

**Northwest Commission on  
Colleges and Universities**

|                        |   |
|------------------------|---|
| <b>Standard One:</b>   | <b>Mission, Core Themes, and Expectations</b> |
| <b>Standard Two:</b>   | <b>Resources and Capacity</b>                 |
| <b>Standard Three:</b> | <b>Planning and Implementation</b>            |
| <b>Standard Four:</b>  | <b>Effectiveness and Improvement</b>          |



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## Introduction

In accordance with the new Northwest Commission on Colleges and Universities (NWCCU) accreditation process, this report represents an overview and analysis of the College Mission, key themes, the means used to assess mission accomplishment, institutional capacity, planning, and effectiveness and improvement.

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

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

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

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## **Institutional Context**

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

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

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

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

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

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

## Chapter One - Standard One: Mission, Core Themes, and Expectations

### Section I: Mission and Goals

#### A. CBC's mission:

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

End States:

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

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

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

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

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

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

#### B. Statement of Institutional Goals

CBC uses the Carver model of board governance (Carver & Mayhew, 1994; Carver, 1997) in which the mission is specified in greater detail through the use of several End States. Each of the End States, the goals associated with the End States, and the systems of indicators are provided in detail in Section II.

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

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

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

D. Indicators of Mission Fulfillment

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

E. Indicators of Achievement of Institutional Goals  
(See Section II)

F. Rationale for Use of Indicators

The system of measurement used by CBC is based on the Carver model of board governance, so that measures are developed for assessing performance on each of the End States. The Nichols model (Nichols & Nichols, 2005) was used as the basic conceptual framework for developing the indicators. In the Nichols model, a set of goals is identified for each area of the Mission, and indicators are then identified for each goal. Table 1-1 shows the general structure of the Nichols table.

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

|                      |              |          |                 |
|----------------------|--------------|----------|-----------------|
| <b>Mission Area:</b> |              |          |                 |
| Goal A:              |              | Results: | Use of Results: |
|                      | Indicator A1 |          |                 |
|                      | Indicator A2 |          |                 |
|                      | Indicator A3 |          |                 |
| Goal B:              |              |          |                 |
|                      | Indicator B1 |          |                 |
|                      | Indicator B2 |          |                 |
|                      | Indicator B3 |          |                 |

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

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



Nichols table for each End State is essentially one of content validity. Each step in the process assures broad and comprehensive coverage of the particular domain.

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

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

## **Mission Fulfillment**

### **Summary**

CBC defines mission fulfillment both in terms of performance demonstrated in each Core Theme area as well as overall fulfillment of the Mission. Minimum accepted performance for each Core Theme is defined as achieving at least 70% of the possible performance points for each Theme (described in more detail below). The target performance level, however, is set at attaining at least 90% of the possible performance points, indicating outstanding performance in each area. Minimum accepted performance for overall Mission fulfillment is to obtain a mean performance value of 70% across all six Core Themes, with a targeted performance at a mean of 90%.

