

# POLICIES, REGULATIONS, & FINANCIAL (PRFR) REPORT

*Submitted to the Northwest Commission  
on Colleges and Universities  
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# Mission Fulfillment

EXECUTIVE SUMMARY

# Mission Fulfillment: Executive Summary

Columbia Basin College (CBC), founded in 1955, is an open-door, public community college in Washington State serving both Franklin and Benton Counties. CBC’s main campus is in Franklin County, which is one of only three counties in Washington with a majority-Hispanic population. CBC is one of the few designated Hispanic-Serving Institutions (HSIs) in the State of Washington, and Hispanic students now represent nearly 44% of CBC’s student population through its academic/transfer, workforce, and adult basic education (transition) programs. CBC enrolls more Hispanic students than any other community or technical college in Washington.

## Mission Fulfillment

*Columbia Basin College inspires, educates, and supports all students in an environment of academic excellence leading to the completion of degrees, certifications, and educational transfers, while fostering meaningful employment, engaged citizenship, and a life-long joy of learning.*

In 2017, CBC faculty and staff engaged in a collaborative process to rewrite the mission, vision, and values statements with a focus on degree completion and academic excellence. Through CBC’s Board Policy **Ends E2: Mission Fulfillment** the College reports annually on mission fulfillment to the Board of Trustees through three core themes/end states: Transfer, Professional Technical, and Transitional Studies. The Board Policy **Ends E3: Critical Basic Conditions** identifies some of the critical basic conditions that are measured for each core theme (see Figure 1).

Transfer	Professional/Technical	Transitional Studies
Course Performance (8)	Course Performance (8)	Yearly Results (3)
Gateway Courses (4)	Gateway Courses (3)	3-Year Cohorts (3)
Retention (3)	Retention (3)	Completion (2)
Credit Attainment (5)	Credit Attainment (5)	Transition to College (3)
Completion/Transfer (2)	Completion (2)	
Transfer/Employment (5)	Employment/Wages (2)	

Figure 1. Enrollment Areas (3), Objectives (16), and Number of Indicators (62) in 2021-22 Mission Fulfillment

The full [Mission Fulfillment Report](#) goes into more details about the indicators under each objective, ratings for each core theme area, and an analysis of the results. The College's overall rating for the 2021-22 Academic Year is **3.11** which translates to an overall level of performance of "Maintaining."

## **Guided Pathways**

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

Many of the longer-term Guided Pathways strategies have been in planning for a number of years, and implemented in the last several years, including:

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

On the strength of a commitment to, and results from this work, CBC was recognized as being one of the top 150 community colleges nationwide by the Aspen Institute, and was selected to be part of the second-round interview stage within the top 150.

## **Strategic Plan**

At the end of 2020, the College began planning for both its next strategic plan and a new equity plan. Instead of creating two plans, the teams came together to develop an equity-centered strategic plan. The Equity-Centered Strategic Planning Committee (ECSPC), a diverse representation of faculty, staff, students, and community members, began meeting in January 2021. Using an appreciative inquiry approach, the ECSPC conducted an environmental scan and also gathered feedback from stakeholders through appreciative interviews and listening sessions. A SOAR (Strengths, Opportunities, Aspirations, and Results) process was used to analyze these data in order to identify CBC's strengths, opportunities and challenges, and aspirations while using an equity lens throughout.

In June 2021, the ECSPC concluded its work which culminated in [Inclusivo: Hawks Soaring Together](#), CBC's strategic plan for 2022-25. The Plan identifies four strategic priorities: Student Success, Teaching and Learning, Culture and Systems, and Community Relationships. Each priority has goals and initiatives to support the strategic priority. The Inclusivo Steering Committee is now working with departments, committees, and other groups to develop equity-centered strategies/projects using [Liberatory Design](#) as a framework. As the College implements the Plan it is centering the plan in conversations, collecting projects that support the plan's success, communicating the importance of equity in all work, and connecting resources through processes such as the above baseline budget requests.

## **Evidence**

[Ends E2: Mission Fulfillment \(Board Policy\)](#)

[Ends E3: Critical Basic Conditions \(Board Policy\)](#)

[CBC Mission Fulfillment 2021-22](#)

[CBC's Strategic Plan for 2022-25](#)

## APPENDIX J:

# INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



### Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

**Columbia Basin College**

(Name of Institution)

**Rebekah S. Woods, J.D., Ph.D.**

(Name of Chief Executive Officer)

**Rebekah Woods**

 Digitally signed by Rebekah Woods  
Date: 2023.01.11 11:02:07 -08'00'

(Signature of Chief Executive Officer)

**1-11-2023**

(Date)



2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

The College is part of a statewide system under the Washington State Board for Community and Technical Colleges (SBCTC) which is responsible for directing and coordinating the 34 community and technical colleges in the state. SBCTC is governed by a nine-member board appointed by the governor. It oversees policy development, secures and allocates state, federal and private grant funding, approves educational programs, and sets strategic direction for the entire college system. The Washington Association of Community and Technical Colleges (WACTC), composed of the community and technical college presidents, develops policy recommendations for SBCTC and the college system in conjunction with eight commissions and their councils. CBC's president is active on WACTC and vice presidents, deans, and directors are members of the various commissions and councils. Through this structure the College has a voice in policies, learns from and shares with other colleges, and participates in statewide initiatives.

Columbia Basin College's Board of Trustees acts as the governing body of the College and represents the citizens of Benton and Franklin counties. The Board is comprised of five trustees who have been appointed by the governor for five-year terms which can be extended for one term. Trustees have no contractual, employment, or financial interest in the institution. This requirement is laid out in Governance Process GP-5: Code of Ethics for Board Members. In addition, their roles are defined in Governance Process GP-3: Board Job Descriptions.

The Board's open meetings occur monthly (except for July) and are in a hybrid format. In addition to the College administration, the CEO of the Foundation, the student body president, the faculty Senate chair, and the president of the faculty union are all invited to speak. There is also an opportunity at the beginning of the meeting for public comments.

The Board's governance process is built on the Carver Policy Governance model. Under this model, policies serve as the primary medium through which the Board influences the College. The Board policies address Ends (desired outcomes of the College), Executive Limitations, Board-Staff Linkage, and the Governance Process.

The Carver Policy Governance model requires a board to determine the outcomes and results expected of the college ("Ends") and then to monitor the Ends of the institution while delegating the "Means" to the president. In the Carver model, once a board has identified the desired Ends to be achieved, it sets broad constraints and specifies what may not be done to achieve the Ends. If the Ends are accomplished and the Executive Limitations are not violated, the actions of the president and staff are supported by the Board. Annually, the College President delivers to the Board a monitoring report for each executive limitation. These reports include an interpretation of the policy statements and evidence of compliance.

### **Required Evidence for 2.A.1**

#### **Institutional governance policies and procedures**

Washington Administrative Code 132S-01: Columbia Basin College Board of Trustees  
Columbia Basin College Board of Trustees Policies

**System governance policies and procedures (if applicable)**

[State Board for Community and Technical Colleges Policy Manual](#)  
[Washington Administrative Code 131: Community and Technical Colleges, Board for](#)  
[Washington Administrative Code 132S: Columbia Basin College](#)  
[Revised Code of Washington 28B.50: Community and Technical Colleges](#)  
[Washington Association of Community and Technical Colleges Organization chart](#)

**Board’s calendar for reviewing institutional and board policies and procedures**

[Board of Trustees Annual Calendar/Work Plan FY23](#)

**Bylaws and Articles of Incorporation referencing governance structure**

[Columbia Basin College Board of Trustees Bylaws](#)

**Additional Evidence for 2.A.1**

[Monitoring Report for EL-1: General Executive Accountability](#)  
[Monitoring Report for EL-2: Treatment of Community Members and Students](#)  
[Monitoring Report for EL-3: Treatment of Employees](#)  
[Monitoring Report for EL-4: Compensation](#)  
[Monitoring Report for EL-5: Treatment of Asset Protection](#)  
[Monitoring Report for EL-6: Financial Planning](#)  
[Monitoring Report for EL-7: Fiduciary Responsibility | Financial Condition and Activity](#)  
[Monitoring Report for EL-8: Communication and Support to the Board](#)  
[Monitoring Report for EL-9: Emergency Executive Succession](#)  
[Monitoring Report for EL-10: Tenure](#)

2.A.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The College has a strong administrative leadership team of the President, Vice Presidents, Deans, Directors, and Assistant Directors. These employees comprise the Administrative Council which is led by the President and meets monthly. The council is a forum to discuss proposed policies and procedures; gather feedback and updates on campus-wide work plans; and share information about student success metrics, enrollments, new programs, and student success strategies.

The executive leadership team (Cabinet) consists of the President, Vice President for Instruction, Vice President for Student Services, Vice President for Administrative Services, Vice President for Human Resources and Legal Affairs, Assistant Vice President for Communications & External Relations, Dean for Organizational Learning, and Dean for Diversity, Equity and Inclusion. The Cabinet provides overall leadership and policy direction for the College. It meets weekly to address issues and concerns that have cross-departmental and/or college-wide impact, determine administrative policies, facilitate communication and understanding across the institution, and serve an overall advisory role for the President.

Each member of the administration has a clear position description which includes responsibilities and authority.

**Required Evidence for 2.A.2**

**Leadership organizational chart**

[Columbia Basin College Organizational Chart \(February 2023\)](#)

### **Curriculum vitae of executive leadership**

[Dr. Rebekah Woods, President](#)

[Elizabeth Burtner, Assistant Vice President for Communications & External Relations](#)

[Dr. Pär Jason Engle, Dean for Organizational Learning](#)

[Dr. LuzMaria Garza, Dean for Diversity, Equity and Inclusion](#)

[Cheryl Holden, Vice President for Student Services](#)

[Dr. Michael Lee, Vice President for Instruction](#)

[Corey Osborn, Vice President for Human Resources and Legal Affairs](#)

[Eduardo Rodriguez, Vice President for Administrative Services](#)

2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

In November 2017, Dr. Rebekah Woods became the sixth president of the College. Prior to joining CBC, she was the Provost at Jackson College in Jackson, Michigan. She has over 20 years of experience in higher education and earned her Ph.D. in Organizational Leadership and Juris Doctor from Regent University. Dr. Woods has full-time responsibility for the College and, per state law and codified in [governance processes](#) in the Board's bylaws, serves as Secretary for the Board.

### **Required Evidence for 2.A.3**

#### **Curriculum vitae of President/ CEO**

[Dr. Rebekah Woods, President](#)

### **Additional Evidence for 2.A.3**

[Board-Staff Linkage BSL-2: President's Role \(Board Policy\)](#)

[Board-Staff Linkage BSL-3: Delegation to the President \(Board Policy\)](#)

[Board-Staff Linkage BSL-4: President Job Description \(Board Policy\)](#)

[Board-Staff Linkage BSL-5: Monitoring Executive Performance \(Board Policy\)](#)

[Board of Trustees By-Laws Article VII: Officers of the Board](#)

2.A.4 The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Another important aspect of CBC governance is the commitment to shared governance which starts at the top. [Executive Limitations EL-8: Communication and Support to the Board](#) states that the President shall not "[d]eprive the Board of as many staff and external points of view, issues and options as needed for fully-informed Board choices and decisions." The shared governance approach is found throughout the College and provides opportunities for all faculty, staff, administrators, and students to share their input, questions, and concerns on College issues.

These opportunities are normally found in a variety of structured committees, councils and boards such as the Student Success Leadership Committee, the Curriculum Committee, the Diversity Equity and Inclusion Committee, the Promotion Advisory Committee, Faculty Senate, Administrative Council, and the President's Student Advisory Board. As groups are formed, the goal is to have cross-campus representation. Shared governance is formally used in many decision-making arenas such as the selection of faculty and administrators through the search process and the [creation of college policies](#). Informally, additional avenues for shared governance include monthly Coffee and Conversation meetings with the President which are open to the entire College, ad hoc work groups, and quarterly all-college meetings during Teaching & Learning Days.

Finally, shared governance appears in a slightly different form where a group may be given primary decision-making authority. For example, the [Associated Students of Columbia Basin College \(ASCBC\) Student Senate](#) is given primary responsibility for determining the student governance process and in developing an annual budget to allocate its share of student fees. This is consistent with Washington state law, as codified in the [Revised Code of Washington 28B.15.045](#). Shared governance also forms an umbrella for academic freedom at the College, as faculty are primary decision-makers regarding course content and student learning objectives. Nonetheless, even in these cases, final authority rests with the President and, ultimately, with the Board of Trustees.

Many of the decision-making structures and processes are documented within committee charges and/or bylaws. The College is also in the process of developing a Shared Governance policy that would document the overall decision-making processes on campus as well as the authority that resides within each group.

#### **Required Evidence for 2.A.4**

##### **Institutional governance policies and procedures (see 2.A.1)**

See required evidence for 2.A.1

#### **Additional Evidence for 2.A.4**

[Executive Limitations EL-8: Communication and Support to the Board \(Board Policy\)](#)

Examples of Committee bylaws/charters:

[Diversity, Equity and Inclusion Committee Bylaws](#)

[Student Success Leadership Committee Charter](#)

[Faculty Senate Bylaws](#)

[Assessment, Teaching and Learning Committee Bylaws](#)

[Budget Development Calendar FY23-24](#)

[Formulation and Issuance of College Policies \(CBC Policy\)](#)

[Associated Students of Columbia Basin College](#)

[Associated Students of Columbia Basin College Bylaws](#)

[Associated Students of Columbia Basin College Constitution](#)

[Associated Students of Columbia Basin College Budget](#)

[Associated Students of Columbia Basin College Expense Report](#)

[Revised Code of Washington 28B.15.045: Services and activities fees](#)



## **2.B Academic Freedom**

2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Consistent with the mission and values statements, the College promotes academic freedom and delineates numerous faculty rights in the faculty's collective bargaining agreement. These include Non-Discrimination and Affirmative Action, Right of Privacy, Rights of Association, Intellectual Property Rights, and Rights of Academic Freedom. Appendix A of the faculty agreement further amplifies the contract section on Academic Freedom by providing a Faculty Academic Freedom Statement based on the American Association of University Professor's (AAUP) 1940 Statement of Principles on Academic Freedom and Tenure. The CBC statement was endorsed by the Faculty Senate on January 27, 2005, and the full faculty voted to adopt on April 13, 2005. The most current contract was ratified by the faculty and the Board of Trustees in June 2018 and in 2022 the contract was rolled over for one year.

The CBC Faculty Academic Freedom Statement states faculty members recognize the AAUP statement "balances academic freedom with academic responsibility in its insistence on accuracy, restraint, and respect." Faculty have authority in their classrooms and a right to express themselves but they "are obligated to present ideas that are defensible based on the standards of scholarship within their discipline and to use caution if introducing into their classroom ideas that have no relationship to the subject being taught."

Academic freedom is also mentioned in the College's Social Media policy. "College Social Media Accounts are created as a platform for speech by certain groups or for the discussion of certain topics and shall be administered in a manner that adheres to the principles of free speech. This policy only applies to College Social Media Accounts and does not apply to any Personal Accounts, nor is this Policy intended to restrict, abridge, or otherwise abrogate academic freedom."

Academic freedom is protected in the student complaint process which states the "[student complaint] process is not meant to address student concerns and complaints about faculty instructional methods in the classroom or other formal academic settings. The College respects the academic freedom of faculty and will not interfere as it relates to the method or style of teaching. Indeed, academic freedom is and should be of paramount importance."

Students are provided academic freedom protections in the CBC Student Rights section of the Washington Administrative Code: "Students have the right to present their own views, even though they may differ from those held by faculty members, and will not be subject to adverse action by faculty when such views are expressed in a manner that does not interfere with the rights of others." This statement is included in all syllabi.

