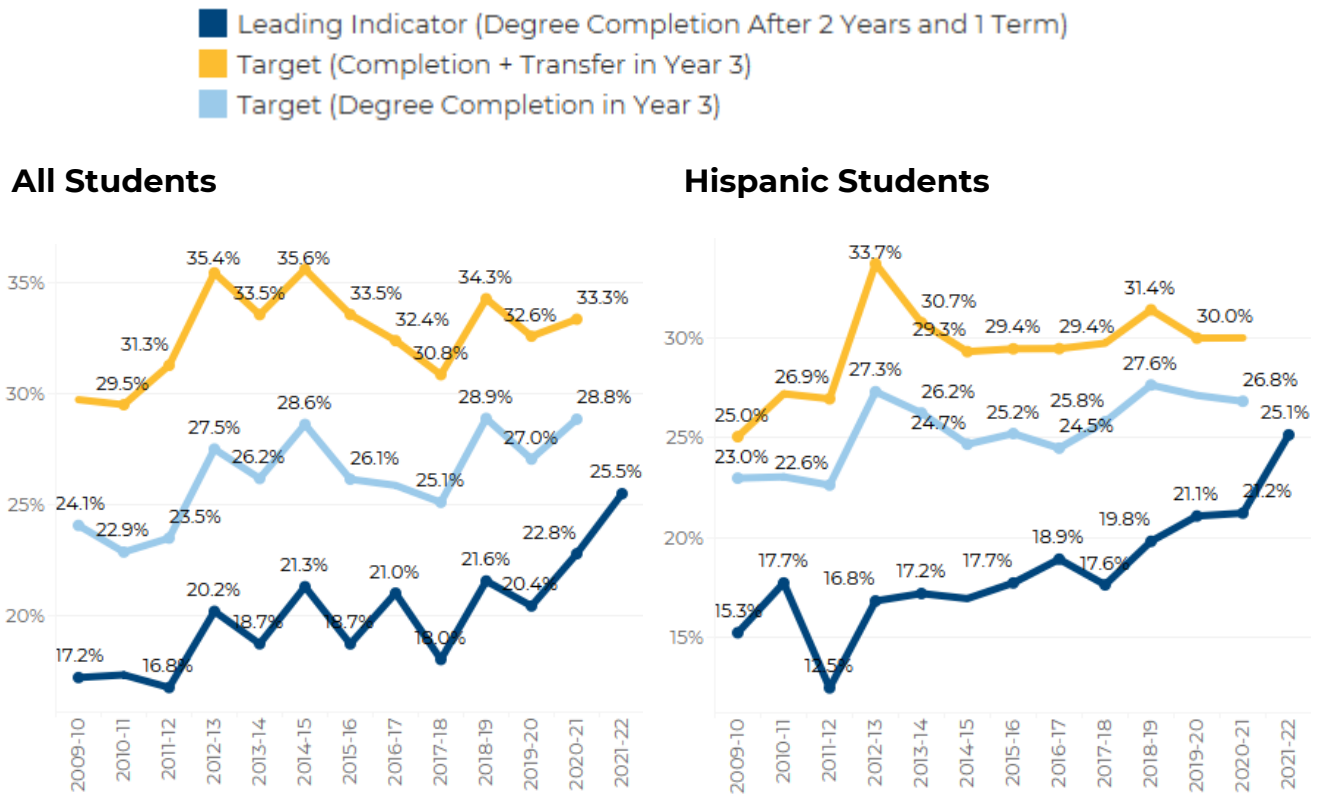


Table 3. Forecasts for Completion Metrics

	Fall Term	% yearly change	3-Year Completion Forecast	% forecast change	3-Year Completion and Transfer Forecast	% forecast change
All Students	25.5%	+2.7%	31.9%	+3.1%	37.0%	+3.7%
Hispanic Students	25.1%	+3.9%	29.1%	+2.3%	32.5%	+2.5%

Based on the early indicators, our best forecast for 3 Year Completion is 31.9%, and for Completion + Transfer, 37.0% - both would be all time highs). This is the kind of result we

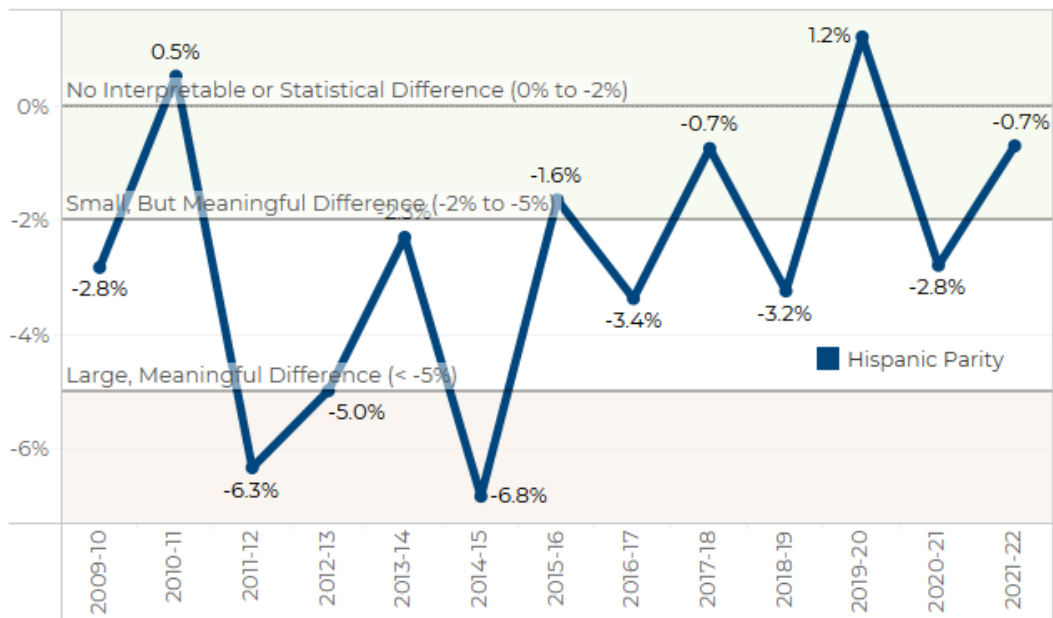
hoped for last year, and a great sign for the coming years. The only caveat is that this is the lowest “incoming enrollment year” we have had in the midst of COVID (~1,100 students compared to ~1,200 in the years before and after) and student composition and experience may differ from what is typical.