### **Methodology**

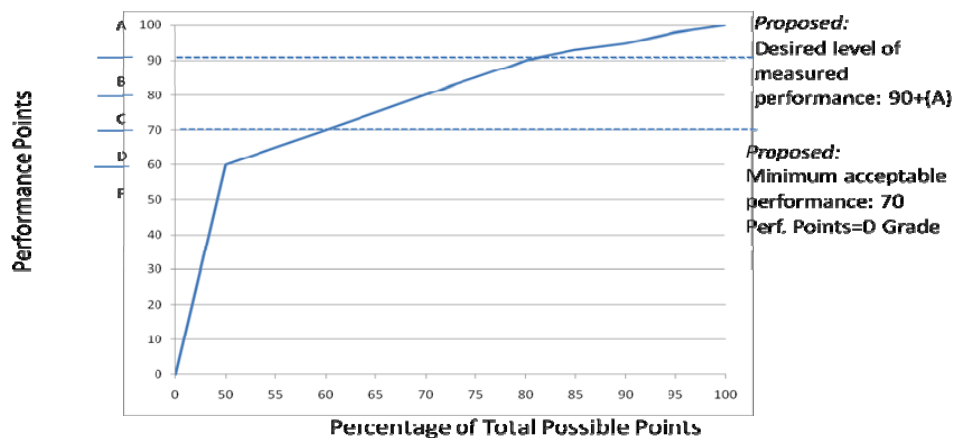
The methodology underlying the use of “performance points” for each Core Theme is based on the Productivity Measurement and Enhancement System (PROMES) developed by Dr. Robert Pritchard at the University of Houston in the late 1980s and further refined over the next 20 years at Texas A & M and the University of Central Florida. The purpose of this system is to quantify, evaluate, and improve organizational performance at multiple levels. In brief, the system is used to identify key organizational performance goals, develop reliable and valid indicators associated with each goal, convert indicator results to a common metric, and roll the results up into a single evaluation.

The methodology used by CBC to measure performance on each Core Theme is as follows.

1. For each Core Theme a set of Goals was identified that, if accomplished, would result in effective performance on the Core Theme. On the Workforce Core Theme, for example, Goals included:
  - A. CBC Workforce students learn and develop program-related skills
  - B. Workforce programs demonstrate healthy enrollments and viability.
  - C. Students complete Workforce programs
  - D. Workforce students obtain jobs, earn a good salary, and perform well in their jobs.
  - E. The Community supports the scope and quality of Workforce programs.
2. Indicators were identified for each Goal that, taken together, provided a broad coverage of the Goal domain.

3. Each indicator was also required to meet the joint criteria of availability of reliable data and the presence of performance benchmarks or other means of evaluating or labeling performance levels. Thus, the availability of descriptive data was inadequate.
4. Where there were no clear performance benchmarks but a potential indicator was important to assessing goal accomplishment, a performance scale was developed defining, at a minimum, levels of good versus poor performance.
5. Data for the indicators within a given Goal for a targeted Core Theme were collected, analyzed, and formatted to provide clear performance values for each indicator. This process was repeated for each Goal within the Core Theme.
6. Once the results for each indicator were assembled, these results were classified as indicating “good”, “neutral” or “poor” performance. For example, “graduation rate” might have had five categories of performance (e.g., high, moderate, neutral, low, poor) which were reduced to three. Although some detailed level of performance information for a given metric might have been lost, this step effectively converted a variety of indicators and scales to a common metric, allowing further aggregation and analysis.
7. To convert the Good/Neutral/Poor indicator values to a quantitative format, a three point system was used, with Good= 2 points, Neutral= 1 point, and Poor= 0 points. Each indicator result was then assigned a value of 2, 1, or 0 depending on the performance level.
8. A total number of points for the performance level of each Core Theme can then be computed by adding the point values for the indicators in each Goal and summing points across Goals. The maximum possible points for each Theme is then (number of indicators) X 2; the minimum is 0. However, given that the number of indicators varies across Core Themes, the point total for each Core Theme must then be divided by the total possible points for that Core Theme to create a ratio, “percentage of total possible points”, that is directly comparable across Core Themes.
9. One of the most important uses of the PROMES system was to define a “Performance Curve” with which to evaluate the percentages obtained in Step 8. In this curve, CBC defined on an a priori basis, the performance level associated with each possible percentage value. That is, each percentage of possible points was associated with a value of “Performance Points” via the curve. Performance Points are based on a 100-point scale and interpreted in a straightforward fashion. For example, 90+ Performance Points indicate an “A” level of performance, 80-90 Points reflect “B” performance, “70-80” a “C”, 60-70 a “D”, and below 60 an “F”. The Performance Curve (see Figure 1) was developed through discussions with the President, senior administrators, IR staff, and faculty members participating on the accreditation team.