Finally, all employees are covered by the Board of Trustees executive limitation on treatment of employees which states that the President shall not "[d]iscriminate against any staff member for expressing an ethical dissent" nor "[h]inder, prevent or restrict the exercise of academic freedom." The President's monitoring report for this executive limitation states that compliance is "demonstrated when the College provides processes for employees and students to express complaints about a lack of or violation of academic freedom and the College takes appropriate action for any substantiated findings." The report for 2022 states that "[n]o complaints claiming a violation of academic freedom have been substantiated."

2.B.2 Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

The commitment to interdependent and intellectual freedom can be seen in the College's [Values](#). The Student Learning value states the College's "first priority is to work collaboratively to ensure student learning, success, and completion in an environment of open inquiry, respect, critical thinking and creativity." The Diversity, Equity & Inclusion value says "[w]e celebrate diversity in all its forms and we believe that our many unique perspectives make us stronger. Diversity among our team enriches our institution and our students' experience."

The College supports faculty, staff, and student attendance at conferences, council meetings, etc. to learn as well as to present research in their disciplines or about teaching and learning practices. There are venues, such as Welcome Week and the quarterly Teaching and Learning Day, for faculty and staff to share what they learned and to share their own expertise. As an example, a team of faculty and administrators attended the HxA Conference and presented to the College about the HxA way and how it can be applied to DEI conversations. Students also have opportunities to share their knowledge. Those who participate in undergraduate research share their results regularly on campus and at regional and national conferences along with their faculty members.

The College complies with the [Revised Code of Washington 28B.137.010: Reasonable accommodation for religious holidays](#) which mandates that postsecondary educational institutions must develop policies to accommodate student absences for reasons of faith or conscience or for organized activities conducted under the auspices of a religious denomination, church, or religious organization. In addition to CBC's [Student Absence for Reasons of Faith or Conscience Policy](#), all syllabi include information on how to obtain these accommodations.

#### **Required Evidence for 2.B.1 and 2.B.2**

##### **Academic freedom policies and procedures**

[Faculty Collective Bargaining Agreement 2018-2021](#)

Non-Discrimination and Affirmative Action (pp. 16-17)

Right of Privacy (p. 18)

Rights of Association (p. 18)

Rights of Academic Freedom (p. 18)

Intellectual Property Rights (pp. 21-22)

Appendix A Faculty Academic Freedom Statement (pp. 88-90)

[Social Media \(CBC Policy\)](#)

[Executive Limitations EL-3: Treatment of Employees \(Board Policy\)](#)

[Monitoring Report for EL-3: Treatment of Employees](#)

##### **Evidence that the students also have academic freedom**

[Washington Administrative Code 132S-90-10: Student Rights \(Columbia Basin College\)](#)

[Student Absence for Reasons of Faith or Conscience \(CBC Policy\)](#)

[Revised Code of Washington 28B.137.010: Reasonable accommodation for religious holidays](#)

##### **Other Evidence for 2.B.1 and 2.B.2**

[Columbia Basin College Values](#)

[Syllabus Template](#)



## **2.C Policies & Procedures**



2.C.1 The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

CBC maintains specific student rights and responsibilities for transferring students. These are adopted from the statewide development of the [Transfer Student Bill of Rights](#) through the Student Services Commission of the Washington State Board for Community and Technical Colleges. The policy language is maintained in the [College's catalog](#). The rights and responsibilities of the institution are also provided to ensure credit and degree program integrity is maintained.

Additionally, a [transfer student application](#) page provides guidance for students transferring to CBC and the [transfer of credit](#) web page is a resource providing students information on the transcript evaluation process for potential transfer credit. The Hawk Central and Counseling/Advising departments are also available, both in-person and online, to support entering students, including students transferring from other institutions

For students intending to transfer from CBC for further education, the [transfer opportunities](#) web page provides them with access to the specific direct transfer agreements with the colleges and universities in Washington state as well as the steps to prepare for transferring. Students are also provided with specific transfer information through their [counseling and advising](#) appointments with completion coaches when additional institution-specific information is needed.

#### **Required Evidence for 2.C.1**

##### **Transfer of credit policies and procedures**

[Transfer Rights and Responsibilities in Washington State \(WSAC\)](#)

[Joint Transfer Council Guidance for Direct Transfer Agreement](#)

[CBC Catalog: Transfer Information](#) (pp. 16-19)

[Transfer Application Page](#)

[Transfer of Credit Student Process](#)

[Transcript Evaluation Internal Process](#)

[Transfer Opportunities](#)

[Counseling & Advising](#)

2.C.2 The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Columbia Basin College's policies and procedures regarding student [rights](#) and [responsibilities](#) are clearly stated and widely disseminated. The CBC Code of Student Rights and Responsibilities (SR&R) underwent a total review and revision in 2015-2016, separating the [Student Code of Conduct](#) into its own document. These were adopted by the CBC Board of Trustees in August 2016, and subsequently codified in the Washington Administrative Code (WAC). These documents outline the following: student rights; student responsibilities and student complaint process. The Student Code of Conduct includes proscribed conduct, disciplinary procedures, including sanctions, appeals and record retention, interim restriction and suspension procedures, and brief and full adjudicative procedures. Alleged violations of academic honesty are also addressed in the Student Code of Conduct.

Rights and responsibilities regarding accommodations for students with disabilities are addressed on the [Disability Support Services \(DSS\) web pages](#), a [DSS Canvas page](#), and through College policies. Students are informed about their rights to [service and assistance animals](#), [assistive technology](#), [alternative format requests](#), and [accessible student housing](#). Students are informed about the process to [request accommodations](#) so they are eligible for these services. The process for a student to request reconsideration when an accommodation is denied is also on the DSS website.

Various appeal mechanisms have been established with regard to [academic suspension and dismissal](#), [financial aid eligibility](#), [residency issues](#), and grades. These are published in the CBC Catalog as administrative policies and procedures.

The above information is disseminated to students as well as to faculty and staff, in several ways:

- The CBC Catalog
- CBC website
- Admission packet
- During the College's mandatory Student Orientation to Advising and Registration (SOAR) and First Year Introduction (FYI) workshop
- During the intake process for students requesting accommodations
- In all campus mailings, publications, and faculty syllabi an ADA statement and contact information is included.

### **Required Evidence for 2.C.2**

#### **Documentation of students' rights and responsibilities policies and procedures:**

[Washington Administrative Code 132S-90-010: Student rights](#)

[Washington Administrative Code 132S-90-020: Student responsibilities](#)

#### **Academic honesty**

[Student Conduct web page](#)

[Washington Administrative Code 132S-100: Student Code of Conduct](#)

#### **Conduct**

[Student Conduct web page](#)

[Washington Administrative Code 132S-100: Student Code of Conduct](#)

#### **Appeals, grievances**

[Standards of Academic Progress and Performance](#)

[Financial Aid](#)

[Residency Documentation for Tuition Purposes](#)

[Grade Appeal Process](#)

[Title IX Information](#)

[Title IX Grievance Policy \(CBC Policy\)](#)

[Student Complaint Process](#)

[CBC Catalog](#)

Financial Information (refunds, financial aid eligibility) (pp. 8-10)

Withdrawal Procedures (pp. 14-15)

Grading (pp. 20-21)

Academic Performance (pp. 22-23)

Student Rights & Responsibilities (p. 25)

Title IX (p. 30)

#### **Accommodations for persons with disabilities**

[Disability Support Services](#)

[Disability Support Services Canvas page](#)

[Disability Support Services rack card](#)

[Service Animal CBC Policy](#)

[Assistance Animal \(CBC Policy\)](#)

[CBC Catalog: Disability Support Services \(p. 27\)](#)

2.C.3 The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Columbia Basin College maintains an open-door [admissions policy](#) and grants admission to applicants who are at least 18 years of age and/or have graduated from high school or who have earned a GED certificate. Prospective students are subject to the quarterly admissions application deadline. High school students who are juniors or seniors may be eligible for admission via the [Running Start program](#).

The CBC Catalog and website provide procedural information on admission to specialized programs within the College: all Bachelor's programs, all programs in the School of Health Sciences, select programs in the School of Career and Technical Education, High School Completion, Running Start, English Language Acquisition (ELA), General Education Development (GED), High School Academy, and High School Equivalency (HEP).

All degree- and certificate-seeking students are required to complete [Math and English placement](#) to evaluate prerequisite knowledge, skills, and abilities for placement into college-level courses. Assessments include directed self-placement and ALEKS. Placement may also result from evaluation for transfer credit and scores from Smarted Balanced Assessment, Bridge to College, ACT/SAT, International Baccalaureate (IB), Advanced Placement (AP), evaluation of High School Transcripts and math course grades, and placement exams completed at other institutions. Cutoff scores are determined by the faculty of the pertinent departments following periodic review of data provided by the Institutional Research Department. The Assessment Center also provides specialized assessments for specific populations: GED, Test of Essential Academic Skills (TEAS), National Evaluation Series (NES), Washington Educator Skills Tests (WEST), and ALTA language proficiency exams for Dental Hygiene applicants.

The [Outreach and Recruitment department](#) is a resource to assist prospective students with inquiries about the College as well as the onboarding process. Additionally, the [Hawk Central](#) department was established in 2012 to provide a single point of contact for all students for admission, onboarding, financial aid, cashiering, and other processes. Upon admission, students complete the [Getting Started](#) onboarding process before meeting with a Completion Coach who reviews their placement and academic goals to help plan their first quarter's class schedule.

Requirements for continued enrollment as well as policies and procedures regarding possible dismissal from the College are outlined in the College Catalog and website and are reviewed with students during Student Orientation to Advising and Registration (SOAR) and First Year Introduction (FYI). Admission, continuation, and termination from specialized academic programs that include, but are not limited to, the health sciences, career and technical education, and Bachelor's programs, are published in student handbooks pertaining to these academic programs and are reviewed with students during specialized orientations provided by these programs.

Students who have a cumulative GPA below 2.0 after their first quarter will have a block put on their account not allowing them to register until the student has successfully completed the online Distress to Success workshop. A second quarter of a cumulative GPA below a 2.0 will require the student to meet with a counselor to address whatever issues or barriers may be impeding their academic success.

Policies and procedures are administered in a fair and consistent manner within designated timeframes extant within the procedures. In matters related to financial aid eligibility, CBC follows federal and state guidelines for [satisfactory academic progress](#). Regarding specialized program dismissal and academic reinstatement, determinations are generally made by deans, directors, and faculty members in accordance with each program's approved handbook.

### **Required Evidence for 2.C.3**

#### **Policies and procedures for recruiting, admitting, and placing students**

[Admissions Policy](#)

[Apply Page](#)

[Placement Options](#)

[Hawk Central](#)

[Application deadlines](#)

[Assessment Center \(Placement\)](#)

[Placement Results Guide](#)

Placement brochure examples: [ALEKS Testing](#), [Placement Options](#), [Viewing Placement Results](#)

[Outreach & Recruitment](#)

[CBC Catalog](#)

Admissions (pp. 11-13)

Graduation Requirements (pp. 32-34)

Degree and Certificate Requirements (pp. 44-207)

[Bachelor's Programs](#)

[School of Health Sciences Programs](#)

[School of Career and Technical Education Programs](#)

[Running Start](#)

[High School Completion](#)

[High School Equivalency \(HEP\)](#)

[English Language Acquisition \(ELA\)](#)

[General Education Development \(GED\)](#)

### **Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies/procedures**

[CBC Catalog](#):

Grade Appeal Process (pp. 20-21)

Standards of Academic Progress & Performance (pp. 22-23)

Appeal of Academic Suspension/Dismissal (p. 23)

[Standards of Academic Progress and Performance](#)

[Satisfactory Academic Progress \(for Financial Aid\)](#)

Sample Program Handbooks: [Nursing](#) and [Surgical Technology](#)

2.C.4 The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

The retention of student records, including provision for reliable and retrievable backup of those records, is a high priority. The Assistant Vice President for Enrollment Services, who is also the Registrar, has the primary responsibility for administrative policies and procedures pertaining to all student records, and is supported by the Associate Registrar and Assistant Registrar. The College follows the [Washington State Community and Technical Colleges Records Retention Schedule](#).

The College also has a [Data Governance Policy](#) to establish the College's requirements for the appropriate administration, maintenance, access, use, and security of institutional data. A Data Governance Committee is comprised of data stewards and data custodians who meet regularly to provide support and guidance in improving data as an asset to the College, reducing risk, and maximizing access and appropriate use of College data. The Assistant Vice President for Enrollment Services & Registrar is a member of the committee and is called out in the policy as the data custodian for enrollment and student records.

Student rights under the [Family Educational Rights and Privacy Act \(FERPA\)](#) are clearly articulated in the CBC Catalog, website, and the Code of Students Rights and Responsibilities. To ensure student rights are maintained, the College provides training to new faculty and staff through an on-line FERPA tutorial as well as a live FERPA presentation. Periodic updates and training during Teaching & Learning Professional Development Days are provided for all College personnel when new FERPA guidelines become available. The following is a list of additional procedures to assure FERPA compliance:

- Mandatory acceptance of confidentiality statement by staff and student employees prior to hire
- Program enhanced management of the College's Student Advising and Registration System (SARS)
- A lock-down file system
- Procedure for issuance of access to PeopleSoft (ctcLink) screens based on job duties and department need by Local Security Administrators (LSAs)
- Trainings on the student management system screens
- Secure Release of Information (ROI) procedure for authorized access to student records
- Trainings on ROI procedure to responsible staff

To protect the electronic records, file servers have Windows Shadow Copy enabled, which takes a snapshot of all files twice daily. Files are retained until overwritten (approximately 45 days). The backup software completes incremental data backups daily and full backups weekly. Those backup files are also written to magnetic tape which are retained in a vault for one month. The third week's tape backups are stored in a vault on the Richland campus for one year.

**Required Evidence for 2.C.4**

**Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies**

Records Management (CBC Policy)

Data Governance (CBC Policy)

Student FERPA page

CBC Employee FERPA Website

CBC Catalog:

Annual Notification of Rights Under FERPA (p. 23)

Records Retention (p. 24)

Washington State Community and Technical Colleges Records Retention Schedule



## 2.D Institutional Integrity

2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

The College represents itself clearly, accurately, and consistently through its announcements, statements and publications. The Assistant Vice President for Communications and External Relations functions as the College's Public Information Officer and, in partnership with the Director of Marketing and Communications, has primary responsibility to ensure all communications are accurate and truthfully reflect CBC's mission and values.

The Marketing and Communications team has the primary responsibility for overseeing information gathering, creating, and publishing of external publications, including custom flyers, mailers, and posters; program specific brochures; outreach materials; website; and internal communications such as the internal newsletter, Hawk Talk. Marketing and Communication staff work closely with all appropriate departments to ensure accuracy of information and consistent branding for publications. All publications and the College website are regularly reviewed by Marketing and Communication staff, administrators, and content owners to provide ongoing assessment of accuracy and design. The team also supports updates to the Events calendar on the public facing website and social media pages.

The Marketing and Communication team works with various departments and groups to post student information and notices on the reader board, digital displays across campus, and social media. The College's [Social Media Policy](#) requires all accounts for CBC departments, clubs, etc. be approved and account holders must complete training and abide by the policy, which includes a list of prohibited content. Each account also has a member of the Marketing and Communications Department who helps ensure appropriate messaging and usage.

To ensure a consistent look and feel across the website only employees [trained](#) as web ambassadors have access to add to and update the website. This training covers CBC's [brand](#) and writing style which includes an editing guide, photography style, and writing guides. All departments are responsible for ensuring that the content on their pages is accurate and updated on a regular basis. All changes are made by web ambassadors and are then approved by the Director of Marketing and Communications and/or Communications Consultant.