What is the HSI Equity Profile for this Leading Indicator?

Last year there was a meaningful gap in these completion rates by this time, however this year the gap has returned to a short-term level that we might consider approximately equal in terms of size and trending in a slightly positive direction overall.

While “Completion by Year 3” has demonstrated excellent parity in outcomes, a main area of concern continues to be when we consider “Completion + Transfer by Year 3”, where large and meaningful differences persist, a large portion of which reflects a gap in transfer.

Figure 3b. Leading Indicator Point in Completion by Year 3 Has An Excellent Equity Track Record

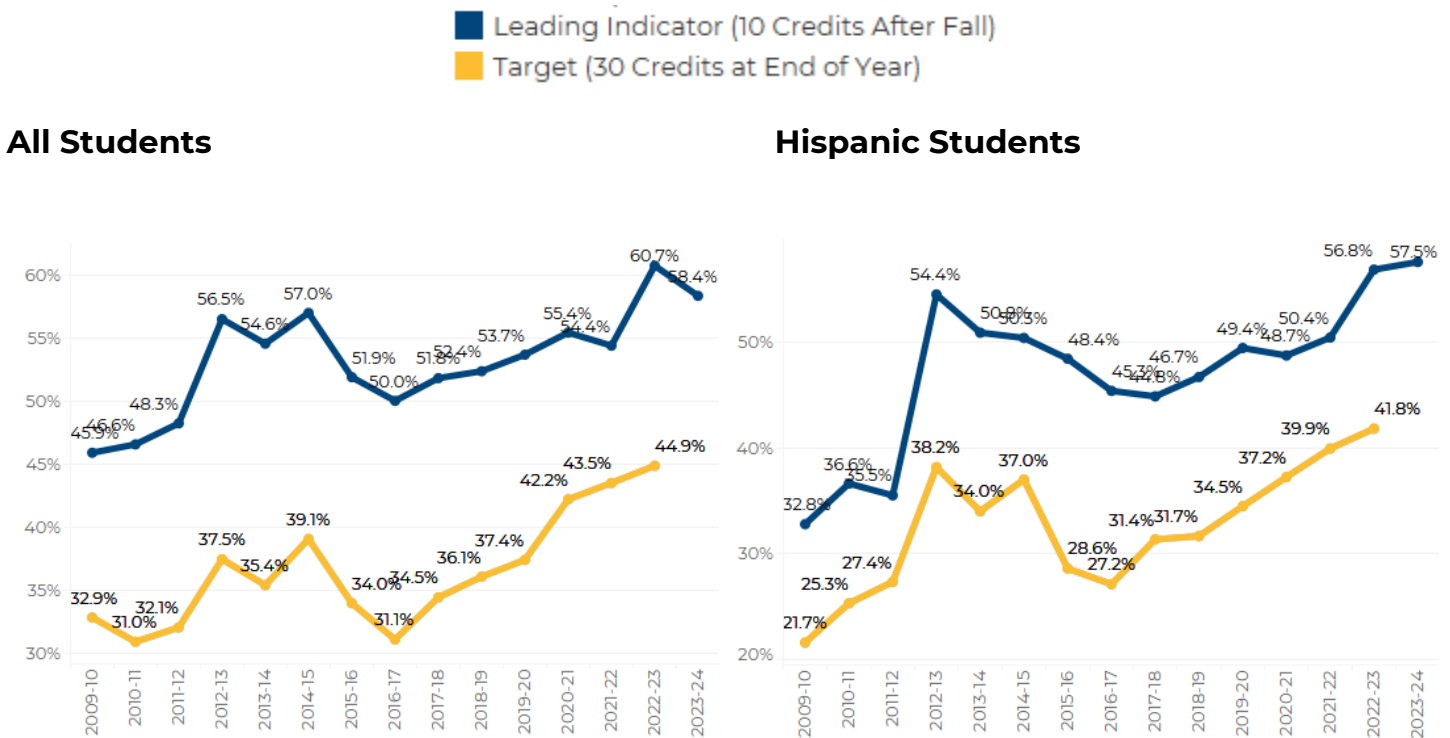


30 Credit Attainment (College Goal #2)

Leading Indicator: 10 College Level Credits in First Term⁶

This measure is included for two reasons – one being that it is the closest leading indicator we have that might look forward to one of our college goals: attaining 30 college credits by year end. The other is that this is the closest proxy for whether students are getting a true jump in the first term, with less emphasis on full-time enrollment and developmental course obligations. This year, 10 college level credit attainment has dipped to 58.4% overall (-2.3%), but has remained on a strong trajectory.

Figure 4a. Fall Credit Attainment (10 Credit Completion) Falls, But Still Remains Historically High



⁶ The 10 College Credit threshold in the first term was far more predictive of last year's results which deviated considerably (underestimate). A higher credit threshold often indicates whether or not a student chooses to take a full time load, which has demonstrated correlation with socioeconomic status and the choice may vary due to.