**Figure 1.** Performance Curve linking “Percentage of possible points” to Performance Points



10. The definition of minimum achievement of Mission for each Theme area was set at 70 Performance Points (60% of possible points). The desired level of performance for each Core Theme is to exceed 70 Performance Points and to achieve 90 Performance Points, falling into the “A” category.
11. Overall Mission Performance is determined by computing the mean number of Performance Points across all six Core Themes. Thus, if the mean of Performance Points across the six Core Themes is 85, CBC’s overall Mission Fulfillment would fall at 85, a “B” level of performance. Note that the use of the same metric and Performance Curve for each Core Theme allows not only an assessment of extent of Mission fulfillment, overall, but also allows a direct comparison of performance across each Theme. Thus, CBC may achieve demonstrate high levels of Mission Fulfillment in some areas, but not accomplish that level in other areas. Areas where performance is lagging would be targeted for specific improvement actions and the efficacy of these actions tracked in subsequent reports.

## Section II: Core Themes

### Theme 1: Access

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

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

Table 1-2. Access Goal A

| <b>Indicators</b>                   | <b>Desired Outcomes</b>                               |
|-------------------------------------|---|
| A1: FTE enrollment                  | Regular increases since 2000                          |
| A2: High school graduate enrollment | 35% or greater of area recent HS graduates attend CBC |
| A3: Running Start enrollment        | RS enrollments increase over time                     |

#### Rationale

One of the main ways of evaluating Open Access is through enrollment data. Indicators for this goal include trends in enrollment for the overall student population, enrollment by each area high school, and Running Start enrollment.

#### **Goal B: Students display educational progress and graduate in a reasonable amount of time, indicating ongoing access to education. Minority groups make progress at rates similar to that of Whites.**

Table 1-3. Access Goal B

| <b>Indicators</b>                          | <b>Desired Outcomes</b>                  |
|--|--|
| B1: Fall-to-winter, fall to fall retention | Continuing improvement since 2000        |
| B2: 3-yr completion rates                  | Continuing improvement since 2000        |
| B3: % showing "substantial progress"       | Continuing improvement since 2000        |
| B4: SAI momentum points                    | Annual increases over 2006 baseline year |

#### Rationale

Another important measure of access is an institution’s ability to retain students and to move them through their educational programs to program completion and graduation. One outcome of creating an open access environment is that the majority of community college students enter at a pre-college academic level in at least one area. As a result, student progress and retention become far more important for community colleges than is the case for institutions with admissions requirements. Retention data indicates that the greatest attrition occurs after the first term of student enrollment. The next indicator of successful retention is first-year to second-year enrollment. Substantial progress, defined by the State of Washington as the percentage of students who attend four or more quarters in the previous two-year period, is an important third indicator. The last indicator is based on

performance on the Student Achievement Initiative (SAI) point system, developed by the SBCTC with assistance from the Columbia University Community College Research Center (SBCTC, 2007). It is designed to reward colleges financially for demonstrating student progress in building momentum toward achievement of certificates and degrees. Values on these indicators will also be computed for ethnic subgroups, where sample size warrants the analysis.

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

Table 1-4. Access Goal C

| <b>Indicators</b>   | <b>Desired Outcomes</b>  |
|---|--|
| C1: Percentage of students completing financial assistance applications, by subgroup.                           | An increasing percentage of students will complete the applications, with no differences by ethnic subgroup. |
| C2: Student perceptions of student services performance and ratings of barriers to achieving educational goals. | Mean ratings are at least "good" (3.5 or higher)   |
| C3: Faculty perceptions of student services, educational barriers.  | Mean ratings are at least "good", perceptions of few barriers.   |

Rationale

Community colleges enroll nearly half of all undergraduates (Bailey & Morest, 2006) but serve a large number of first-generation and low-income students. Consequently, it is important that as many student as possible complete a financial aid application, if there is to be a reasonable chance of completing their educational program or goals. Student support services must be effective, including financial assistance and development of payment options, flexible scheduling, intrusive advising, reasonable accommodations, psychosocial counseling, and a variety of programs and resources. Satisfaction with services and resources is an important indicator of achievement. Additionally, it is important to ameliorate as many barriers to student success as is reasonable.