The College communicates accurate information about its academic intentions, programs, and services through the website, the catalog, and program handbooks. The College catalog is published annually and is primarily available through the website with printed versions available on request. The catalog contains descriptions of instructional programs, degree requirements, and course information including descriptions, credits, and prerequisites. Changes to courses and degrees are approved by the Curriculum Committee and the Course Master Manager is responsible for making sure any changes are updated in the Catalog. The other information in the College Catalog such as policies, descriptions of services, etc. are reviewed annually.

The College demonstrates that its academic programs can be completed in a timely fashion. Most associate's degrees can be completed in two years while the bachelor's degrees are able to be completed in four. Deans and faculty leads/coordinators ensure courses are offered enough times for students that need them to graduate. All degrees and certificates must meet a minimum number of credits. When new degrees are developed, the [Curriculum Committee](#) examines the number of credits over that minimum and looks for hidden prerequisites. This can be important for financial aid when too many credits would impact students' ability to get enough aid for degree completion and/or additional education after they leave the College. As part of the Guided Pathways work, the Counseling and Advising has partnered with academic programs to create course sequencing maps to guide students and show the amount of time degrees will take to complete. These will be posted for students in winter 2023.

### **Required Evidence for 2.D.1**

**Policies/procedures/ for reviewing published materials (print or websites) that assures institutional integrity**

[Social Media Policy](#)

[Brand Guide](#)

[Web Ambassador Training](#)

[Web Ambassador Expectations](#)

[Curriculum Approval Guide](#)

Program Maps for [Paramedicine](#) and [Associate Degree in Nursing](#)

### **Additional evidence for 2.D.1**

[CBC Catalog](#)

2.D.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

Columbia Basin College firmly advocates adherence to the highest ethical standards and conventions of conduct in its operations and management. The institution's commitment to integrity is shown through its Mission Statement, College policies, and Board policies.

The Board's Governance Process [GP-5: Code of Ethics for Board Members](#) details the ethical responsibilities of CBC Board members which include: representing un-conflicted loyalty to the interests of the citizens of Benton and Franklin counties, avoiding any conflict of interest with respect to fiduciary responsibility, not exercising individual authority over the College, and respecting the confidentiality appropriate to issues of a sensitive nature.

The President and, by extension, administrators are also required to perform in an ethical manner, particularly by the Executive Limitations (EL) policies. These EL policies cover:

- General Executive Accountability
- Treatment of Community Members and Students
- Treatment of Employees
- Compensation
- Treatment of Asset Protection
- Financial Planning
- Fiduciary Responsibility
- Communication and Support to the Board
- Emergency Executive Succession
- Tenure

Annually the President submits a monitoring report for each of the executive limitations showing compliance.

The College maintains policies on [affirmative action](#), [dignity](#), [diversity](#), [non-discrimination and harassment](#), and [standards of conduct](#) to provide further processes to ensure the institution maintains high ethical standards in relation to students, public, and faculty. CBC's [Code of Ethics Policy](#) lays out the expectations for all College employees. New employees as well as advisory committee members receive required training covering Washington state's [Ethics in Public Service Act](#). These policies are integrated into the faculty and staff contracts.

Complaints and grievances are addressed in a fair, equitable, and timely manner. The [student complaint process](#) is laid out on the College's website. There are specific types of issues (student court decisions, grade appeals, discrimination and harassment, parking citations, and debt review decisions) that have their own process and the complaint webpage helps students determine which process they should use. The Executive Assistant for the Vice President of Instruction is the ombudsperson and can help students through the complaint process or direct them to the right process for their issue. Students are also provided information about other resources such as the Washington Student Achievement Council (WSAC) complaint process, U.S. Department of Education (Office of Civil Rights), and the College's Title IX/EEO Coordinator.



Faculty complaint and grievance processes are documented in the [faculty collective bargaining agreement](#) under Article 8 Discipline, Article 10 Dismissal of Tenured & Probationary Faculty, and Article 16 Grievance Procedures. The [classified staff collective bargaining agreement](#) covers these areas in Article 2 Non Discrimination, Article 3 Workplace Behavior, and Article 30 Grievance Procedure.

Required and recommended posters about employment rights are placed in work areas across the College. The locations and electronic versions of the poster are available on the College's intranet. In addition, all students, employees, applicants, and visitors of CBC are covered by the College's [Non-Discrimination and Harassment Policy](#) and can fill out a [complaint form](#) if they have experienced or become aware of an incident that violates the Non-Discrimination & Harassment Policy and/or Title IX Grievance Policy policies.

### **Required Evidence for 2.D.2**

#### **Policies/procedures for reviewing internal and external complaints and grievances**

[Student Complaint Process](#)

[Grade Appeal Process](#)

[Faculty Collective Bargaining Agreement 2018-2021](#)

Article 8: Discipline (pp. 30-33)

Article 10: Dismissal of Tenured & Probationary Faculty (pp. 35-39)

Article 16: Grievance Procedure (pp. 74-76)

[Classified Employee Collective Bargaining Agreement \(WPEA\)](#)

Article 2 Non Discrimination (pp. 1-2)

Article 3 Workplace Behavior (pp. 2-3)

Article 30 Grievance Procedure (pp. 59-65)

[Harassment, Discrimination \(Including Sexual Misconduct\) and Retaliation Complaint Form](#)

[Revised Code of Washington 42.52: Ethics in Public Service Act](#)

[Annual Non-Discrimination Notice](#)

[Equal Employment Opportunity Affirmative Action \(CBC Policy\)](#)

[Dignity \(CBC Policy\)](#)

[Diversity \(CBC Policy\)](#)

[Non-Discrimination and Harassment \(CBC Policy\)](#)

[Standards of Conduct \(CBC Policy\)](#)

[Code of Ethics \(CBC Policy\)](#)

### **Additional Evidence for 2.D.2**

[Student Consumer Information Page](#)

[Workplace Posters](#)

[Monitoring Report for EL-1 General Executive Accountability](#)

[Monitoring Report for EL-2 Treatment of Community Members and Students](#)

[Monitoring Report for EL-3 Treatment of Employees](#)

[Monitoring Report for EL-4 Compensation](#)

[Monitoring Report for EL-5 Treatment of Asset Protection](#)

[Monitoring Report for EL-6 Financial Planning](#)

[Monitoring Report for EL-7 Fiduciary Responsibility | Financial Condition and Activity](#)

[Monitoring Report for EL-8 Communication and Support to the Board](#)

[Monitoring Report for EL-9 Emergency Executive Succession](#)

[Monitoring Report for EL-10 Tenure](#)

2.D.3 The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

The College has a commitment to avoiding conflicts of interests at all levels, including the Board, the President, administrators, faculty, and staff. All College employees must comply with the [Ethics in Public Service Act](#). The Executive Ethics Board has oversight responsibilities to ensure public employees in the State of Washington comply with the Act. The College's [Code of Ethics](#) clearly speaks to the Act and outlines instances when conflicts of interest occur.

In the Board's Governance Process GP-5: Board Members Code of Ethics, Board members are instructed to "represent unconflicted loyalty to the interests of the citizens of Benton and Franklin counties. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs. It also supersedes the personal interest of any Board Member acting as a consumer of the College's services."

The President is implicitly restricted from becoming involved in conflict of interest situations by the Board Policy Executive Limitations EL-1: General Executive Accountability, which states that "The President is held accountable for organizational compliance – ensuring and allowing any practice, activity, decision or situation is lawful, prudent and not in violation of commonly accepted business and professional ethics, and that fit within the provisions set forth in the State Board for Community & Technical College, Office of Financial Management and Columbia Basin College policies, and/or take into account any executive order of the Governor of the State of Washington."

To ensure awareness of these conflicts of interest requirements, the College makes available on its website the following policies: Code of Ethics, Whistleblower, Nepotism, and Consensual Relations Leading to Conflict of Interest, Administrative, Exempt & Faculty Personnel Selection Policy. The College has provided ethics training to all classified staff, faculty, and administrative/exempt staff in the last two years and sends out yearly Whistleblower notifications to all staff reminding them of the reporting mechanism for allegations of ethics violations.

The collective bargaining agreements for faculty and classified staff also speak to off-duty activities that are said to be a conflict of interest as set forth under the Ethics in Public Service Act. In the faculty collective bargaining agreement, if the off-duty conduct is a conflict of interest as set forth in the Act and is detrimental to the faculty member's work performance or the programs of the College or otherwise constitutes just cause, the faculty member can be disciplined accordingly. Very similar contract language is included the classified employee collective bargaining agreement. Both agreements require faculty and staff to report all arrests and any court-imposed sanctions or conditions that affect their ability to perform assigned duties within 24-hours or prior to their scheduled work shift, whichever occurs first.

### **Required Evidence for 2.D.3**

#### **Policies/procedures prohibiting conflict of interests among employees and board members**

Revised Code of Washington 42.52: Ethics in Public Service Act

Code of Ethics (CBC Policy)

Governance Process GP-5: Board Members Code of Ethics (Board Policy)

Executive Limitations EL-1: General Executive Accountability (Board Policy)

Whistleblower (CBC Policy)

Nepotism (CBC Policy)

Consensual Relations Leading to Conflict of Interest (CBC Policy)

Administrative, Exempt & Faculty Personnel Selection (CBC Policy)

Faculty Collective Bargaining Agreement 2018-2021: 8.5.7 Off-Duty Conduct (p. 33)

Classified Employee Collective Bargaining Agreement (WPEA): 28.4 Off-Duty Conduct (p. 57)



## 2.E Financial Resources

2.E.1 The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

Columbia Basin College follows the GAAP-based Washington Office of Financial Management's (OFM) State Administrative & Accounting Manual (SAAM) for its accounting practices. The policies and procedures in SAAM are the minimum that state agencies must meet. CBC also follows the ctcLink Accounting Manual, previously known as the Fiscal Affairs Manual, for its budgeting, accounting, auditing and financial practices. This manual is currently being rewritten to reflect the changes from a legacy system to the new ERP system (ctcLink). The manual includes guidance, policies, and procedures specifically for the community and technical system colleges.

### **Audits and Financial Reviews**

CBC is audited annually by the State Auditor's Office. The audit is conducted in accordance with Generally Accepted Auditing Standards (GAAS), the standards applicable in governmental auditing. CBC's Audited Financial Statements are publicly available and can be found on the State Auditor's website. Meeting the NWCCU expectation of completing the audits within a nine-month period after the end of the fiscal year has been challenging due to the timing of receiving pertinent state-level financial data, the scheduling of SAO audits, and the amount of time to go through the audit. However, CBC has completed its audits six of the last eight years within the first nine months of the following year and has completed all audits with no findings.

Every three years, SBCTC conducts fiscal reviews (audits/risk assessments) of the Colleges' grants programs and select operational areas. In fiscal year 2021-22, an audit was conducted at CBC which included twelve grant programs as well as a limited review of payroll and human resource functions. The operational review of payroll and human resource functions was conducted to ensure that overtime and contract payments were properly approved, documented, and correct during the audit period. The grant review focused on salaries and wages and ensured that they reconciled with payroll records and were supported with federally mandated documents and records.

### **Reporting**

The Board of Trustees are provided monthly and quarterly reports that include revenues, expenditures, current cash flow, net position, and other important financial information. These reports can be found on CBC's Board of Trustee's webpage in the Board packets and include:

- Operating Funds Variance Report: shows revenues and expenditure ratios for the major operating funds (State, tuition, fees, and contracts).
- Cash Reserve Report: shows cash in the bank and in investments, receivables, payables, restricted fund balances, and Board policy reserve balances.
- Statement of Revenues, Expenses and Changes in Net Position Report: provides on a quarterly basis operating revenues, operating expenses, non-operating revenues, non-operating expenses, and capital appropriations.

### **College Foundation**

The College Foundation's monthly income statement and balance sheets are prepared by an independent accountant and provided to the Foundation board of directors for approval. Annually, individual endowment account balances are pulled by the independent accountant. Those values are provided to the Foundation board of directors for review as well as determination of distribution amounts. The foundation policies indicate that the board can pull 3-5% of the values annually for use for the purposes established in the original endowment document. As an independent organization, the Foundation contracts with an audit firm for a comprehensive audit annually. CBC's financial statements include information and reports regarding the College Foundation's most recent financial statements.

**Required Evidence for 2.E.1****Policies/procedures that articulate the oversight and management of financial resources**

[Executive Limitation EL-7 Fiduciary Responsibility / Financial Condition and Activity \(Board Policy\)](#)  
[State Administrative & Accounting Manual](#)  
[ctcLink Accounting Manual](#)  
[Fiscal Affairs Manual \(State Board for Community and Technical Colleges\)](#)

**Latest external financial audit including management letter**

[CBC Financial Statements Audit Report for Fiscal Year 2020-21](#)

**Cash flow balance sheets**

[Statement of Cash Flows for Year Ending June 30, 2021 \(from Audit Report p.24\)](#)

**Audited financial statements**

[Financial Statements Audit Report for July 1, 2020- June 30, 2021](#)  
[Financial Statements Audit Report for July 1, 2019- June 30, 2020](#)  
[Financial Statements Audit Report for July 1, 2018- June 30, 2019](#)  
[Financial Statements Audit Report for July 1, 2017- June 30, 2018](#)  
[Financial Statements Audit Report for July 1, 2016- June 30, 2017](#)  
[All Past Audit Reports from the Washington State Auditor's Office](#)

**Tuition and fees, educational, and auxiliary revenue for undergraduate and graduate enrollments**

[Statement of Revenues and Expenses Year Ending June 30, 2021 \(from Audit Report p. 23\)](#)

**Significant contracts/grants**

[Grant Award Report Three Year Summary \(December 2022\)](#)

**Endowment and giving reports**

[Foundation Income Statement December 2022](#)  
[Foundation Balance Sheet for December 2022](#)  
[Foundation Investment Allocations 2022-23](#)  
[Foundation Financial Statement and Independent Auditors' Report](#)  
[Foundation Endowment Report Example \(Redacted\)](#)  
[Foundation Year in Review](#)

**Investment revenue**

[Statement of Revenues and Expenses Year Ending June 30, 2021 \(from Audit Report p. 23\)](#)

**Additional Evidence for 2.E.1**

[Board of Trustees Packets with Financial Reports: \(2017-2022\)](#)  
[Operating Funds Variance Report October 2022](#)  
[Cash Reserve Report October 2022](#)  
[Statement of Revenues, Expenses and Changes in Net Position Report September 30, 2022](#)  
[Fiscal Review Plan FY 2021-22 \(SBCTC\)](#)  
[CBC Fiscal Year 2020-21 Fiscal Review](#)

2.E.2 Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

**Board of Trustees Policies**

Financial planning expectations at CBC are set by the Board of Trustee policies [Executive Limitations EL-6 Financial Planning](#) and [Executive Limitations EL-7 Fiduciary Responsibility / Financial Condition and Activity](#). Policy EL-6 requires fiscal planning to align with the Board's Ends policies and ensures that planned

expenditures for the year are within conservative and credible revenue projections and accumulated reserves. Policy EL-7 requires the President to promote fiscal integrity and to avoid deviation from Board-approved priorities. Additional requirements include:

- Limit yearly expenditures to within the Board-approved budget
- Limit yearly expenditures to revenues received, plus accumulated reserves
- Incur debt only to an amount that can be repaid by unencumbered revenues within the year or from accounts specifically created for that purpose
- Maintain fiscal integrity by ensuring that fund balances are positive at the end of the fiscal year
- Settle payroll and debts in a timely manner
- Receive Board approval for property acquisitions, encumbrances, or dispositions
- Maintain operating and other reserves at Board-approved levels

Every year during the annual Board Retreat in August amounts are presented and proposed to the Board for the reserves listed below. The Board reviews the proposed amounts and, once the amounts are approved, they are incorporated into the monthly cash balance reports which are provided during the regular Board meetings.