Table 4. End of Year Forecasts for 30 Credit Metric

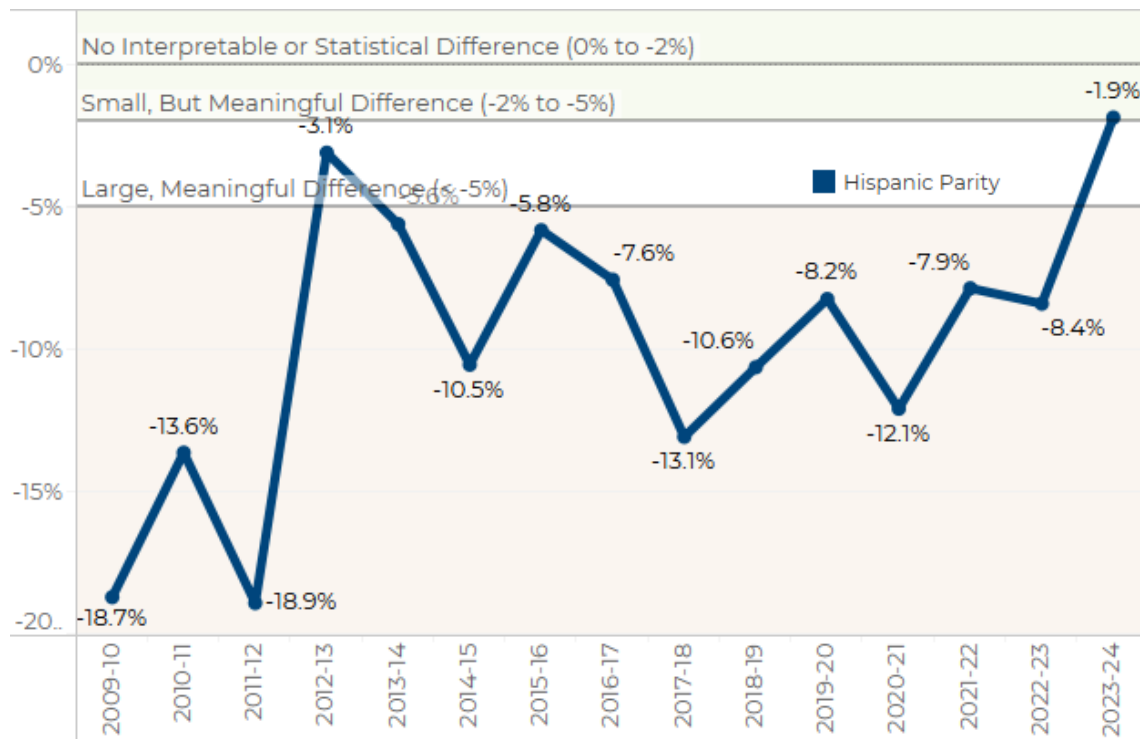
	Fall Term Indicator	% yearly change	30 Credit Forecast	% forecast change
All Students	58.4	-2.3%	41.6%	-3.3%
Hispanic Students	57.5	+0.7%	40.8%	-1.0%

Last year’s prediction was higher than the result by year end, so the change here reflects some of that – even while modified to be more inclusive - leaves plenty of room for optimism. The last three years have been records for CBC in this important leading indicator, so a projected downtick this year overall, while disappointing, still shows a strong upward trend.

What is the HSI Equity Profile for this Leading Indicator?

In terms of equity and parity, this measure has historically had large gaps. Previously, only one of the last 14 years shows anything better than a “large” difference, though the gap moderates somewhat as we get to “30 College Credits”. This year marks the second reading of relatively parity in the last 14 years.

Figure 4b. Fall Credit Attainment (10 Credit Completion) Equity Shows Improvement This Year



College English Completion (College Goal #3a)

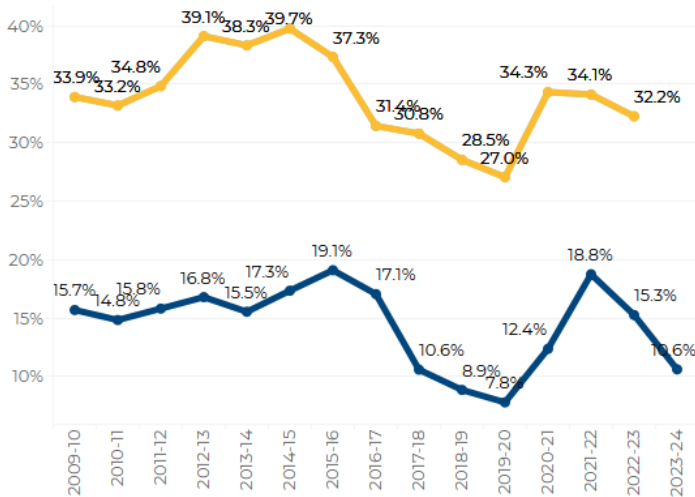
Leading Indicator: Completion of First Year College English After One Term

After a big jump two years ago in this measure to 18.8% from 12.4%, we see first term English completion decrease to 10.6%, at the level of the several years prior. Forecasting in this area is quite weak due to competition for early Fall seats in English Composition from an historically strong Running Start class this Fall. If there is more upward pressure than anticipated in Winter and Spring due to students entering Composition later, it would not be surprising, but we might expect from this early number that first-year English will likely decline again. On the bright side, this also marked our first Fall term with I-BEST English support – and while enrollment was relatively sparse in the Fall, those enrollments have increased in Winter. If we are able to fast-track new Summer enrollments from Running Start (Summer Running Start opens to all students this Summer) and continue success in I-BEST, we might expect higher levels in the coming years.

Figure 5a. First Term English Drops for Second Year (Low Predictive Power)

■ Leading Indicator (College English After Fall)
 ■ Target (College English at End of Year)