## Theme 2: Academic

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

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

### Goal A: Students are able to transfer to baccalaureate institutions and succeed after the transfer.

Table 1-5. Academic Goal A

| Indicators  | Desired Outcomes  |
|---|---|
| A1: % of students who transfer as compared to other WA community colleges | Within the top 33% when compared to other WA State community college averages   |
| A2: CBC transfer student performance (GPA) at baccalaureate institutions  | CBC students average a 3.0 or better at each institution  |
| A3: Graduations rates from four-year institutions                         | CBC transfer students graduate at rates similar to those of other transfer institutions and of the “native” students enrolled at these institutions |

#### Rationale

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

**Goal B: CBC has a highly qualified faculty**

Table 1-6. Academic Goal B

| <b>Indicators</b>   | <b>Desired Outcomes</b>   |
|---|---|
| B1: Full-time to part-time faculty ratio                          | Full-time to part-time faculty ratio is in the top 30% of WA community colleges                     |
| B2: Faculty salaries as compared to other WA community colleges   | With cost-of-living adjustments, CBC’s faculty salaries are in the top 25% of WA community colleges |
| B3: Faculty diversity in age, ethnic group, and educational level | Percentage of minority faculty exceeds WA community college average                                 |
| B4: % of faculty with a doctoral or terminal degree               | Percent is within the top 25% versus comparison colleges  |
| B5: Student perceptions of faculty qualifications                 | Students perceptions of faculty are at the “good” level or better on the annual survey              |

Rationale

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

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

**Goal C: Students are satisfied with their educational experience at CBC and perceive an effective learning environment.**

Table 1-7. Academic Goals C

| <b>Indicators</b>   | <b>Desired Outcomes</b>  |
|---|--|
| C1: Student satisfaction with their education at CBC in aspects of value, quality, level of equipment/technology, preparation for transfer, and availability of courses | Mean ratings are at least “good” (3.5 or higher) on five point scale |
| C2: Students’ perceptions of distance learning  | Mean ratings are at least “good” (3.5 or higher)                     |
| C3: Students engage in classroom experiences that address the Student Learning Outcomes (survey results)  | Mean extent-scale ratings are at least “Moderate” (3.5 or higher).   |
| C4: Instructors build SLOs directly into the course syllabi   | Mean extent-scale ratings are at least “Moderate” (3.5 or higher).   |

Rationale

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

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

Table 1-8. Academic Goal D

| <b>Indicators</b>  | <b>Desired Outcomes</b>  |
|--|--|
| D1: Workforce students and faculty perceptions of general education and prerequisite courses | Students and faculty are satisfied with workforce degree and certificate general education and prerequisite courses at CBC. Mean ratings are at least “good” (3.5 or higher) on a five point scale |

Rationale

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

**Goal E: CBC adopts appropriate educational technologies.**

Table 1-9. Academic Goal E

| <b>Indicators</b>  | <b>Desired Outcomes</b>  |
|--|--|
| E1: Distance learning enrollment growth by Department                                | Increasing enrollment; growth meets or exceeds Dept. goals                       |
| E2: Percentage of faculty using WebCT or Angel in their courses                      | An increasing percentage of faculty use WebCT or Angel                           |
| E3: Percentage of faculty using Tegrity or other course software.                    | An increasing percentage of faculty members use Tegrity or other course software |
| E4: Perceptions of faculty regarding availability of technologies                    | Positive perceptions (means exceed 3.5)  |
| E5: Perceptions of students regarding availability of technologies in the classroom. | Positive perceptions (means exceed 3.5)  |

Rationale

Educational technologies are having an increasing impact on student learning. More and more courses are being offered online using WebCt or Angel course software. Software such as Tegrity allows classes to be recorded and reviewed or replayed later to students. Computer availability within the classroom, with internet access, is also becoming very important. Keeping up to date on educational technologies is a key component of a successful Transfer program.