- Current Operations: Approximately two months of operating expenses
- Emergencies: For unforeseen disasters, pandemics, or other emergencies in support of business continuity and recovery operations
- Unplanned Capital Repair & Replacement: For repair or replacement of failed critical systems (roofs, HVAC, plumbing, etc.)
- Planned Future Operations: To support future program offerings and growth
- Capital Facilities Projects: To support current and planned capital projects (new buildings, renovations, real estate acquisitions, etc.)

### **Budget Development**

CBC has an extensive budget development process that includes input from employees at all levels of the institution and from various groups, including Institutional Research, Strategic Enrollment Management, and Cabinet. The process begins each year in December and ends in June when the Board gives final approval of the budget. The budget development process includes the following steps:

- A baseline expenditure budget is created in budgeting software and includes labor (payroll and benefits) and non-labor based on the current year's budget.
- Budget managers (directors, deans, VPs, etc.) review their departmental budgets and request corrections as necessary to the labor portion of their budgets. Budget managers are encouraged to work with their respective staff throughout the departmental budget review process.
- Budget Services, along with input from the Vice President for Administrative Services, Cabinet, Institutional Research, and the Strategic Enrollment Management Committee, develops preliminary revenue assumptions. Assumptions are revised throughout the budget development period as necessary, based on information received along the way.
- Budget Services provides budget management training sessions for budget managers.
- Budget managers with additional budget requests (enhancement requests) are provided with time to develop their proposals and to present them to Cabinet for consideration.
- Revenue assumptions are finalized based on the latest factors and information.
- The budget is balanced as necessary, including approved enhancement requests, and finalized.
- A budget proposal is created for presentation to the Board of Trustees.
- After the Board's approval, the financial budgeting system is updated to reflect the approved budget.

### **Capital Budgeting and Expenditures**

CBC manages its capital budgets and expenditures in accordance FAM (Chapter 30) and SAAM (Chapter 30) policies and with Chapter 6 of the SBCTC Policy Manual. In addition, CBC uses resources, tools and procedures provided by SBCTC for monitoring, emergency requests, assessments, and dispositions.

Each biennium, CBC receives a capital allocation for building repairs, renovations, and other types of approved projects through the biennial allocation process. Allocations are based on a biennial Facility Conditions Survey. In Washington State, the Real Estate Services (RES) branch of the Washington State Department of Enterprise Services agency is responsible for all rental, lease, or purchase acquisitions of real property by/for community colleges. CBC also utilizes the Public Works Design & Construction Services for all capital project contracting, design, engineering, and management responsibilities.

### **ASCBC and Auxiliary Services**

The Associated Students of Columbia Basin College (ASCBC), the student government body, develops their [budget](#) through their annual budget development process. The budget is supported by Service and Activities Fees collected during the enrollment process. Service and Activities Fees are regulated by RCW [28B.15.041](#) through [28B.15.045](#).

CBC currently has a [Bookstore](#) and a [Student Housing Unit](#) as its two primary auxiliary services. Each operates as its own cost center in which revenues collected throughout the fiscal year are expected to cover all operating expenses for that same year. The bookstore's budget is developed through its internal budget development

### **Washington State Commission and Council Meetings**

Washington State's community and technical college system includes a system of [commissions and councils](#) that work on policy recommendations as referred by its members and by the Washington Association of Community and Technical Colleges (WACTC), composed of the college presidents. The commissions include the [Business Affairs Commission](#) (BAC), generally composed of the chief business officers at each institution. BAC acts on matters referred to it by WACTC, develops and recommends uniform system-wide policies and procedures, and works with other stakeholders that have an interest in the business and financial concerns of the colleges (e.g., SBCTC, SAO, OFM, etc.). BAC includes the [Budget Accounting and Reporting Council](#) (BAR) and the [Purchasing Affairs Council](#) (PAC). These councils typically focus on matters pertaining to financial planning, compliance, reporting, and resources and are generally composed of business office directors and procurement office directors, respectively.

### **Departmental Meetings**

Accounting, Budget, and Purchasing department directors and assistant directors meet regularly to discuss processes, procedures, internal controls, compliance, regulations and any other topics that can affect the department's work. Throughout the year, there are many communications that are received from various OFM and SBCTC sources via the following commission and council mailing lists:

- Business Affairs Commission (BAC)
- Budget, Accounting and Reporting Council (BAR)
- Purchasing Affairs Council (PAC)
- Operations and Facilities Council (OFC)

Department managers ensure that any changes, such as changed requirements, regulations, compliance issues, and procedures are communicated to all staff and implemented in College procedures as necessary.

### **Procedures**

With the transition to PeopleSoft, procedures have become more centralized within the statewide system of community and technical colleges. The [ctcLink Reference Center](#) includes guides covering all aspects of the ctcLink System, including accounts payable, accounts receivable, purchasing, budgeting, and student finances. The [SBCTC Accounting and Business Services](#) web page contains a variety of procedures and resources to assist with standard practices across the colleges. The site includes specific instructions for procedures, such as State Reimbursement Process and Building and Innovation Draws and Payments. It also includes guidance and information for payroll, fiscal reviews, and financial statements.

### **Required Evidence for 2.E.2**

**Policies / procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds**

[Executive Limitation EL-6 Financial Planning](#) (Board Policy)

[Executive Limitation EL-7 Fiduciary Responsibility / Financial Condition and Activity](#) (Board Policy)

[Board of Trustees Reserves FY23 Final](#)

[Cash Final July 1, 2022](#)

[Operating Budget Proposal FY23](#)

[Budget Development Calendar](#)

[Minor Capital Tracking](#)

[Facilities Condition Survey](#)

[WACTC Commissions and Councils](#)

**Sample of meeting agendas, minutes, and/or other documentation as evidence of meaningful opportunities for participation by stakeholders**

- [Board of Trustees Retreat Presentation from Admin Services for FY23](#)
- [Board of Trustees Packet for January 9, 2023](#) (shows monthly reporting)
- [Board of Trustees Agenda for May 9, 2022](#) (first reading of the College's proposed budget)
- [Administrative Council Agenda April 2022](#)
- [Program Review Template](#) (Q2 shows faculty are asked about budget enhancements)
- [Above Baseline Proposal Process Memo for FY23](#)
- [Above Baseline Proposal Form for FY23](#)

2.E.3 Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

**Financial Resource Management**

CBC manages its financial resources openly and transparently in accordance with Board of Trustees policies and all applicable rules and regulations. The Board of Trustees periodically monitors executive performance through [Board-Staff Linkage BSL-5 Monitoring Executive Performance](#). The monitoring reports are posted on CBC's website on the [Board of Trustees page](#) and include a response from the College president on how Board policy requirements are being met, along with supporting evidence. Below are the latest Executive Limitations Monitoring Reports supporting transparent and compliant financial resource management. Monitoring is performed in areas such as compliance with state and federal rules and regulations, expenditures and budget management, debt management, fiscal integrity, timely tax and other governmental payments, financial reporting, grants, and more.

- [EL-1: General Executive Accountability](#)
- [EL-5: Treatment of Asset Protection](#)
- [EL-6: Financial Planning](#)
- [EL-7: Fiduciary Responsibility | Financial Condition and Activity](#)
- [EL-8: Communication and Support to the Board](#)

**Fiscal Health Measures**

Each year, SBCTC creates a report with key [fiscal health measures](#) for each college in the system. The reports are sent to the Presidents and business officers at each college and provide a comparison on how their college (or district) compares to the average of other similarly sized colleges within the system. Key indicators include operating margin, operating reserve to expenditures, tuition per FTE, operating revenue to debt, local funds, and investments.

**Internal Controls**

The College follows internal control practices as defined in the [State Administrative and Accounting Manual](#) to safeguard its assets, maintain accurate accounting data, and to reach and support operational efficiency. Part of this work includes the submission of annual financial disclosure certifications to OFM, internal fiscal audits conducted by SBCTC, and routine Accounting Services staff meetings to review and discuss process and procedures.

**Required Evidence for 2.E.3**

**Description of internal financial controls**

- [State Administrative and Accounting Manual](#) (Chapter 20 pp. 115-140)
- [CBC-Financial Disclosure Certification FY 22](#)



**Board approved financial policies, state financial policies, or system financial policies**

Executive Limitations EL-1: General Executive Accountability (Board Policy)

Executive Limitations EL-5: Treatment of Asset Protection (Board Policy)

Executive Limitations EL-6: Financial Planning (Board Policy)

Executive Limitations EL-7: Fiduciary Responsibility/Financial Condition and Activity (Board Policy)

Executive Limitations EL-8 Communication and Support to the Board (Board Policy)

State Administrative & Accounting Manual

ctcLink Accounting Manual

Fiscal Affairs Manual

**Other Evidence for 2.E.3**

Monitoring Report for EL-1: General Executive Accountability

Monitoring Report for EL-5: Treatment of Asset Protection

Monitoring Report for EL-6: Financial Planning

Monitoring Report for EL-7: Fiduciary Responsibility | Financial Condition and Activity

Monitoring Report for EL-8: Communication and Support to the Board

Fiscal Health Measures (from SBCTC)

Debt Service Schedule



## **2.F Human Resources**

2.F.1 Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Upon hire, employees are provided information related to their working conditions, assignments, rights and responsibilities, and evaluation. Additionally, employees are given job descriptions, applicable collective bargaining agreements, and performance evaluation materials that provide additional details on working conditions, assignments, rights and responsibilities, promotion, and termination.

Faculty are represented by the Association for Higher Education (AHE), with employment terms (work hours, wages, and working conditions) negotiated and included in a collective bargaining agreement (CBA). The faculty CBA includes provisions addressing the tenure review process for probationary faculty members and promotion process for tenured faculty members. The criteria for the awarding of tenure or promotion are clearly stated and include: success in educating, advising and mentoring students; scholarship (which includes research and/or artistic creation); and service to the College community. All members of a Peer Review Committee and tenure-track faculty are required to attend annual training co-presented by the faculty union president and the Vice President for Instruction to reinforce the tenure process and announce any changes. Faculty members are reviewed during the tenure process on a quarterly basis, and once tenure is awarded, they can be promoted and receive merit pay based solely on accomplishment and excellence in the criterion areas.

The College's expectations are clearly specified and communicated to faculty. Although the primary duty of full-time instructors, counselors, and librarians is to serve the needs of students by teaching or providing counseling or library services, the faculty CBA includes provisions that speak to the overall professional duties, responsibilities, ethics, and workload standards expected by the College. The faculty CBA includes sections that address expectations that are specific to instructors, counselors, and librarians. The faculty CBA provides additional information on evaluation, retention, promotion, and just-cause termination processes.

Classified staff meet with their assigned supervisor to review the duties and responsibilities detailed in their position's job description. This includes performance expectations for their six-month to one-year probationary period. Classified staff are evaluated annually after completion of their probationary period.

Classified employee collective bargaining agreements are negotiated every two years and include detailed information on wages, work hours, and working conditions. The Classified Employee CBA also includes provisions describing the evaluation, retention, promotion, and termination processes.

Exempt administrative/professional staff members are "at-will" employees, meaning they can be terminated with or without cause as determined by the College president with 30 calendar days' notice of separation. As these employees are "at-will," there is a less documented process for termination, though the College has adopted a Standards of Conduct policy that details a progressive discipline policy. The Standards of Conduct policy is a behavioral code, with examples of inappropriate behavior and a process for addressing behavior that violates the policy when it occurs. Available to staff on the web, the Standards of Conduct policy applies to all staff, though the policy references compliance with applicable collective bargaining agreements for represented staff and progressive discipline as noted in the policy for non-represented staff.

### **Required Evidence for 2.F.1**

#### **Human resource policies / procedures**

Equal Employment Opportunity Affirmative Action Plan (CBC Policy)

#### **Policies/procedures related to teaching, scholarship, service, and artistic creation**

Faculty Publications & Royalties (CBC Policy)

Faculty Collective Bargaining Agreement 2018-2021: Intellectual Property Rights (pp. 21-22)

**Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination**

Administrative and Professional Exempt Leave (CBC Policy)

Alcohol & Drug Free Workplace (CBC Policy)

Classification (CBC Policy)

Classified Staff Reduction in Force (CBC Policy)

Employee Assistance Program (CBC Policy)

Exempt Personnel Contracts (CBC Policy)

Family and Medical Leave (CBC Policy)

Leave for Temporary Hourly and Student Workers (CBC Policy)

Non-Represented Classified Staff Leave (CBC Policy)

Non-Represented Classified Staff Salary Determination (CBC Policy)

Personnel File (CBC Policy)

Possession and Consumption of Alcoholic Beverages (CBC Policy)

Reasonable Accommodation and Return to Work (CBC Policy)

Resignations (CBC Policy)

Shared Leave (CBC Policy)

Standards of Conduct (CBC Policy)

Telework (CBC Policy)

Whistleblower (CBC Policy)

Faculty Collective Bargaining Agreement 2018-2021 & Faculty CBA Extension

Section 6.1 Non-Discrimination and Affirmative Action (pp. 16-17)

Section 6.3 Safe Working Conditions (p. 17)

Section 6.11 Intellectual Property Rights (pp. 21-22)

Section 6.12 Curriculum (p. 22)

Article 7 Workload (pp. 23-30)

Article 8 Discipline (pp. 30-33)

Article 9 Evaluation (pp. 33-35)

Article 10 Dismissal of Tenured & Probationary Faculty (pp. 35-39)

Article 11 Tenure (pp. 39-48)

Article 12 Reductions in Force (pp. 48-54)

Article 14 Promotion (pp. 61-66)

Section 17.10 Adjunct Faculty Evaluation (p. 83)

Appendix F Tenure documents (pp. 97-115)

Classified Employee Collective Bargaining Agreement (WPEA)

Article 2 Non Discrimination (p. 1)

Article 3 Workplace Behavior (pp. 2-3)

Article 6 Performance Evaluation (pp. 10-11)

Article 28 Disciplinary Procedures (pp. 56-58)

Article 41 Classification (pp. 89-92)

2.F.2 The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

Columbia Basin College provides regular and ongoing opportunities for faculty, staff, and administrators to obtain professional development to advance skill level, contribute to the College's mission and goals, and maintain proficiency in their positions.

The College provides multiple options and opportunities for all employees to learn about the College and to engage in professional growth and development through its Welcome Week, quarterly Teaching and Learning Professional Development Days, New Employee Orientation Week, and Leadership Development Program. All employees, regardless of employee category, are welcome to participate in the following activities:

- **Welcome Week** is a full week of professional and personal growth opportunities for all employees that

is scheduled for the week before the start of fall quarter. The program includes sessions on such topics as Assisting the Student Experiencing Challenges, The Evolution of Student Disability and Accessibility, Transform Your Team with “Yes, And,” Faculty Assessment of Institutional Learning Outcomes, Classroom Technology 101, Ethics in State Government, and a variety of programs supporting the College’s Diversity, Equity and Inclusion (DEI) goals.

- **Teaching and Learning Professional Development Days** occur each quarter of the academic year. This quarterly event typically starts with a keynote speaker followed by breakout sessions. The fall 2022 day focused on DEI issues and addressed such topics as Hybrid Learning & Inclusive Pedagogy Best Practices, Reason Quantitatively and Symbolically Rubric Norming Session, Rooted in Love – Creating an Equity-Centered Syllabus, Emergency Preparedness, and Introduction to Predictive Analytics.
- **New Employee Orientation Week** is a week-long activity in which all newly hired employees are required to participate. This orientation to the College covers its systems, mission, and policies; information about departments and resources; and introductions to College leadership and strategic goals. The week is designed to quickly acclimate new hires to the College and their role in student success.
- **The Leadership Development Program (LDP)** is an academic-year long program with a mission to develop the talent of employees wishing to gain leadership skills that are deemed beneficial to future College leaders. Participants meet monthly to learn about themselves and identify both their leadership strengths and areas to develop; hear from experts in the field (within and external to the education system); and make connections that will help them in the future. In academic year 2022-23, participants will focus on team building, self-assessment, leadership, human capital management, self-awareness and working with others, change management, data informed decisions, and developing a portfolio.