All Students



Hispanic Students

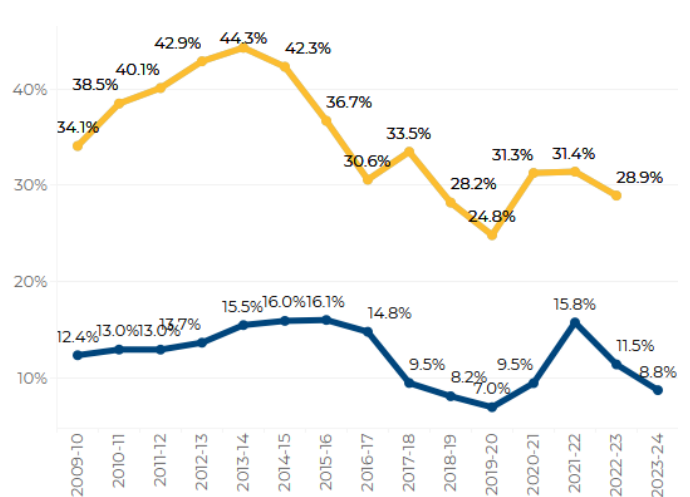


Table 5. End of Year Forecasts for English

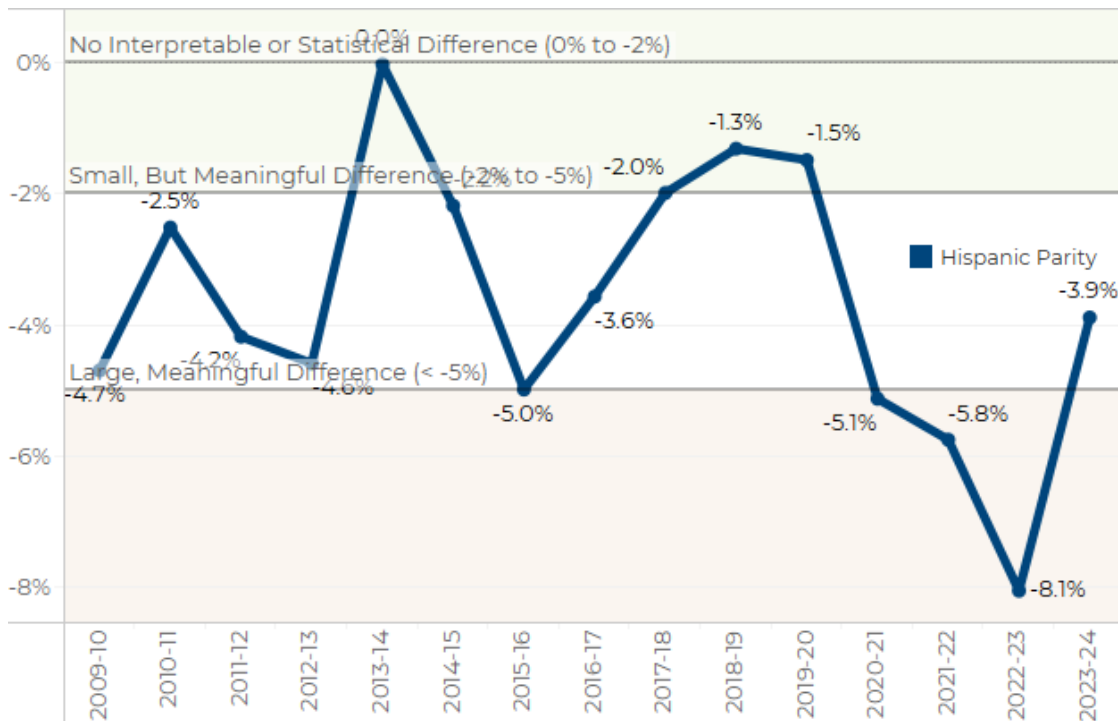
	Fall Term	% yearly change	First Year English Forecast	% forecast change
All Students	10.6%	-4.7%	30.6%	-1.6%
Hispanic Students	8.8%	-2.7%	29.8%	+0.7%

Early English has not been well-predicted by Fall results and that disconnect has increased with the increase in Running Start students who take the class typically in the Fall. During COVID, a leading indicator increase to 18.8% (+6.4%) in the Fall was followed up by a year-end total that was slightly down by year end to 34.1% (-0.3%). That lack of recent “model confidence” translates to only a modest forecasted drop to 30.6%.

What is the HSI Equity Profile for this Leading Indicator?

The first term English completion leading indicator rebounded what was a “large and meaningful difference” to a smaller difference. Historically this indicator has had small or no meaningful difference, but the disparity had widened during COVID and after.

Figure 5a. First Term English Shows Smaller Difference (Low Predictive Power)



Math Completion (College Goal #3b)

Leading Indicator: Completion of First Year College Math After One Term

Normally, math completion in the first term is accomplished by students who place immediately into college math. Before new placement (transcript-based), this was less frequent. Since COVID, alternate placement into college level has been more common. While performance overall has gone down a bit, 14.1%, and 10.6% for Hispanic students, it is above pre-COVID baselines and still represents some of the most motivated and highly placed students. Because of this, we are not confident about the exact size of the impact on end of year results, but it is highly likely that we see another down year- even if still comfortably above historical averages.

Figure 6a. First Term Math Dips (Low Predictive Power)