### Theme 3: Workforce

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

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

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

#### Goal A: CBC workforce students learn and develop program skills

Table 1-10. Workforce Goal A

| Indicators   | Desired Outcomes   |
|--|--|
| A1: Student perceptions of learning via the CCSSE or annual Student Survey | Students perceive that they are acquiring work-related job skills and knowledge, clarifying career goals, gaining information about career opportunities; satisfaction with their educational programs |
| A2: Performance on standardized exams and certifications                   | Performance meets or exceeds that of regional and national averages  |

#### Rationale

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

**Goal B: Students complete workforce programs**

Table 1-11. Workforce Goal B

| <b>Indicators</b>                              | <b>Desired Outcomes</b>             |
|--|-------------------------------------|
| B1: % of students earning certificates/degrees | Increase in % annually              |
| B2: Completions as % of headcount              | Increasing percentage of completion |
| B3: Completions at CBC                         | Increase in total number annually   |
| B4: Cohort degree/certificate completion rates | Increase in percentage annually     |
| B5: Graduation rates for sample of programs    | Increase in percentage annually     |

Rationale

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

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

Table 1-12. Workforce Goal C

| <b>Indicators</b>        | <b>Desired Outcomes</b>  |
|--------------------------|--|
| C1: Program enrollments  | Program enrollments are either maintained or grow over time  |
| C2: Projected job growth | Workforce programs are classified as “balanced” or “demand” by Washington State Employment Security Department |

Rationale

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

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

Table 1-13. Workforce Goal D

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

Rationale

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

**Theme 4: Basic Skills**

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

**Goal A: Students demonstrate progress through their programs**

Table 1-14. Basic Skills Goal A

| <b>Indicators</b>  | <b>Desired Outcomes</b>   |
|--|---|
| A1: Annual Student Achievement Initiative (SAI) points achieved per Basic Skills student | CBC performance exceeds that of similar colleges in Washington State, points show an increase over time |
| A2: SAI points achieved per ESL student.   | CBC performance exceeds that of similar colleges in Washington State, points show an increase over time |
| A3: SAI points achieved per ABE/GED student  | CBC performance exceeds that of similar colleges in Washington State, points show an increase over time |

Rationale

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

**Goal B: Students transition to higher-level educational programs**

Table 1-15. Basic Skills Goal B

| <b>Indicators</b>  | <b>Desired Outcomes</b>  |
|--|--|
| B1: Transition of ESL students to Dev Ed or higher within 5 years of completion of the highest ESL level | 10% or more of ESL student transition to higher-levels             |
| B2: Transition of ABE/GED students to Dev Ed or higher level within five years of GED completion         | 10% or more of ABE/GED student transition to higher-level classes  |
| B3: Transition of ABE/GED students to college-level classes  | 10% or more of ABE/GED student transition to college-level classes |

Rationale

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

**Goal C: Students enroll in I-BEST programs**

Table 1-16. Basic Skills Goal C

| <b>Indicators</b>                               | <b>Desired Outcomes</b>    |
|---|----------------------------|
| C1: Increased I-BEST annualized FTEs            | 25 or more annualized FTE  |
| C2: Increased number of I-BEST programs offered | 9 or more programs offered |

Rationale

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

**Goal D: Basic Skills students are satisfied with the program and their progress**

Table 1-17. Basic Skills Goal D

| <b>Indicators</b>  | <b>Desired Outcomes</b>                                |
|--|--|
| D1: Survey results (CCSSE or Annual Student Survey) regarding acquiring a broad general education, effective student support services, satisfaction with programs and progress | Means of 3.5 or higher for each of the related items.  |
| D2: Qualitative assessment for ESL students  | Student and focus group comments indicate satisfaction |

Rationale

Student satisfaction with their programs is a key to maintaining continuing enrollment. Basic Skills students, however, are among the most difficult to survey due to language barriers, a high turn-over rate, short enrollment periods, and diverse goals. Also, ESL students usually respond positively to

any evaluation tool. Therefore a student survey with narrative and qualitative data is needed to assess whether students are satisfied with the program and their progress.