Faculty members are expected to pursue appropriate professional development activities in order to stay current in their assigned teaching fields, program, and discipline. This expectation is characterized in the [faculty collective bargaining agreement](#) as an “essential part of a faculty member’s responsibility,” as is maintaining required licensing and certifications.

The College has a [Teaching and Learning Center for Excellence](#) that supports faculty members on course design best practices, Canvas resources, tips on student-centered instructional approaches, and other professional development opportunities. To accomplish its mission, the Center:

- Provides leadership and coordination in promoting student-centered, inclusive instructional approaches.
- Offers flexible, ongoing faculty professional development opportunities, 1-1 consultations and small-group training to faculty.
- Creates opportunities for all faculty to come together to exchange their teaching best practices and success stories.
- Offers support to faculty in developing online, hybrid, HyFlex and technology-enhanced courses and learning experiences for students.

As a part of the Center’s mission, faculty explore various pedagogical approaches and teaching innovations such as backward course design, Hy-Flex, flipped learning, and universal design for learning and inclusive pedagogy.

A faculty [professional development funds program](#) provides each full-time faculty member with \$200 annually that can be used to support individual professional development needs. These funds are taken from a special budget overseen by the president. Beyond these funds, faculty members are able to access additional funds from several sources: division and instructional budgets; the budget for assessment projects managed by the Assessment, Teaching and Learning Committee; the Columbia Basin College Foundation, which manages the [Exceptional Faculty Award](#); and special grant funding, including the Carl Perkins funds for technical and professional programs and other federal grant programs. As a result of these multiple funding opportunities for faculty professional development, a significant proportion of faculty members engage in some form of professional development annually.

Sabbatical and professional development leave are described in the faculty CBA and supported by funds made available from a variety of sources, including the President’s office, the College Foundation, and

division budgets. Prior to the pandemic three or four faculty members took advantage of sabbatical leave each year to pursue additional degrees or certifications, write books, or conduct other research or development activities. While funding and availability has remained static, since 2019-2020 requests have decreased to one to four requests per year.

Faculty members in their probationary period are required to work with their Peer Review Committee to establish a Professional Development Plan (PDP) that addresses success in teaching/learning and assessment, professional development goals and a list of activities that demonstrate participation in shared governance and service to the College community. This process is documented in the faculty CBA.

The faculty CBA also includes required professional development days that are counted toward the annual workload for each full-time faculty member. Faculty are provided up to ten In-Service days, three of which are Teaching and Learning days each year. The intent of these days is to engage in the assessment work required of the College's assessment plan for accreditation purposes and in scheduled professional development activities. Faculty are also provided up to five Professional days as identified by the faculty member and approved by the supervisor in the Professional Days Plan.

Administrative/exempt staff members are provided with funding for professional development on an as-needed basis to fulfill the requirements of the position and overall mission of the College. Each department or division generally budgets funds to allow staff to attend professional organization meetings. Throughout the year the staff and faculty participate in webinars, Teaching and Learning days, and other activities intended to maximize opportunities while minimizing cost. Additionally, as the Administrative Council meets each month to share news, get updates, discuss issues and recommend direction, they have recently included a professional development activity designed around the college mission, DEI efforts, and culture development. Through the Administrative Exempt Professional Development Funds Program, funded by the CBC Foundation, staff can apply for funds to attend a conference or webinar, support college tuition or fees, to pay for professional certification, etc.

Classified and support staff are also provided with opportunities for professional and skill development. Training is provided at the department level by individual supervisors based upon the needs of the position and/or professional development identified through each employee's annual Performance and Development Plan. Additionally, many of the College's classified staff members take advantage of a state employee tuition waiver program by enrolling in college courses to improve skills or pursue degrees. This waiver program allows staff to take courses for only \$5.00. The classified staff members also maintain a self-funded scholarship program to support their continuing education interests.

## **Required Evidence for 2.F.2**

### **Employee professional development policies/procedures**

Classified Staff Training and Development Program (CBC Policy)

Classified Staff Performance and Development Plan Evaluation

Faculty Collective Bargaining Agreement 2018-2021

Section 15.10 Professional Leaves (sabbatical and professional development) (pp. 70-74)

Appendix C Professional Days Plan (p. 93)

Appendix F- F3- Professional Development Plan for Probationary Faculty (p. 102)

Appendix F- F9- Professional Improvement Plan for Probationary Faculty (pp. 111-112)

Appendix G Promotion Process Supporting Information and Rubric (pp. 116-119)

Classified Employee Collective Bargaining Agreement (WPEA)

Article 9 – Training and Employee Development (pp. 16-18)

Leadership Development Program

Faculty Professional Development Funds Guidelines

Exceptional Faculty Award

Administrative Exempt Professional Development Funds

## **Additional Evidence for 2.F.2**

[Teaching and Learning Professional Development Day Agenda Fall 2022](#)

[Teaching and Learning Center for Excellence](#)

[Welcome Week Agenda](#)

[New Employee Orientation Week Agenda](#)

[Revised Code of Washington 28B.15.558: Waiver of tuition and fees](#)

[WPEA Scholarship Program](#)

2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

### **Staffing Data**

To carry out the mission and instructional needs of the institution, the College employs 139 full-time faculty, 137 adjunct faculty, 135 administrative/exempt staff, 141 classified support staff (headcount, fall quarter 2022). Employees have been selected based on stated qualifications for each position and having the requisite educational background, experience, and skills to perform the primary responsibilities of their positions.

### **Qualifications**

State law provides authority to the Washington State Board for Community and Technical Colleges (SBCTC) to set general standards of qualifications for faculty and administrative/exempt employees working within the community and technical college system. Selection of employees for other than the classified service must be based upon the general standards established by SBCTC and the College board of trustees. These requirements must be consistent with the [Washington Administrative Code \(WAC\) 131-16-080](#) which lists the general qualification for candidates to possess and [Washington Administrative Code \(WAC\) 131-16-091](#) describing additional qualifications for faculty and administrators working in professional-technical programs.

Working within the SBCTC's parameters, the College has specified qualifications for each position as summarized below:

**Faculty:** For full-time faculty positions in academic transfer departments a master's degree within the discipline is a common minimum requirement, and an increasing number of faculty members have doctoral degrees. Among workforce programs, faculty members frequently have master's degrees within their discipline or maintain specialized certifications necessary to accomplish their instructional role. Faculty counselors and librarians have master's degrees in their fields. Consistent with the College's mission statement and student success orientation, qualifications include demonstrated ability to relate to students of varied ethnicity, ages, backgrounds, and to cooperate with colleagues and students.

**Administrative/Exempt positions:** Administrative/exempt positions generally require a minimum of a bachelor's degree and three to five years of experience, but individuals often exceed the minimum qualifications.

**Classified positions:** As civil service positions, classified staff qualifications are governed by the Office of Financial Management (OFM) through its adoption of Washington State civil service [classification plan](#). Through the collective bargaining process, the College and the union representing classified staff have confirmed the continued application of OFM's Classification Plan. Each classified position is allocated to the classification that best describes or "best fits" assigned duties. Each classification includes a listing of required knowledge and abilities, legal qualifications (if any), and desirable qualifications. The civil service structure allows the College to maintain a high level of consistency across classified staff job classifications.

## Recruitment

New and vacant position openings are carefully reviewed by the appropriate supervisors, vice-president, and human resources specialists prior to posting for recruitment in order to ensure effective resource allocation, alignment between assigned duties, qualifications, and competitive compensation. Also, as a body, the College Cabinet reviews and approves recruitments prior to posting. All administrative and classified employees have job descriptions that clearly identify the scope and responsibilities of their positions. These job descriptions are reviewed periodically by human resources personnel and management for consistency and accuracy in meeting the current needs and requirements for each position. As the College updated job descriptions this past year, statements were included related to responsibilities to advance the College's DEI and mission work. Employees are provided copies of their job descriptions when they start their employment and when modifications are made to their workload or scope of duties.

The College has developed and maintained administrative procedures addressing employee selection: [Administrative, Exempt & Faculty Personnel Selection](#), [Classified Staff Personnel Selection](#), and [Hiring of Adjunct Faculty](#). The [Appointing Authority policy](#) defines who has the final approval for hiring.

To enhance equity, validity, and diversity in faculty and staff hiring, CBC has adopted Oregon State University's Search Advocate program model. Over the past four years, CBC has offered a workshop series to faculty and staff that addresses current research about implicit bias, diversity, the changing legal landscape in hiring, inclusive employment principles, practical strategies for each stage of the search process, and effective ways to be an advocate on a search committee. As external committee members, search advocates are able to explore assumptions, norms, and practices that an internal member might not question. Since 2020 search advocates have been required on faculty search committees.

## Academic Program Oversight and Continuity

The College embraces a shared governance model which promotes faculty and staff involvement in decision-making at appropriate levels of the organization. Faculty members are encouraged to be actively involved in the various committees and professional organizations that help ensure the quality of instructional programs through curriculum, faculty, and program development. Continuity, quality, and integrity in classes and programs are ensured through several processes:

- The [Curriculum Committee](#), a subcommittee of Faculty Senate, is made up of elected faculty from each instructional division, a librarian, a counselor, administrators, and the registrar who is a non-voting member. The committee meets twice monthly to review and approve all new classes and programs of study including new degrees before they are offered.
- The Student Success Leadership Committee uses the lens of student success and equity to facilitate college-wide collaborations. The committee has members from faculty and staff across the College.
- The *Inclusivo* Steering Committee has membership from faculty, classified staff, and exempt staff and is tasked with developing the framework for submitting strategies that support the strategic plan's initiatives.
- [Student Learning Assessment](#) is a faculty led process and resource focused on growth and improvement. It provides a forum for faculty to engage in meaningful discussions about curricular design, student learning, source content and program objectives. The assessment process highlights the importance of a coherent curriculum and curricular structure. An important part of the process is the [Assessment, Teaching and Learning Committee](#), another subcommittee of Faculty Senate. The ATL Committee meets twice a month and membership includes faculty members and instructional administrators/exempt staff.
- All workforce programs have advisory committees that provide guidance to the program faculty and staff.
- Health Sciences programs, where appropriate, maintain external accreditation.
- Many of the workforce programs in the trades are certified by the appropriate trade association.
- The College uses a [Program Review](#) process for both academic and workforce programs. The process seeks to aid institutional self-assessment and reporting on student learning. It is also an opportunity for programs to reflect and characterize their own roles and mission at the College. While reporting of results is a part of program review, the ultimate intent is to understand an institution-wide



perspective in order to make decisions that benefit students. CBC has diverse program areas that serve many students at different points in their college careers. Understanding this diversity with open-mindedness is a key pre-requisite to working toward program goals, and linking all programs and faculty to our collective, institutional goals.

Instructional policies are in place and are used as a framework to ensure that educational practices are sound, demonstrate integrity, and provide consistency where needed. Instructional policies are published on the College web site. Academic policies regarding students are published in the College Catalog and on the web site. Academic and instructional policies are consistent for all programs and classes regardless of delivery site or modality.

### **Required Evidence for 2.F.3**

#### **Documentation about engagement and responsibilities specified for faculty and staff, as appropriate**

Faculty Collective Bargaining Agreement 2018-2021

Article 7 Workload (pp. 23-30)

Article 14 Promotion (pp. 61-66)

Appendix B Professional Technical Certification (pp. 91-92)

Classified Employee Collective Bargaining Agreement Article 41 Classification (pp. 89-92)

#### **Personnel hiring policy/procedures**

Administrative, Exempt & Faculty Personnel Selection (CBC Policy)

Appointing Authority (CBC Policy)

Hiring of Adjunct Faculty (CBC Policy)

Classified Staff Personnel Selection (CBC Policy)

Exempt Personnel Contracts (CBC Policy)

Part-Time Hourly Employment (CBC Policy)

Student Employment Supervisor Resources

Washington Administrative Code 131-16-070: Adoption and publication of district personnel selection practices and standards

Washington Administrative Code 131-16-080: General standards of qualifications for community and technical college personnel

Washington Administrative Code 131-16-091: Additional qualifications in areas of specialization

#### **Academic organizational chart**

Instruction Organization Chart

#### **Administrator/staff /faculty evaluation policies/procedures**

Faculty Collective Bargaining Agreement 2018-2021

Article 9 Evaluation (pp. 33-35)

Article 11 Tenure (pp. 39-48)

Section 17.10 Adjunct Faculty Evaluation (p. 83)

Classified Employee Collective Bargaining Agreement (WPEA)

Article 6 -Performance Evaluation (pp. 10-11)

Revised Code of Washington 41.06.169: Employee performance evaluations

Office of Financial Management Performance Development Plan

CBC List of Competencies by Employee Type

#### **Additional Evidence for 2.F.3**

Curriculum Approval Guide

Student Learning Assessment Institutional Overview

Assessment, Teaching and Learning Bylaws

Program Review Template

Student Success Leadership Committee Charter

2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

### **Faculty Members**

The faculty evaluation process is governed and described in Article 9 of the Collective Bargaining Agreement between the College and AHE. Tenure-track faculty go through a peer review process in which they are evaluated quarterly over a three-year period. The evaluation materials include self-evaluations, student evaluations, classroom or other professional work observations, supervising administrator reports, and a peer report.

Full-time tenured faculty participate in a comprehensive performance evaluation at least once every two instructional years, although more frequent evaluations may occur at the discretion of the supervising administrator. The supervising administrator evaluates the faculty through use of forms specific to each division but which include self-evaluation, student evaluations, classroom observation, and contractual and professional obligations.

Additionally, the CBA contains language to address unsatisfactory progress which may include a remediation plan that offers intervention, training, or some other form of assistance. The remediation plan is jointly developed by the supervising administrator and the full-time faculty member. The supervising administrator determines the final remedial plan.

Evaluation of adjunct faculty is addressed in Section 17.10 of the Faculty CBA. Newly hired adjunct faculty are evaluated in at least one course in each of their first three quarters of employment. Following their first three quarters of employment, adjunct faculty are evaluated once every three academic years of service. Evaluations may occur more frequently at the discretion of the supervising administrator or at the request of the adjunct faculty member. Evaluations consist of student evaluations, observations of services provided, and input from the department lead and/or coordinator.

### **Classified Staff**

State law requires CBC to use standardized evaluation form and processes to conduct regular performance evaluations for classified employees. Use of the form and process are also confirmed in the classified employee collective bargaining agreement. The processes are created and maintained by the Washington State Office of Financial Management and include step-by-step procedures during each review session for providing comprehensive feedback to employees as well as projecting performance and training needs in the upcoming performance period. Reviews occur for probationary staff every 90 days. Once permanent civil service status is achieved, reviews occur annually.

### **Administrative/Exempt Staff**

Administrators who supervise faculty (Deans and Directors) are evaluated annually by faculty members, who use a comprehensive evaluation tool to assess their divisional dean's effectiveness in communication, instructional leadership, financial planning, and related competencies. The College has developed an evaluation process for all administrative/exempt staff, including a list of competencies by position level. Evaluation data is gathered from the employee and the employee's immediate supervisor, using a software program that collects and analyzes this performance feedback. The College conducted a six-month trial period, made some minor changes and was poised to implement when the pandemic occurred and focus shifted. Once implemented, evaluations will be conducted annually for each administrator and exempt staff member.