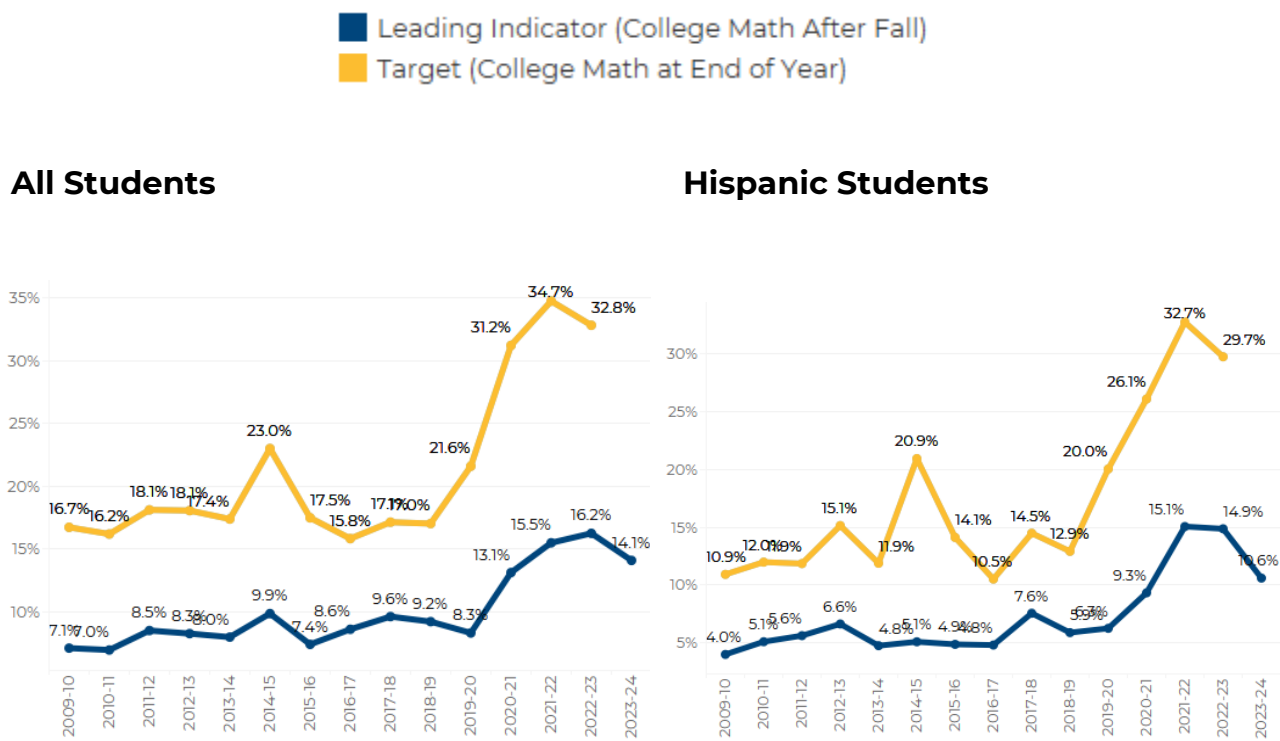


Table 6. End of Year Forecasts for Math

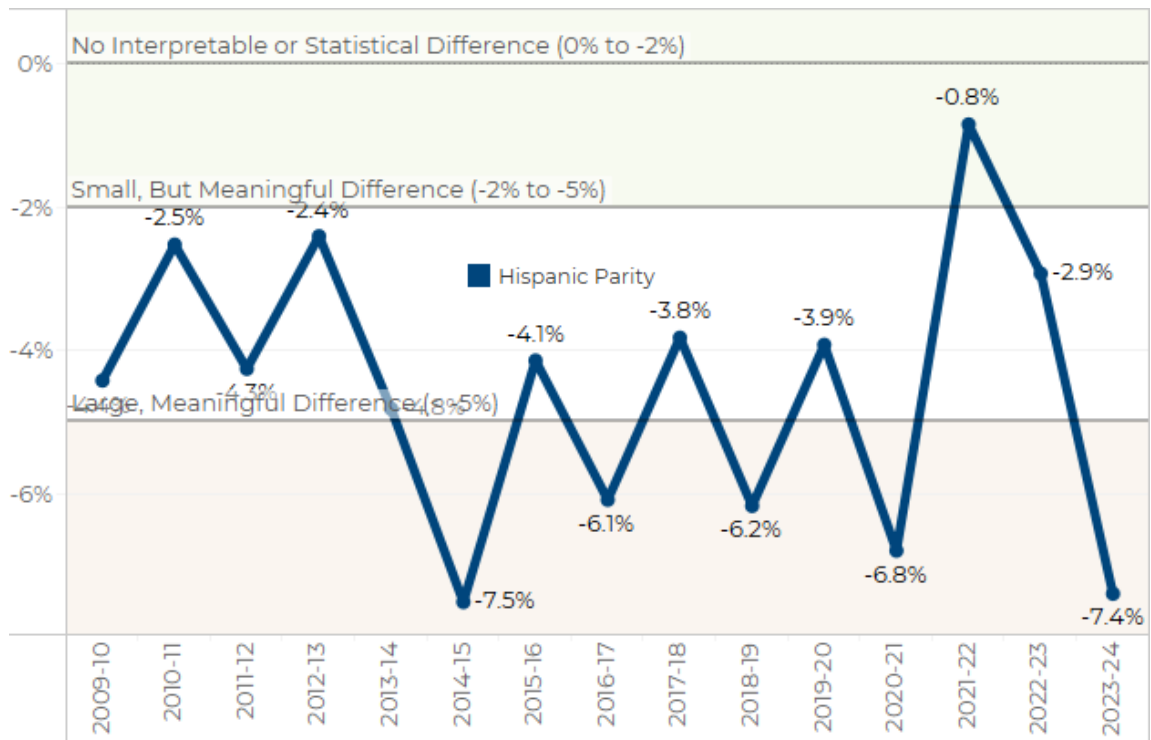
	Fall Term	% yearly change	First Year Math Forecast	% forecast change
All Students	14.1%	-2.1%	30.3%	-2.5%
Hispanic Students	10.6%	-4.3%	23.8%	-5.9%

The forecast for the end of year (30.3%) is lower than last year, but the gains realized over COVID have gone back to pre-COVID levels. This said, absent catching up in the next terms unexpectedly, we are currently on track to have a second straight decrease.

What is the HSI Equity Profile for this Leading Indicator?

In the equity area, this year has dipped to a large gap in performance in the Fall, comparable to the lows in 2014-15, but volatile enough that five year trends remain flat overall.

Figure 6a. First Term Math Equity Dips (Low Predictive Power)



45 College Credit Attainment by Year 2

Leading Indicator: 30 College Credit Attainment After 1 Year and 1 Term

For the cohort starting in the 2022-23 Academic Year, 30 Credit Attainment rates by the end of Fall were relatively flat at the upper end of the historical range for All Students (44.8%) and for Hispanic Students (43.8%). Students who attain 45 credits by the end of their second year have historically completed or transferred more than 80% of the time. This sole second year touchstone, if able to predict 45 credit attainment well, would be a positive sign that we could see completion gains sustained.