**Goal E: Faculty remain current in their discipline**

Table 1-18. Basic Skills Goal E

| <b>Indicators</b>  | <b>Desired Outcomes</b>   |
|--|---|
| E1: % of faculty participating in education and training activities  | 75% of faculty annually participate in professional development opportunities |
| E2: Student perceptions of faculty qualifications from annual survey | Perceptions of strong qualifications (mean of 3.5 or higher on 5-point scale) |

Rationale

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

## Theme 5: Cultural Enrichment

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

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

Table 1-19. Cultural Enrichment Goal A

| Indicators  | Desired Outcomes  |
|---|---|
| A1: Number of students attending cultural events each year                                    | An increasing number of students attend cultural events   |
| A2: Attendee satisfaction with cultural enrichment programming                                | Community members rate CBC programs as good (3.5 or higher).                                      |
| A3: Student and faculty satisfaction with cultural events                                     | Mean ratings of 3.5 or higher on student and faculty annual survey items                          |
| A4: Number of students enrolled in fine arts, humanities and relevant social sciences classes | Increasing % of students enroll in fine arts, humanities and social sciences courses and programs |
| A5: Amount of funding for arts and humanities provided by ASCBC                               | ASCBC funding growth meets or exceeds inflation rates   |
| A6: Summer Showcase attendance  | Strong attendance meets arts and humanities goals   |

#### Rationale

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

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

Table 1-20. Cultural Enrichment Goal B

| <b>Indicators</b>   | <b>Desired Outcomes</b>   |
|---|---|
| B1: Number of students attending multi-cultural or diversity events           | Number of students attending increases each year                    |
| B2: Number of students participating in multicultural or diversity activities | Number of students participating increases each year                |
| B3: Amount of funding provided by ASCBC for multicultural events              | Amount of funding increases annually                                |
| B4: Student satisfaction with diversity-oriented programs on campus           | Students indicate “moderate” (3.5) or higher levels of satisfaction |
| B5: Faculty satisfaction with diversity-oriented programs and events.         | Faculty indicate “moderate” (3.5) or higher levels of satisfaction  |

Rationale

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



## Theme 6: Physical and Emotional Well-Being

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

### Goal A: The College provides activities and resources that improve physical and emotional health.

Table 1-21. Physical and Emotional Well-Being Goal A

| Indicators   | Desired Outcomes   |
|--|--|
| A1: Faculty, staff, and student participation in campus wellness activities                | Regular increases in number of events/activities and participation rates   |
| A2: Satisfaction with wellness opportunities on campus                                     | Mean satisfaction rates are at least “good” (3.5 or higher)  |
| A3: Use of the Fitness Center by stakeholder groups  | Regular increases in usage above and beyond student enrollment growth  |
| A4: Percentage of students enrolling in health and wellbeing oriented courses and programs | Percentage increases each year.  |
| A5: Student-athlete success  | Higher GPAs and rates of completion for student-athletes compared to student average<br><br>A high percentage of student-athletes continue intercollegiate competition upon transfer or join professional sports teams |