**Required Evidence for 2.F.4**

**Administrator/staff /faculty evaluation policies/procedures**

Faculty Collective Bargaining Agreement 2018-2021

Article 9 Evaluation (pp. 33-35)

Article 11 Tenure (pp. 39-48)

Section 17.10 Adjunct Faculty Evaluation (p. 83)

Classified Employee Collective Bargaining Agreement (WPEA)

Article 6 -Performance Evaluation (pp. 10-11)

Revised Code of Washington 41.06.169: Employee performance evaluations

Office of Financial Management Performance Development Plan

CBC List of Competencies by Employee Type



## 2.G Student Support Resources

2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

### **Learning Spaces**

Since the College's last full report in 2010, CBC has built, updated, or renovated many spaces at the Pasco and Richland locations. Construction of a new Career and Technical Education building was completed in 2011 which allowed for upgrades to several programs including automotive, welding, and manufacturing technology. A Planetarium was added to the D building and since its opening in 2012 it has had over 120,000 visitors, with over 40% of them K-12 students. In 2017 the new Social Sciences and World Languages building opened, which added to instructional capacity with 21 classrooms and three labs. Sunhawk Hall, the College's first student housing, also opened in 2017. The housing facility is located across the street from the main campus and has 44 units with the capacity to sleep 126.

Updates to the Richland campus include a partnership with a local hospital to build the Wortman Medical Science Center (MSC). This new space allowed the College to move programs from the nearby Health Sciences Center. The College was able through grant funding to renovate the fourth floor and move the dental hygiene program and clinic from Pasco. All health sciences programs are now in Richland which helps faculty and students across all programs collaborate.

In 2022 the College opened the new Student Recreation Center (SRC). The SRC was funded by student fees and is available for currently enrolled students as well as faculty and staff. It contains a fitness center, multipurpose rooms, a multi Activity Court gym, a practice gym, and an Esports arena.

Over the last ten years several spaces have been renovated in order to provide students with learning environments that meet their needs. These include:

- The Academic Success Center was expanded
- Hawk Central
- Career Center
- The Dental Hygiene space was renovated and a Teaching and Learning Center for Excellence was added along with classrooms and a new space for the Workforce Education Center
- The Student Union (HUB) was refreshed and a food pantry was added
- During COVID the College wanted to provide student with more flexibility so several classrooms were fitted with technology so they could provide HyFlex courses.

Current projects include a remodel of the Library. The Writing Center will be moving into that space when it reopens in the summer of 2023. Additionally, the College is in the planning stages for an Equity Center.

### **Student Services Support**

The College offers many services to help students stay enrolled in order to meet their educational goals. Hawk Central is the place students can go to get many questions answered or to be referred to the department that can best assist them. Academic advising is an important way to help students stay on track. Career Services helps students with career exploration, job and internship searches, resumes, and interviewing techniques. For mental health services the College has four counselors that provide short-term personal counseling through the C.A.R.E. (Counseling and Advising Reaching Everyone) program. The Student Behavior Intervention Team (SBIT) allows students to reach out to share information about unusual behaviors, others in crisis, etc.

As part of the College's Guided Pathways work, each School has a core team which is a cross-functional group made up of staff and faculty. These teams have worked on program maps, examined student data, focused on communication between instruction and student services, and other work to ensure students are successful. This work has created events to support students such as an open mic night and pop up advising.

### **Programs serving specific populations**

CBC is a Hispanic Serving Institution and has several programs to serve Hispanic/Latinx students and other historically underserved populations. These include the [College Assistance Migrant Program \(CAMP\)](#), [Math, Engineering and Science Achievement \(MESA\)](#), and [TRIO: Student Support Services](#). The [Veterans Education and Transition Services \(V.E.T.S.\) Center](#) provides support to military connected families. The [English Language Acquisition \(ELA\)](#) program gives students an inexpensive way to improve their English skills.

### **Instructional Support**

To support students in their academics, the College provides in-person and remote tutoring and a writing center through the [Academic Success Center](#). [Disability Support Services](#) ensures that students have the accommodations they need to be successful in their classes. Deeper connections to faculty and disciplines are found through undergraduate research opportunities and the [STEM Academy](#). The [Library](#) provides access to textbooks, computers, and research materials. The [Educational Technology](#) department and [Technology Services](#) provide technology support. [Integrated Basic Education & Skills Training \(I-BEST\)](#) provides supports for students without a high school diploma or those with below college level skills so they begin work on a certificate or a degree.

### **Student activities**

The [Associated Students of Columbia Basin College \(ASCBC\)](#) provides students with leadership opportunities through student government positions and student club involvement. There are currently 20 student clubs which include Building Blocks Chemistry Club, DECA, League of United Latin American Citizens (LULAC), and Psych Club. Many of them are very active through sponsoring events, bringing in speakers, working with the surrounding community, etc.

Student recreation and wellness opportunities support the College's value of wellbeing. Students have access to the [Student Recreation Center](#), can participate in [Athletics](#), and [other activities](#) like bowling night or cornhole tournaments. A [food pantry](#) provides students facing food insecurity. A partnership with Second Harvest keeps the pantry stocked with fresh produce, dairy products, bread, in addition to dry and canned goods.

The [Arts Center](#) is another way that students can be involved at CBC. Quarterly plays in the [theatre](#); [art exhibits](#) in the gallery; and orchestral, band, and vocal [concerts](#) allow students to be on stage or attend and support the arts.

### **Required Evidence for 2.G.1**

#### **Listing of programs and services supporting student learning needs**

[Academic Success Center](#)

[Arts Center](#)

[Athletics](#)

[Counseling and Advising](#)

[Career Services](#)

[College Assistance Migrant Program](#)

[Disability Support Services](#)

[Educational Technology](#)

[English Language Acquisition](#)

[Food Pantry](#)

[Guided Pathways](#)

[Hawk Central](#)

[Integrated Basic Education & Skills Training \(I-BEST\)](#)

[Library](#)

[Math, Engineering and Science Achievement \(MESA\)](#)

[STEM Academy](#)

[Student Behavior Intervention Team \(SBIT\)](#)

[Student Clubs](#)

[Student Housing](#)  
[Student Recreation and Wellness](#)  
[Student Recreation Center](#)  
[TRIO: Student Support Services](#)  
[Veterans Education and Transition Services \(V.E.T.S.\) Center](#)  
[Workforce Education Center](#)

2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

CBC is compliant with the requirement to have current and accurate information related to the list of items in the standard. In most cases the catalog as well as websites contain the required information.

**Required Evidence for 2.G.2**

**Catalog (and/or other publications) that provides information regarding: Institutional mission; Admission requirements and procedures; Grading policy; Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion; Names, titles, degrees held, and conferring institutions for administrators and full-time faculty; Rules and regulations for conduct, rights, and responsibilities; Tuition, fees, and other program costs; Refund policies and procedures for students who withdraw from enrollment; Opportunities and requirements for financial aid; the academic calendar.**

<b>Required Content</b>	<b>Catalog Page</b>	<b>Additional Locations</b>
Institutional Mission	<a href="#">6</a>	<a href="#">Institutional Mission</a>
Admission requirements and procedures	<a href="#">11-13</a>	<a href="#">Applying to CBC</a>
Grading policy	<a href="#">20</a>	
Information on academic programs and courses including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion	<a href="#">45-202</a> <a href="#">6-7</a> (learning outcomes)	<a href="#">Academic Program Information</a> <a href="#">Institutional Learning outcomes</a> Program outcomes are on program pages
Names, titles, degrees held, and conferring institutions for administrators and full-time faculty	<a href="#">307-314</a>	<a href="#">Employee Directory</a>
Rules and regulations for conduct, rights, and responsibilities	<a href="#">25</a>	<a href="#">Student Conduct</a>
Tuition, fees, and other program costs	<a href="#">8</a>	<a href="#">Tuition and Fees</a>
Refund policies and procedures for students who withdraw from enrollment	<a href="#">9</a>	<a href="#">Withdrawal policy</a> <a href="#">Refund information</a> <a href="#">Return of Title IV Funds</a>
Opportunities and requirements for financial aid	<a href="#">9-10</a>	<a href="#">Financial Aid</a>
The academic calendar	<a href="#">314</a>	<a href="#">Academic Calendars</a>

2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Most programs and courses provide open access to students. Prerequisite requirements are provided within the College Catalog and quarterly schedule, as well as through the web on the [Guided Pathways](#) page.

Programs that are selective and have competitive entry include nursing, dental hygiene, nursing assistant, phlebotomy, medical assistant, surgical technology, emergency medical technician, paramedic, and automotive technology. Selective entry and competitive criteria are included on the web page for each of the programs, as well as in the program application materials. Students are informed in program handbooks about eligibility requirements for licensure in Washington state. In addition, the College is creating program maps which include some information about after graduation requirements.

CBC is a member of NC-SARA and abides by the requirements for professional licensure disclosures for out-of-state students. The [Licensure for Professional Technical Programs](#) page includes information about licensure issues as well as a searchable map which informs students if our program does not meet the educational requirements for licensure in their state. Each program in with these requirements links to the database from their program web page. The College has a process to notify incoming students if they have an out-of-state address and are in a program that does not meet the requirements in that state.

### **Required Evidence for 2.G.3**

**Samples of publications and other written materials that describe:**

- **Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered.**
- **Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.**

[Licensure for Professional Technical Programs](#)

[Nursing Program Handbook](#) (pp. 8, 17-20, and 22)

[Surgical Technology Program Handbook](#) (p. 37)

[Paramedic Program Handbook](#) (p. 39)

[Guided Pathways Handouts](#) ([Paramedicine](#) and [Associate Degree in Nursing](#))

2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Consistent with the College's mission, the needs of its students, and institutional resources, CBC leverages as much financial assistance as possible so that every student desiring a post-secondary education can afford it. The needs of students are met to the extent federal, state, and institutional funds are available and within state and federal guidelines. The staff in the [Financial Aid Office](#) attempt to award student financial aid prior to tuition due dates each quarter and continue to award as student files are completed throughout the year.

Information regarding scholarships, state and federal grants, loans, emergency funds, Workforce programs, and other financial assistance within the College is provided in the College Catalog, and the CBC website. Additionally, [Hawk Central](#) provides one-on-one support for students seeking assistance with financial aid applications and eligibility, as well as other financial assistance within the College. Through [STEPP: Student Tuition Easy Payment Plan](#) the College allows students to pay tuition and fees over a three-month period each quarter.

CBC received Legislative funding under HB 1835 to provide financial aid completion assistance to students in the ESD 123/CBC service area. With these funds, CBC has a team of eight Financial Aid Outreach Specialists



that will be embedded in area schools to provide comprehensive financial aid education, awareness, and completion efforts. In addition to working with seniors on financial aid, curriculum will be provided including scholarship application assistance, education on understanding the costs of college, financial aid offers, and life skills related to budgeting for college. Staff will monitor data related to financial aid completion efforts to gauge the effectiveness of the programming they are providing by school and district in the service area. Funding for this program began in July 2022 and the program will be piloted in academic year 2022-2023.

The [CBC Foundation](#) solicits gifts from donors and subsequently provides much needed scholarships and emergency funding to students. Applications for [Foundation scholarships](#) open in January for the following academic year and again in August for the current academic year. Applications for the [Foundation's Student Emergency Fund](#) are ongoing. Scholarship application workshops are presented as a joint effort by the Foundation, Outreach & Recruitment, and the Writing Center to assist students in submitting well-written applications and personal statements.

At the onset of the COVID-19 pandemic in spring 2020, the College received an allocation of federal [Higher Education Emergency Relief Funding](#), commonly referred to as CARES. In response, a team of staff from Financial Aid, Hawk Central, Student Records, Accounting Services, Information Services, and Outreach and Recruitment collaborated to create a process to award and distribute these funds efficiently. A simple application was created for students who were experiencing extreme financial need to apply for these funds. Adjustments were made to the application and awarding process as additional federal guidance was released. The total amount of HEERF funding awarded directly to CBC students in need from spring 2020 to winter 2022 was \$12,558,205. The college issued 7825 unique awards to students.

The [Workforce Education Center](#) provides access to five federally funded grant programs that aim to help students successfully achieve their workforce education goals. These programs are the WorkFirst Grant, the Worker Retraining Grant, the Basic Food, Employment & Training Grant, the Opportunity Grant, and the Early Achievers Grant. The staff in the Workforce Education Center assist students with eligibility and the application process. There is also an [online survey](#) available to aid students in determining their eligibility.

The CBC [Veterans Education & Transition Services \(V.E.T.S.\)](#) department assists Veterans, service members, and family members eligible to use educational benefits from the Department of Veterans Affairs as well as a state tuition waiver. V.E.T.S. staff provide students with information and assistance with eligibility, as well as acting as certifying officials. Additionally, the V.E.T.S. Center provides support services for students in the program.

Detailed information about all of these federal, state, and local financial assistance programs is made available in printed and electronic media in various campus offices, through scheduled parent nights at area high schools, in financial aid workshops during which staff assist students and their families in completing the FAFSA, and during special events at CBC.

#### **Required Evidence for 2.G.4**

##### **Published financial aid policies/ procedures including information about categories of financial assistance**

[Pay for College](#)

[Financial Aid](#)

[CBC Catalog: Financial Aid \(pp.9-10\)](#)

[STEPP: Student Tuition Easy Payment Plan](#)

[CBC Foundation](#)

[CBC Foundation Scholarships](#)

##### **Information to students regarding repayment obligations**

[Loan Repayment Information](#)

[Federal Student Aid website](#)

##### **Policies / procedures for monitoring student loan programs**

Partnership with [ECMC Solutions](#) (linked from [Financial Aid](#) page)

#### **Additional Evidence for 2.G.4**

##### **Examples of Financial Aid Communication to Students:**

[Financial Aid Checklist](#)  
[Dependency Status Questions](#)  
[What to Know About Award Letters](#)  
[CBC Catalog: Emergency Need Fund \(p. 27\)](#)  
[Workforce Education Center](#)  
[Workforce Education Center Eligibility Survey](#)  
[CBC Catalog: Workforce Education Center \(p.29\)](#)  
[Veterans Education & Transition Services \(V.E.T.S.\) Center](#)  
[CARES Act Funding](#)  
[Hawk Central](#)

2.G.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

CBC complies with the federal requirements for entrance and exit loan counseling through the [Federal Student Aid website](#). Loan applicants are required to understand the terms and conditions of their loan and their rights and responsibilities as a borrower, which is presented to them in entrance counseling and on the master promissory note. The completion of both the entrance counseling and the master promissory note is verified for each student requesting loans before loan funds are awarded.

CBC's Student Loan application process, including federal borrowing limits, is published on the College website via the [Student Loans](#) web page. After a student loan is awarded, CBC sends a notification letter to the student. Prior to each quarterly loan disbursement an additional letter is sent to student borrowers informing them of the date and amount of their upcoming loan disbursement.

When a student borrower ceases enrollment or drops below half-time, CBC notifies them of the requirement to complete exit counseling through which students are reminded of the responsibility and process of repaying their federal student loan(s). Information about repayment obligations, default prevention and CBC's loan default rate is also available on the [student loan](#) web page in the FAQs. The College has a partnership with Solutions at ECMC to assist students with managing their student loan repayment. ECMC contacts student loan borrowers who have missed payments in order to provide solutions to bring the loan(s) back into good-standing and avoid default. These resources are available to students free of charge via phone, email, or web chat.

The college regularly monitors its student loan programs by using the National Student Loan Data System (NSLDS), tracking the cohort default rate and completing monthly reconciliation of the loan funds.

#### **Required Evidence for 2.G.5**

##### **Published financial aid policies/ procedures including information about categories of financial assistance**

[Pay for College](#)  
[Financial Aid](#)  
[CBC Catalog: Financial Aid \(pp.9-10\)](#)  
[STEPP: Student Tuition Easy Payment Plan](#)  
[CBC Foundation](#)  
[CBC Foundation Scholarships](#)

##### **Information to students regarding repayment obligations**

[Loan Repayment Information](#)  
[Federal Student Aid website](#)

##### **Policies / procedures for monitoring student loan programs**

Partnership with [ECMC Solutions](#) (linked from [Financial Aid](#) page)

## **Loan default rate published on website**

[Student Loans](#) (click on What is CBC's student loan default rate?)