Figure 7a. 30 Credit Attainment After Fall of Second Year Holds After Hitting 6-Year High

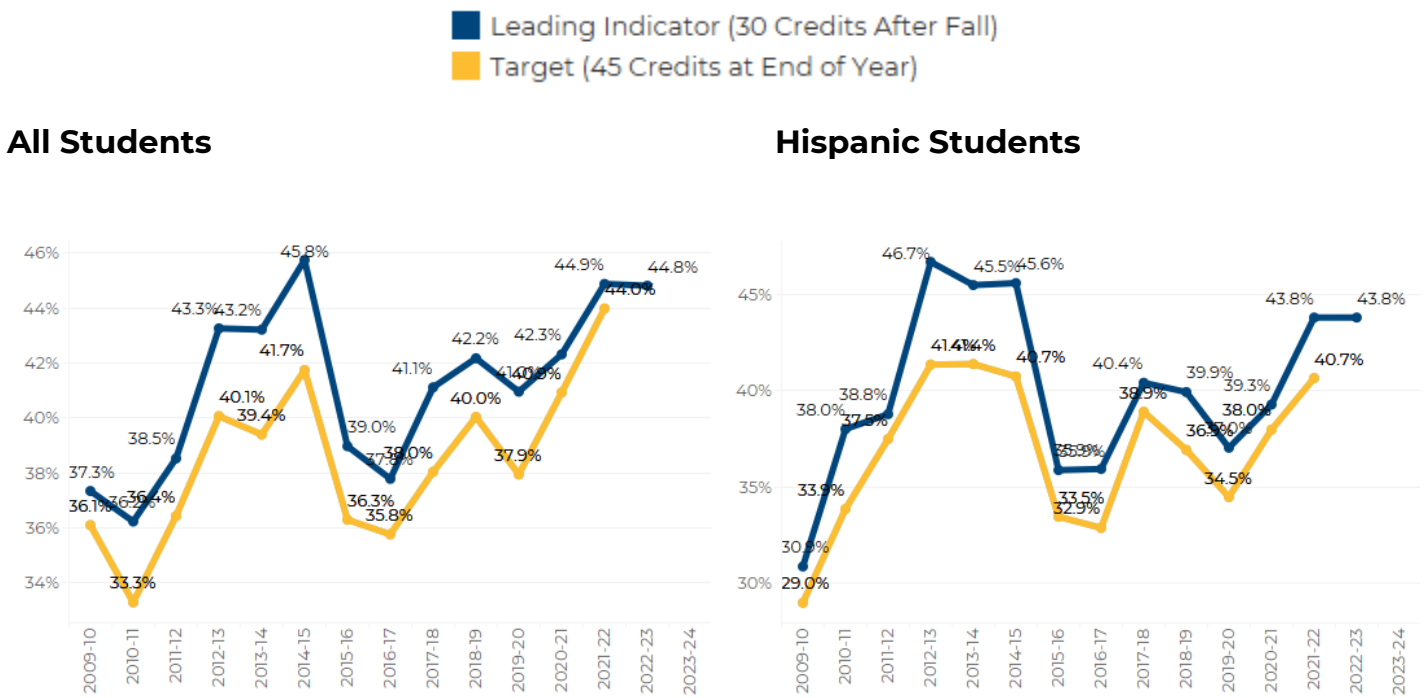


Table 7. End of Year Forecasts for 45 Credit Metric Is Relatively Flat to Decreasing

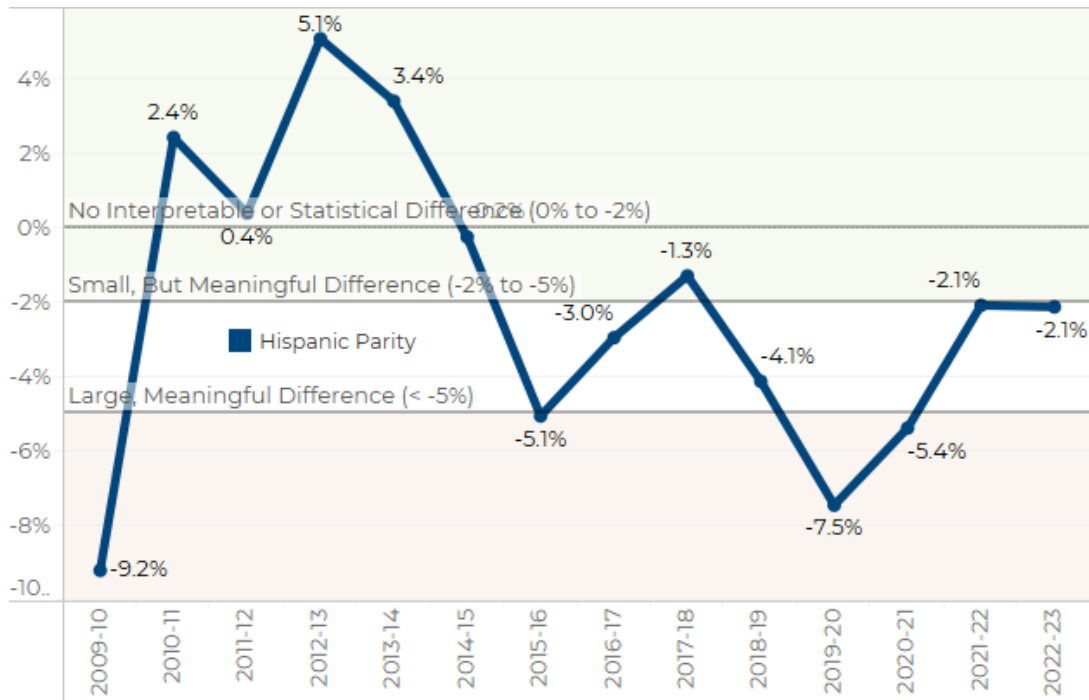
	Fall Term Indicator	% yearly change	Second Year 45 Credit Forecast	% forecast change
All Students	44.8%	-0.1	42.0%	-2.0
Hispanic Students	43.8%	0.0	40.1%	-0.6

Based on the early indicator, our best forecast for 45 credits by the end of the year should pull back only slightly from gains made in the last 6-7 years by the end of the year to 42.0%.

What is the HSI Equity Profile for this Leading Indicator?