#### Rationale

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

**Goal B: The College promotes emotional well-being via information and services.**

Table 1-22. Physical and Emotional Well-Being Goal B

| <b>Indicators</b>   | <b>Desired Outcomes</b>  |
|---|--|
| B1: Participation in activities and events on emotional health issues                         | Increasing participation in number and variety of activities and events on emotional health issues |
| B2: Number of counselors providing mental health services, compared to similar colleges       | Ratio of certified counselors to students is comparable to other community colleges in the State   |
| B3: Student awareness of counseling services  | Increasing percentage of students are aware of services.   |
| B4: Student satisfaction with counseling services   | Mean satisfaction rates are improving  |
| B5: Satisfaction of students receiving accommodations for psychosocial disorders              | Survey means are “good” (3.5 or higher)  |
| B6: Faculty and staff satisfaction with the availability of Employee Assistance Program (EAP) | Survey means are “good” (3.5 or higher)  |

Rationale

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

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

Table 1-23. Physical and Emotional Well-Being Goal C

| <b>Indicators</b>   | <b>Desired Outcomes</b>  |
|---|--|
| C1: Number of students, faculty, and staff indicating awareness of processes used to prevent and manage threats | Majority of faculty, staff, and students are knowledgeable about College policies and procedures in responding to threats and student behavior risks |
| C2: Number of student discipline cases involving potential threat, harm to self or others                       | Annual decrease in the number of these cases   |
| C3: Faculty, staff, and students feel safe at the College   | Mean perception ratings of at least 3.5 or higher  |

Rationale

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

### Section III: Chapter Summary

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

As discussed in the Introduction, CBC has adopted these End States as the Themes for purposes of the new accreditation process. The system of measures and indicators that had been developed for each End State was updated during the Theme identification and analysis process. Thus, each Theme was associated with a set of three to five goals that, if achieved, would indicate successful accomplishment of the Theme. Accompanying each Goal was a set of reliable and valid indicators. Table 1-24 summarizes these goals:

Table 1-24. Theme Goal Summary

|   |  |
|---|--|
| <b>Goals for Access Theme</b>   | <b>Goals for Basic Skills</b>  |
| A. Strong enrollment from the community<br>B. High rates of retention, completion<br>C. Effective student support services  | A. Progress through programs<br>B. Transition to higher-level programs<br>C. Enrollment in I-BEST programs<br>D. Student satisfaction with programs<br>E. Faculty remain current in field            |
| <b>Goals for Academic Theme</b>   | <b>Goals for Cultural Enrichment</b>   |
| A. Transfer successfully<br>B. Highly qualified faculty<br>C. Student satisfaction with education<br>D. Satisfaction with workforce support<br>E. Appropriate use of technology | A. Engagement in culturally enriching experiences<br>B. Engagement in diversity-oriented Educational, cultural programs  |
| <b>Goals for the Workforce</b>  | <b>Goals for Physical/Emotional Well-Being</b>   |
| A. Learn and develop program skills<br>B. Complete workforce programs<br>C. Programs are viable<br>D. Obtain jobs and earn a good salary  | A. Engagement in activities that improve physical/emotional well-being<br>B. Provide information on emotional health issues, mental health assistance<br>C. Guard students, staff from physical harm |

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

## **Chapter Two - Standard Two: Resources and Capacity**

### **Section I: Governance**

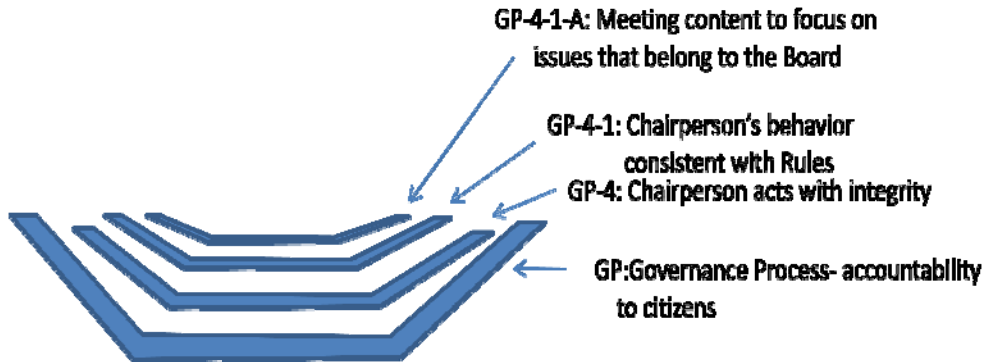
Columbia Basin College's governance process is built on the Policy Governance model developed by John Carver (Carver & Mayhew, 1994; Carver, 1997) and has been in place since 1996. Policy Governance differs considerably from more traditional governance models. The Columbia Basin College Board of Trustees (CBC Board) serves as "owners" of the College (representing the community at large), identifies desired outcomes, sets broad-level policies, focuses on external markets and needs rather than internal College functioning and processes, and holds the President accountable for outcome performance. The CBC Board is highly proactive in terms of determining desired outcomes and establishing guidelines for performance. However, within broad parameters established by the Board, the President is given considerable autonomy in achieving the desired outcomes. In contrast, more traditional governance models lead to boards focusing on more micro-level issues, adopting a short time frame, reviewing and scrutinizing staff actions, and rubber-stamping staff decisions.