2.G.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

CBC's [Guided Pathways](#) approach includes a case management advising component. Students are provided with information to help them choose their educational path and are paired with a completion coach to help them stay on track. Beginning in 2018, CBC expanded from 8 to 17 completion coaches to decrease the advisor-to new student ratio to 1:150. With the switch to a caseload model, every first-year student is required to have a one-to-one meeting either in-person or via Zoom with their designated completion coach to complete first-quarter registration. Completion coaches help students with prerequisites and program and degree requirements, course selection and registration, review of transfer requirements, creation of academic and financial aid plans, graduation applications, adding or dropping classes, and success coaching and connection to campus and community resources.

The [Student Advising Policy](#) reflects CBC's commitment to student success. Advising requirements are made available to students through this policy and on the [counseling and advising](#) web page. All new CBC students that are seeking degrees and certificates are required to attend [First Year Introduction \(FYI\) Courses](#) which introduce them to academic culture and student success strategies. FYI was developed as an additional support in the transition from high school to college.

Completion coaches receive [professional development](#) and [survey](#) students to ensure that they are providing accurate information and good service to students. Completion coaches also participate in Core Team meetings for each Guided Pathways school which connects them to the faculty in the programs that they are supporting.

### **Required Evidence for 2.G.6**

#### **Description of advising program, staffing, and advising publications**

[Student Advising Policy](#)

[Counseling and Advising](#)

[CBC Catalog: Counseling/Advising Center \(p 26\)](#)

[Columbia Basin College Advising Mission and Core Functions](#)

#### **Systematic evaluation of advising**

[CBC Schools Check-In Survey](#)

#### **Professional development policies / procedures for advisors**

[Professional Development Plan for Completion Coaches](#)

### **Additional Evidence for 2.G.6**

[Guided Pathways at CBC](#)

[First Year Introduction \(FYI\) Courses](#)

2.G.7 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

The College, along with all 34 colleges in our system, uses the SBCTC global admissions application. When students complete the application, they certify that all statements on the form, including identity information,

are true to the best of their knowledge. When students are admitted to CBC they receive an [acceptance letter](#) with their student ID number and within 24 hours they are sent an account activation email which then creates their assigned CBC email address. They are required to change their password from the temporarily assigned one and then they use this login information to access their account information as well as Canvas, CBC's learning management system. Students enrolled in online courses are required to login to Canvas to access course materials. Canvas uses the SSO/Active Directory and only those with active accounts granted by Information Services will be able to log in.

In the [Acceptable Use of Information Technology Resources](#) policy it states that “[O]nce a user receives access credentials (i.e., user name, password, CBC student ID, etc.) for use of computing or network resources, the user is solely responsible for all actions taken while using those access credentials.” Two of the prohibited actions are: applying for any access credentials under false pretenses and allowing or facilitating use of your access credentials or password by any other person with permission. If users violate the latter they are held responsible for the actions of any other individual gaining such access. Appropriate use of technology and academic dishonesty are also addressed in the Student Code of Conduct under [Misuse of equipment and technology](#) and [Academic dishonesty](#).

The [Acceptable Use of Information Technology Resources](#) policy speaks to the privacy of electronic records through Washington's Public Records law and the Family Education Rights and Privacy Act. The College has not created consistent language about student privacy and the use of proctoring software, but instructors who utilize it for testing explain how the recordings will be used.

Students are charged a \$5/credit technology fee which is used to pay for student including the learning management system, plagiarism detection software, a video platform, and proctoring software. Students are notified of [fees](#) through the website and catalog. When they pay for their courses they are able to see all of the [charges](#) including fees.

#### **Required Evidence for 2.G.7**

**Policies/procedures for ensuring the student who registers in a distance education course/program is the same student who participates in the course and receives credit**

[Sample Acceptance Letter](#)

[Sample Student Email Instructions](#)

[Acceptable Use of Information Technology Resources](#)

**Policies/procedures make it clear that these processes protect student privacy**

[Acceptable Use of Information Technology Resources](#)

**Notification to students at the time of registration of any additional charges associated with verification procedures**

[Tuition and Fees](#)

[CBC Catalog: Financial Information](#) (p. 8)

[Sample Tuition Screens](#)

**Academic policies/procedures for instructors to implement requirements for *regular and substantive interaction* in distance education courses/programs**

[Regular and Substantive Interaction](#) (College policy)

[Regular and Substantive Interaction Flyer](#)

#### **Additional Evidence for 2.G.7**

[Washington Administrative Code 132S-100-250: Misuse of equipment and technology.](#)

[Washington Administrative Code 132S-100-280: Academic dishonesty.](#)



## **2.H Library & Information Resources**

2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

CBC's Library provides information resources and services that advance the mission of the College. The Library develops and integrates resources in a variety of formats, utilizing technologies that provide broad access to information in support of the curriculum of the College. Additionally, the Library provides research and instructional services to foster students' ability to think critically about their information needs and successfully apply information tools and resources to meet those needs. In combination with its physical offerings, library resources and services are easily discovered through a number of online access points including the library's website, links on the College's learning management system course templates, and on various other College webpages listing recommended support services.

The CBC Library is operated by a team of highly qualified individuals who are dedicated to student success and invested in the success of the College as a whole. All library team members offer their time to the College community and are involved in numerous collaborations, academic work groups, committees, initiatives, and various other opportunities around campus. Additionally, faculty librarians maintain an active presence in academic and instructional conversations including regular membership on the Assessment, Teaching and Learning Committee, Curriculum Committee, Tenure Review Oversight Committee, and in Guided Pathway School Core Teams.

Library employees and services fall within the Library and Instructional Services division as managed by the Dean for Library and Instructional Services. The Library is staffed by three paraprofessional staff in support of the Library's technical services and cataloging needs, circulation and interlibrary loan services, and all other department operations. Five full-time, professional librarians with master's degrees in library science are also employed by the library. One of these librarians serves as the Director for Library Services, manages the administrative needs of the library, and is liaison to Transitional Studies and Special Academic Programs.

The remaining four professional faculty librarians serve as liaison librarians to CBC's academic programs and departments; each librarian is assigned to two Schools within CBC's Academic Guided Pathways. As a student progresses through a Pathway in a chosen field, they will encounter their assigned liaison librarian multiple times throughout their academic career. As a result, students have the opportunity to develop lasting, trust-centered relationships with their librarian. Similarly, this liaison model ensures CBC instructional faculty are easily able to identify a first point of contact with the library and develop strong relationships which inform the library's practices and decision-making. These relationships help to facilitate conversations around appropriate collection development, adoption, and curation of open educational resources (OER), and the scaffolding of information literacy skills into course curriculum, among other topics. Part-time adjunct faculty librarians are hired as needed to meet instructional demand, complete operational projects, and otherwise help to reach the library's goals.

Located in the center of the Pasco campus, the main library space is open 64 hours per week during the academic year and houses several co-located resources including an Information Services Student Help Desk and an Archive featuring the history of the College. The Library also maintains a second branch library located on the Richland campus which provides print book collections focused on the health sciences. This Health Sciences Library is open 42.5 hours each week and the Health Sciences liaison librarian is located full time at this location. Both library locations are open to all students, faculty, and staff and each library offers computer labs, printing, scanning, study rooms and a classroom designated for library instruction. Over 300 laptops and more than 200 wireless internet hotspots are available through the library for student check-out. Virtual desktop (VD) is available to students on computer lab desktops and library laptops in order to access special course-related software for specialized academic programs.

CBC librarians are available for in-person and online research consultations during College business hours, with additional extended hours during peak times of the quarter. Students have the choice of connecting with librarians via email, Zoom session, chat services, phone, or in-person. After hours research assistance is available 24/7 via a consortium-based chat service for academic libraries. Information literacy instruction is

available upon instructional faculty request and is offered in multiple modalities: in-person, synchronously online, asynchronously via recorded video and self-guided instruction, or a combination of these options based on the needs of the class. Liaison librarians work closely with instructional faculty to assess and support the library needs of the department or program; this includes collection development for main collections, access to [Course Reserves](#), electronic resource management, and more.

As part of their role on the Curriculum Committee, liaison librarians interact directly with any new or updated curriculum; they utilize this point of contact strategically to address the library resource and information literacy needs of the curriculum. The library's approach to [collection development](#) seeks to maintain an appropriate allocation to both online and print materials, based on continued need and demand from student populations. The library provides access to resources with a range of academic content including journals, eBooks, streaming audio and video, industry and trade reports, and more. Current library collections are comprised of over 31,000 owned print books, serials, and audiovisual items as well as access to nearly 290,000 eBooks, 225,000 online audiovisual (streaming video, audio, images, etc.), and 500,000 online journals and serials. Currently the library offers access to [108 online databases](#), including over 15 new databases recently negotiated through the Washington State Library in spring 2021 and a news subscription in easy-to-understand language for English Language Acquisition students.

Subject specific databases offer students more tailored content for their discipline. Students may access library databases, electronic journals, eBooks, and other resources from off-campus via proxy authentication. For materials not owned by the CBC Library, students and faculty may request items free of charge through the library's [interlibrary loan services](#), or request that the item be evaluated for immediate local purchase. CBC students, faculty, and staff also have access to the print and electronic collections for the two [public library systems](#) in the area with non-resident policies waived.

The CBC Library building on the Pasco campus is currently under construction and is closed to visitors until Fall 2023. This renovation will refresh the library's appearance and greatly improve student experience in the space by streamlining services and bringing in additional student supports. The [Library Construction FAQ](#) provides information to the College community about how to continue to obtain services. During construction, nearly all library services are still available to all students, faculty, and staff via online database access, curbside pick-up service, 24/7 chat support, and periodical in-person Pop-Up Library events across campus. Students are still able to access course reserves at a temporary location on the Pasco campus during college business hours. The library's main print book collection is closed but is supplemented by vast online eBook collections. Librarian instruction continues to be offered in all formats. The Health Sciences Library on the Richland campus remains open this year, and staff work closely with faculty to align open hours with program needs.

### **Required Evidence for 2.H.1**

#### **Procedures for assessing adequacy of library collections**

[Library Collection Development](#) (CBC Policy)

#### **Library planning committee and procedures for planning and collection development**

[Library Committee Canvas page](#)

#### **Library instruction plan; policies/ procedures related to the use of library and information resources**

[Library Use Eligibility and Access](#) (CBC Policy)

[CBC Library Services for Faculty](#)

[Library Instruction Services \(from Canvas\)](#)

[Interlibrary Loan Services](#)

[How to Borrow a Laptop or WI-FI Hotspot](#)

[E-Reserves](#)

[LibGuides: Online Instruction Resources for Faculty](#)

[LibGuides](#)

**Library staffing information; policies/procedures that explain faculty/library partnership for assuring library and information resources are integrated into the learning process**

[Faculty CBA 2018-2021: Librarian Duties \(pp. 24-26\)](#)

[CBC Library Services for Faculty](#)

[Curriculum Approval Guide \(pp. 11 and 31\)](#)

[Core Team Charter](#)

**Additional Evidence for 2.H.1**

[CBC Library Website](#)

[Health Sciences Library](#)

[Library Construction FAQ](#)

[A-Z Database List](#)

[Submit a Question/Request an Online Meeting](#)

[CBC Access to Public Libraries](#)





**2.I Physical & Technology Infrastructure**

2.1.1 Campus maintenance is conducted on a regular annual schedule and as needed. The College uses a Computerized Maintenance Management System (CMMS) that employees can use to submit work order requests for routine and elective work.

## PHYSICAL INFRASTRUCTURE

Consistent with its mission, the College creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution’s mission, academic programs, and services.

### Facilities Layout

CBC’s learning and working environments support the College’s mission, programs, and services. CBC has two campuses and three satellite locations. The main campus in Pasco is comprised of just over 143 acres of land with over 26 buildings. The second campus in Richland is primarily for health sciences related studies and is comprised of just over seven acres of land with six buildings. The College also has three locations near the Pasco campus which include the student housing building Sunhawk Hall, an administrative office building across the street, and a little over a half mile away, the X building, which houses the Bachelor of Applied Science in Teacher Education program, Early Childhood Education, and English Language Acquisition classes.

Columbia Basin College has continued to grow its footprint in the region. The addition of buildings through purchase and construction has increased the size of the college building space by over 260,000 square feet since 2017.

### Building Additions:

Name	Square footage	Route of Acquisition
MSC	89,512	Construction
SWL	66,724	Construction
SRC (replaced G building)	78,189	Construction
SunHawk Hall	26,900	Purchase
St. Andrews Loop	10,705	Purchase
RSH	29,800	Purchase

### Accessibility

All new and renovated construction projects meet applicable Americans with Disability Act (ADA) standards. The College works to meet the guidelines set forth by the ADA in older, existing buildings by expanding access in the form of parking, specialized building doors and openers, restroom design, and signage. New construction meets all current regulations and codes.

### Facilities Management & Oversight

The management, maintenance, and operations of all College facilities ensure a high quality, secure, safe, and clean environment for students and staff. The VP of Administrative Services and the Assistant VP for Campus Operations oversee the College facilities and infrastructure services. The Director for Facilities provides direct oversight of the Maintenance, Grounds, Custodial, and Central Services departments. The Capital Projects Manager provides direct oversight of the ongoing and future Capital Projects.

Campus maintenance is conducted on a regular annual schedule and as needed. The College uses a Computerized Maintenance Management System (CMMS) that employees can use to submit work order requests for routine and elective work.

## **Facilities Conditions**

CBC's physical facilities are generally sufficient in quantity and quality to ensure a healthy learning and working environment. The biannual State Board for Community & Technical Colleges (SBCTC) [Facility Condition Survey](#), conducted by a professional architect employed by the SBCTC, provides information regarding the structural integrity and state of repair of CBC facilities. The report identifies buildings, conditions, and equipment deficiencies. Needed repairs are typically funded through the legislative capital allocation process each biennium. The College has over 750,000 square feet of floor space which is used as efficiently as possible. Space Scheduling software is utilized to maximize space use and overall operational efficiencies. The Facility Condition Survey also helps guide the Director for Facilities and the Capital Projects Manager with their work in continued high levels of facility functionality, equipment life cycle and replacement, accessibility, safety, and prioritization of projects to ensure operations are as safe and uninterrupted as possible.

The Director for Facilities is currently updating a list for all equipment which will include service and manufacture dates. This, along with the survey and work order records, assists in guiding the overall lifecycle replacement priorities.

## **Facilities Planning**

The [Campus Master Plan](#) provides the College with a foundation for making informed decisions on the growth and development of the campus environment. The goals of this 70-year plan are based on CBC's Mission Statement and End States. Goals and objectives were developed through a series of master plan committee meetings, facility condition assessments, quantitative and qualitative surveys, and individual interviews.

The primary goals of the Master Plan are:

- Provide a safe, secure, accessible, and easily understood campus
- Create student-centered, flexible, and adaptable environments that enhance instruction and learning
- Increase partnerships and funding
- Align with and support CBC's Strategic Plan
- Incorporate sustainability through an economic, environmental, and social approach

CBC is currently in the process of updating the 2017 plan.

Major Project Request Reports (PRR) are based on the Master Plan and have historically been submitted to the SBCTC each capital budget biennium. The community and technical colleges compete for capital funds by submitting PRR's for system-wide review in for different categories: growth, replacement, renovation, and match. CBC currently has two new buildings on SBCTC's [2023-25 Capital Budget Requests](#).

## **Hazardous Waste**

The College manages the acquisition, use, storage, and disposal of hazardous materials in a manner that protects the safety and health of all employees, students, and visitors. The College demonstrates environmental awareness and concern through the implementation of environmentally correct procedures and practices as outlined in the [Accident Prevention Program](#).