This year the equity difference remained small. Historically, the leading indicator has been small, but meaningful in most years recently, and more favorable before 2015-16.

Figure 7b. 30 Credit Attainment After Fall of Second Year Holds Steady This Year



Fall to Fall Retention

Fall to Fall Retention (Actual/Final Data)

For the cohort starting in the 2022-23 Academic Year, Fall to Fall Retention was a bit of a surprise again, reverting to below historical averages. Because students who aren't retained often do not return, this measure puts a theoretical ceiling on subsequent results. Because retention rates are below our 2029 2029 goals, Fall to Fall will necessarily need to increase and investments in caseload advising and first year success is key to that effort. Typically, it is very difficult to "re-recruit" students who have made the decision to leave, and less difficult than providing students with compelling experiences and reasons to stay.

Figure 8a. Retention See-Saws Again Down to 52% Overall

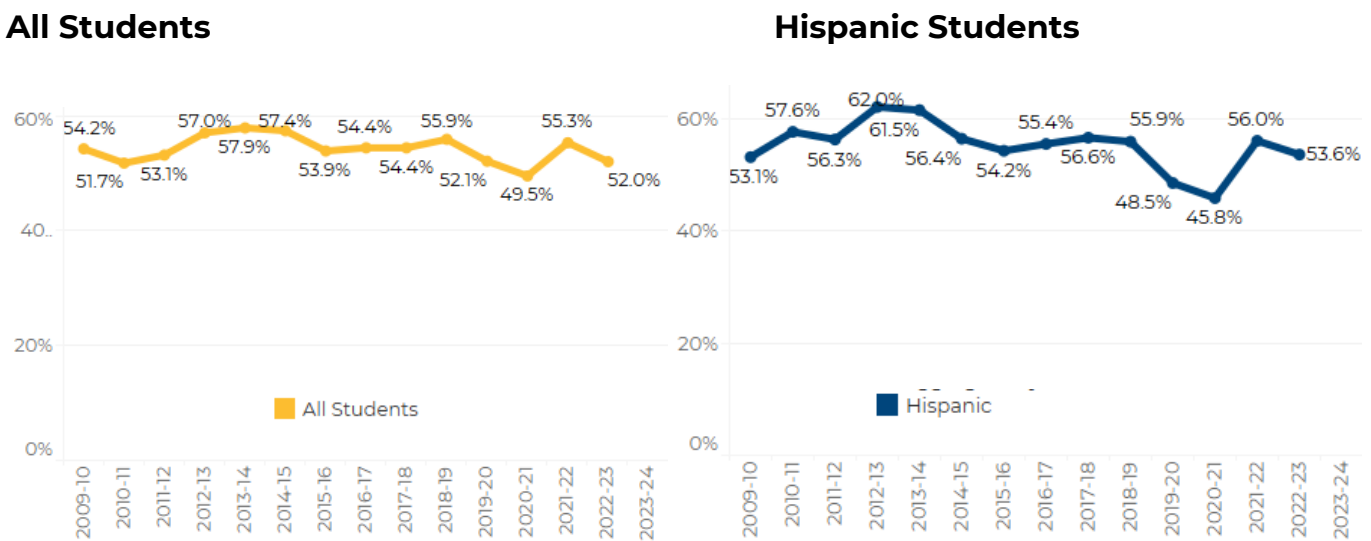


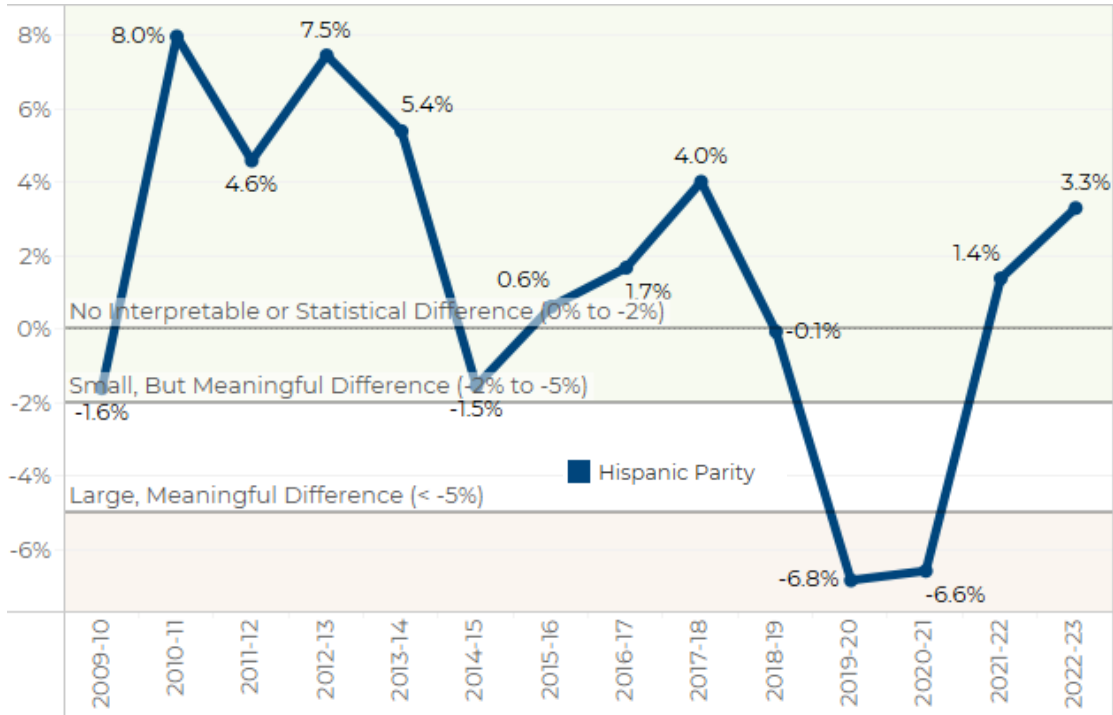
Table 8. Retention See-Saws Again Down to 52% Overall

	Fall Results	% yearly change
All Students	52.0	-3.3
Hispanic Students	53.6	-2.4

What is the HSI Equity Profile for this Indicator?