The goal of the College is to remain a small generator as defined by the Department of Ecology. The areas of the College that use potentially hazardous materials are outfitted with appropriate equipment and supplies to properly handle and dispose of those materials. The Chemistry Department is constantly reviewing lab procedures to reduce chemical use in order to decrease volumes while isolating certain types of waste to avoid contamination. Instructors are responsible for meeting the applicable labeling and storage requirements in their departments, and non-hazardous materials are used whenever possible in the instructional spaces. The College's Custodial Department strives to use sustainable cleaning products in order to reduce the amount of hazardous materials on campus. The Facilities Department discontinued the use of oil and epoxy paints and choose to use a water-based latex paint when possible.

A list of hazardous chemicals, materials, and gases used on campus, along with instructions on the safe use and emergency action following accidental exposure can be found in the College's [Hazard Communication Plan](#) and as referenced in the [Emergency Preparedness Plan](#) under Hazardous Materials Release. Other applicable plans involving hazardous waste such as biowaste are included in the [Bloodborne Pathogen Exposure Control Plan](#). The College's established procedures and plans as listed are evaluated annually by the Environmental Safety and Health Committee to ensure compliance and effectiveness.

Proper management of hazardous materials requires the cooperation of all College departments and employees. The [hazardous waste guidance page](#) on the employee intranet details the acquisition and disposal of hazardous waste. The Human Resource Environmental Safety and Health Consultant collaborates with the different departments to coordinate hazardous materials and waste recycling or disposal. Used hazardous materials are removed from the College and disposed of in compliance with applicable laws.

### **Safety and Security**

The College's [Campus Security](#) is committed to providing our campuses with a safe and welcoming learning environment for all by enforcing policies and providing customer service on both the Pasco and Richland campuses. Campus Security Officers are trained to aid in any situation and utilize law enforcement-based training methods to help de-escalate incidents or assist in times of emergencies. CBC Campus Security provides an on-campus presence 24 hours a day and conducts patrols of all College properties and facilities ensuring that the community remains safe. Building access is controlled by an access control system that is maintained by Campus Security. Campus Security is responsible for inputting all building schedules to ensure they open for business and classes at their appropriate times and secure at the end of the business day. Officers conduct routine checks on doors to confirm that the access control system is working as scheduled. Faculty and staff can access building after regular business hours with access control fobs/cards or by contacting Campus Security to gain entry. The access control system also allows Campus Security to initiate lockdown procedures for all buildings at the push of a button.

Crimes that occur on or around college property are recorded and maintained for inclusion in our Annual Security & Fire Report for the [Pasco Campus](#) and the [Richland Campus](#). These reports are more commonly known as Clery Reports and are published every October 1st on the Campus Security & Safety webpage as well as submitted to the U.S. Department of Education.

Emergency preparedness is overseen by the Director for Campus Security and Emergency Management. CBC's [Emergency Preparedness Plan](#) is maintained and updated on an annual basis and provides general plans, guidelines, and responsibilities for what to do in the case of an emergency. Emergency Handbooks, small and convenient booklets that provide guidelines when dealing with an emergency, are located in all classrooms and offices. In the case of an emergency on campus, a mass notification system is utilized to push out alerts to all subscribers via text, email, and/or phone calls. All employees and students are encouraged to sign up.

CBC maintains a Building Captains program that incorporates volunteers for each building to assist during times of emergencies. Building Captains participate in monthly meetings/training, are provided with First Aid/CPR/AED training, and assist in developing Building/Departmental Plans, which are individualized emergency plans for their buildings.

Educational sessions dealing in matter of emergency preparedness are conducted during Welcome Week, Teaching & Learning Days, and New Employee Orientation. These sessions provide useful information and guidelines about what to do during emergencies such as fire or active shooter scenarios.

Campus Security administers an [Emergency Notification System](#). All student and employee email addresses are auto-subscribed and everyone is encouraged to also register personal emails and cell phones. Notifications are sent for campus closures, delayed starts, and early releases due to weather or other emergency situations, such as a lockdown or building evacuation.

In March 2020 the College developed an [Infectious Disease Response Plan](#). The plan is intended to help guide faculty and staff in preparing for a potential infectious disease outbreak that could impact daily operations. The plan was implemented during the COVID pandemic and was instrumental in helping to establish the college's path to recovery.

## **TECHNOLOGY INFRASTRUCTURE**

CBC has developed technology systems and infrastructure to support its management and operational systems. The network infrastructure is made up of servers (including virtual servers), network appliances (including firewalls and print servers), switches, and both wired and wireless endpoints. The College maintains separate employee and student networks, a campus-wide student and employee email system, and other local and web services. The Technology Services department supports computer labs (including virtual labs), employee offices, and classroom and lab computers, including program-specific computer technology, software, equipment, and network systems. The department also maintains the College's website and intranet site. During the COVID-19 pandemic, the department responded promptly to student and employee needs by procuring additional laptops and hotspots and converting the on-campus laptop carts to checkouts for student and employees. Student checkouts were catalogued, processed and circulated by the Library while employee checkouts were processed and circulated by the department.

The College utilizes an Avaya phone system. The stations range from analog, digital and VOIP. CBC's Technology Services department also offers softphones for remote operations. The Technology Services department works closely with the Library to provide enhanced media, printing and copying equipment and services to students and employees. CBC uses specialized state data systems (otherwise known as ctcLink) to support operational functions such as student support services, human resources, data and research, accounting, and other business services.

### **Cybersecurity**

The College has a cybersecurity training program in place for all new employees. In 2021, all employees completed training and a new yearly training for all employees is coming soon. The Technology Services department conducts internal security assessments on software systems as needed. An external third party has been engaged to conduct a security assessment of CBC systems to find areas for improvement in security and processes.

### **Teaching Technology**

Technology Services provides technology support for teaching stations in every classroom, which includes computers, video players, projectors, document cameras, and capabilities for podcasting and lecture capture. CBC strives to update classroom technology every five years in accordance with the [College's Technology Plan](#). Most degree programs have at least one associated computer lab or laptop cart loaded with the general software suites as well as program specific software as requested by faculty. Laptop carts are available for use in any classroom. Computers and media equipment such as portable Communication Access Real-time Translation (CART) technology, large screen monitors, laptops, document cameras, video capability (including iPads), Apple TV, and wireless microphones are also used in lab settings, along with simulation software and equipment. Wi-Fi is available in all buildings on campus. Students can access their email and other student resources and applications while using the study/work space provided for students in most buildings on campus.

Technology Services also works with the Disability Support Services (DSS) department to ensure that all software technology used for teaching and for any other employee operations meets accessibility requirements and Web Content Accessibility Guidelines (WCAG) 2.0 standards, which are Americans with Disabilities Act (ADA)-compliant. The department also works with DSS to help meet student accessibility needs and with Human Resources to help meet employee accessibility needs.

### **Student Technology Support**

Through the CBC Library, students have access to a computer lab and group meeting spaces with large monitors upon request. Library staff members offer research assistance, and consistently increase the

technologies and equipment available to students. [Technology assistance](#) is available through the [Technology Services Knowledge Base](#) and via the Student Helpdesk stationed within the Library. While the Library is undergoing construction, computer support is centralized in the Technology Services offices. Students can still check out [laptops and hotspots](#) from the Library. Computer stations are available in the Academic Success Center, the SWL and H buildings on the main Pasco campus, as well as a lab in the HSC building on the Richland campus. In addition to computer access, students have \$12 of credit each quarter for [printing](#) and printers are available in several [locations](#) on each campus.

### **Employee Systems and Training**

The Technology Services System Administration and Development team oversees integrating various software applications to work with the college's data and single sign-on system, as well as developing small software applications to support the College's mission. The team maintains and manages the servers and Microsoft Office365 system that hosts college's email for students, faculty and staff. The team also administers SQL databases and database servers that host data used by college applications and systems. Finally, the team manages student, faculty and staff accounts and their lifecycle to facilitate access, authentication and authorization to college applications and third-party systems.

Technology Services offers regular workshops to all employees on commonly-used computer software, new software applications or data systems, and software upgrades. The department operates a Help Desk to help address employee questions on computers, communications systems, AV, media, and software use. When problems cannot be resolved over the phone, video collaboration (Zoom, Teams, etc.), or email, a technician will provide individualized, in-person assistance.

### **Technology Planning and Maintenance**

Representatives from Technology Services, eLearning, and Disability Support Services departments are consulted when new technology is investigated in order to determine if the new systems are feasible and compliant with Washington State [Policy 188](#), as well as security for compliance with [FERPA](#), [PCI](#), and [HIPPA](#) regulations. Technology Services works collaboratively with all employees to help select, purchase, install and maintain software and hardware upgrades as well as other types of multimedia equipment. All hardware and software purchases must be signed off by the Director of Technology Services or their delegate.

The College conducts yearly computer lab and employee computer updates. All lab, classroom, and employee computer are on a [5-year replacement cycle](#). Campus-wide computer standards are guided by the Technology Plan and the IT Standard-Computer Replacement document and are updated yearly to accommodate changing technology needs.

### **Media Services**

Audio Visual (AV) staff meet with instructors to determine their classroom and/or laboratory media needs, and help design, purchase, and install classroom and laboratory media equipment. Staff train faculty to operate their classroom technology and other classroom AV equipment. Under the supervision of the Assistant Director for IT Customer Success, staff troubleshoot AV problems, provide AV support at large events, and provide AV training for employees. AV work is aligned with the priorities established through the CBC Technology Plan.

### **Stakeholder Feedback**

Technology Services sends evaluation forms through the ticketing system regarding its services to employees and uses the results for customer service improvements. The department also gathers information on employee technology issues and uses the information to create a database that is used to track issues and establish training needs. Department members also get feedback from users at group and one-on-one meetings and activities.

### **Required Evidence for 2.I.1**

**Facilities master plan**

[Campus Master Plan](#)

**Equipment replacement policies/procedures**

[2021 Facility Condition Survey](#)

**Procedures for assessing sufficiency of physical facilities**

[2021 Facility Condition Survey](#)

**Policies and procedures for ensuring accessible, safe, and secure facilities**

[Emergency Preparedness Plan](#)

[Emergency Notification System](#)

[Accident Protection Program](#)

[Automatic External Defibrillator \(CBC Policy\)](#)

[Communicable Diseases \(CBC Policy\)](#)

[Confined Space Entry Plan](#)

[Emergency Notifications \(CBC Policy\)](#)

[Force Continuum & Use of Force \(CBC Policy\)](#)

[Opioid Overdose Reversal \(CBC Policy\)](#)

[Smoke & Tobacco Campus Policy \(CBC Policy\)](#)

[Timely Warning Notifications \(CBC Policy\)](#)

[Respiratory Protection Plan](#)

**Policies/procedures for the use, storage, and disposal of hazardous waste**

[Bloodborne Pathogen Exposure Control Plan](#)

[Control of Hazardous Energy Plan](#)

[Hazard Communication Plan](#)

[Hazardous Waste Guidance](#)

**Technology master plan and planning processes**

[Columbia Basin College Technology Plan](#)

[Computer Replacement Procedures](#)

**Additional Evidence for 2.1.1**

[2023-25 Capital Budget Requests](#)

[Campus Security and Safety](#)

[Acceptable Use of Information Technology Policy \(CBC Policy\)](#)

# Moving Forward

CBC has established ambitious 10-year goals for degree/certificate completion and/or transfer, 30-credit completion within the first year, and completion of college-level English and mathematics in the first year. The data for these goals, disaggregated by race/ethnicity, show the College's strengths, but also indicate that equity gaps exist for Hispanic students. The priorities to meet these 10-year goals and reduce equity gaps are laid out in the College's equity-centered strategic plan, *Inclusivo: Hawks Soaring Together*. A few of these projects are highlighted below under the Plan's four strategic priorities.

## **Student Success**

As part of the Guided Pathways work, degree plans for every program are being developed to ensure students have clearly defined pathways to completion.

The College will continue to improve student retention through advising. Completion coaches will receive training in an intrusive and proactive advising approach which looks at predictive analytics algorithm to identify potential barriers and provide personalized approaches and guide conversations with students, particularly considering the students' constraints outside of school (e.g., financial, personal, and family responsibilities).

Retention management software will be used to track contacts and interventions from admission to completion and/or transfer. Finally, CBC will embrace artificial intelligence, using a bilingual chatbot to serve as an informational resource to students on a 24/7 basis.

## **Teaching and Learning**

Faculty training and a new curriculum developer will support more culturally responsive, student-centered teaching and learning practices with the goal of revising at least 20 courses each year to make them more inclusive.

Ensuring students are learning is another priority. Through the annual program review process, the College has created a structure for the assessment of student learning at the institution and program level. Continued communication and improvement of the process will ensure all faculty are aware of and participating in assessment and closing the loop activities.

## **Culture and Systems**

As a Hispanic-Serving Institution, the College was able to successfully apply for a Title V grant. This grant will partially fund the development of an Equity Center with staff and resources to engage, encourage, and support Hispanic and other underserved populations that have equity gaps. Services will include mentoring, presenters, workshops, celebrations, and community engagement.

The College will continue to develop an integrated strategy of improved instruction and student services to close equity gaps. This will include hiring a data consultant to develop a predictive analytics algorithm to identify at-risk individuals and groups of students likely to need interventions, and to analyze the effectiveness of interventions designed to improve student outcomes and reduce equity gaps in target populations.

As part of improving planning and decisioning making processes, the College will focus on shared governance to clarify what it means, what each group's (committee/council/task force) role is, and how final decisions are made.



**Community Relationships**

The College will work with K-12 and higher education partners to ensure that students are able to transition into CBC and to transfer to four-year institutions.

To support DEI efforts, CBC will identify and engage in more active partnerships with community organizations representing historically marginalized populations. The College will bring people from the community to share with faculty, students, and staff to learn from them and better understand community members' challenges.

These efforts and more are helping the College fulfill its mission and will be described fully in the Year Seven Evaluation of Institutional Effectiveness report.

**Evidence:**

Ten Year Goals End of Year Data (10-10-2022)

Inclusivo: Hawks Soaring Together (CBC Strategic Plan 2022-2025)

## **ADDENDUM: FINANCIAL STATEMENTS AND CERTIFIED AUDIT REPORTS**

Columbia Basin College (CBC) is audited annually by the Washington State Auditor's Office. The audit is conducted in accordance with Generally Accepted Auditing Standards (GAAS).

The following links are for the last five years of audits which include the College's financial statements.

[Financial Statements Audit Report for Columbia Basin College July 1, 2020-June 30, 2021](#)

[Financial Statements Audit Report for Columbia Basin College July 1, 2019- June 30, 2020](#)

[Financial Statements Audit Report for Columbia Basin College July 1, 2018-June 30, 2019](#)

[Financial Statements Audit Report for Columbia Basin College July 1, 2017- June 30, 2018](#)

[Financial Statements Audit Report for Columbia Basin College July 1, 2016-June 30, 2017](#)

Additional audits reports are available from the [Washington State Auditor's Office](#).



Columbia Basin College complies with the spirit and letter of state and federal laws, regulations and executive orders pertaining to civil rights, Title IX, equal opportunity and affirmative action. CBC does not discriminate on the basis of race, color, creed, religion, national or ethnic origin, parental status or families with children, marital status, sex (gender), sexual orientation, gender identity or expression, age, genetic information, honorably discharged veteran or military status, or the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal (allowed by law) by a person with a disability, or any other prohibited basis in its educational programs or employment. Questions or complaints may be referred to Corey Osborn, Vice President for Human Resources & Legal Affairs and CBC's Title IX/EEO Coordinator at 509-542-5548. Individuals with disabilities are encouraged to participate in all college sponsored events and programs. If you have a disability, and require an accommodation, please contact the CBC Disability Support Services at 509-542-4412 or the Washington Relay Service at 711 or 1-800-833-6384. This notice is available in alternative media by request.