As far as equity and parity, Fall to Fall retention has been a unique historical strength of CBC and we have been recognized for this in the past. COVID years saw equity gaps increase and retention fall overall and that fall was driven primarily by Hispanic students, but parity in retention has come back to what were historical norms – bolstered again by our Hispanic student population.

Figure 8b. Retention Equity Historically Strong



Course Success

Leading Indicator: After One Term, Course Success (“On Track”)

While GPA averages are not reliable predictors of 3 Year Completion, a full year of grades over the 2.0 mark is a surprisingly good predictor of on-time graduation. We call this avoidance of unsuccessful course results “On Track” – and the more courses you take, the more a student can risk an adverse life event or situation that interrupts a student’s career and confidence as a learner (consistency over a full year is lower than a single term). First term and first year are two pivotal times to poll this measure.

Here, we see a modest uptick in the proportion of students who succeeded in all their coursework in their first Fall term 2023 to 74.0%. Last year, Winter and Spring results curiously did not move in lockstep with Fall results. Nonetheless, again, Fall course success measures are at historic highs and could lead to end of year rebound in “On Track” performance to the end of the year.

Figure 9a. Course Success After Fall Holds at Higher Levels

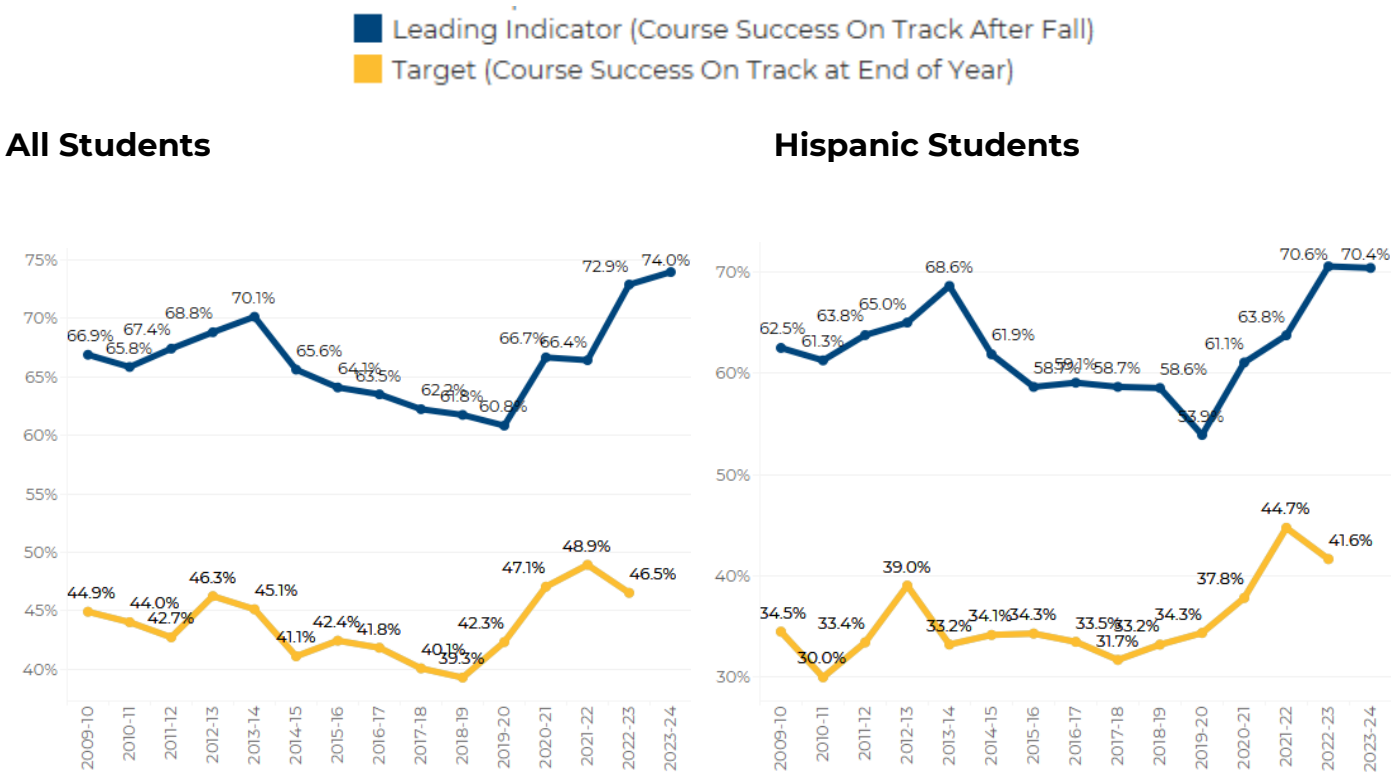


Table 9. End of Year Forecasts for Course Success (Year 1) Are Mixed

	Fall Term	% yearly change	First Year Course Success Forecast	% forecasted change
All Students	74.0	+1.1	48.4	+1.9
Hispanic Students	70.4	-0.2	38.9	-2.7

Course success rates had significantly outperformed prediction two years in a row before last year’s divergence and with last year’s divergence, inexplicably, first term course success has been a poor leading indicator, particularly for Hispanic students – a result which is true to the numbers, but does not match any reasonable intuition. It is more likely that both Hispanic students and Non-Hispanic students see comparable result to last year.

What is the HSI Equity Profile for this Leading Indicator?

Just like its companion measure at the end of the year, course success at the end of Fall, is a “large” gap. The history here has been typically of large and persistent gaps – one of the most striking regularities in equity – and equity challenges – we have at CBC. Again, since the measure is cumulative by year end, any **additional** difference that persists would push this measure even lower by year’s end, so a nominally flat recent trend is not terribly encouraging – combined with a large gap and the likelihood that this will grow by year end.

Figure 9b. Course “On Track” Success Differences Remain Very High