Policies are a key aspect of Policy Governance. Policies address Ends (desired outcomes of the college), Executive Limitations, Board-Staff Linkages, and the Governance Process. Policymaking replaces approval of staff work as the dominant leadership style within the Carver model. As per Carver guidelines, policies are to be explicit (written down), current, literal, brief, comprehensive, and specific. They serve as the primary medium through which the Board influences the college. Policies can range in scope from broad, macro-level to more detailed, micro-level, with micro-level policies "nested" within the more macro-level ones. For example, within the broad Board-Staff Linkage Policy at CBC, there is a more detailed policy, "Delegation to the Chief Executive," that specifies the CEO role. Additionally within the Delegation policy, there are more micro-level policies regarding the Chief Executive's focus on Ends, the Chief Executive's direction to use "reasonable interpretation" of CBC Board policies, and the Board's process for revising Ends and Executive Limitations policies.

Carver has developed a "nested bowl" analogy to help explain this somewhat complicated structure. Carver-style policies are like a set of mixing bowls, arranged with the largest on the bottom, and progressively smaller bowls arranged inside of it. The board sets the parameters of the outermost bowl (e.g., Executive Limitations) and makes decisions in this broad area. The remaining layers of bowls represent progressively more detailed levels of decisions, leading ultimately to the very detailed actions and decisions performed by college staff members. By setting limits on the outermost bowl, the board sets constraints on and determines the dynamics of the inner bowls without directly putting its hands on the inner bowls or their ingredients. This structure serves to delegate considerable authority and autonomy for Mission accomplishment to the Chief Executive, but within acceptable limitations. As Carver noted, "Smaller issues fit within larger issues, as smaller bowls fit within larger ones. The entire set can be controlled by handling the outermost bowl" (2006, p. 61).

At CBC there are four primary sets of nested "policy bowls": Board Governance policies; Executive Limitations policies; Board-Staff Linkage policies; and Ends policies. Each of these primary policy bowls contains a more detailed set of nested bowls, or more specific policies. All College functions, from a strategic to a very detailed level, can be located within one of the nested bowls, with the bowl location dependent upon the content area and level of detail (more micro-level issues appearing as smaller, more nested bowls).

Figure 2-1. Nested bowl analogy—a nested set of policies



In the outermost bowls, a board outlines its governance commitments and roles, defines limits around what a president *cannot* do, and expresses the appropriate and desired linkages between a board and staff. The inner bowls delineate what a president *can* and *should* do, though only in terms of broad Ends rather than prescribed Means.

An added value of Carver’s nested bowls model is that it is comprehensive and unambiguous. A board explicitly states the broad coverage of the macro-level policy and more detailed policies fall into inside it. In other models of governance, boards make policies in a number of different areas, but there is no guarantee that there are not gaps. The result in many cases is what Carver has called a “patchwork of policies” (2002, p. 62) with potentially dangerous gaps in coverage. Given this likelihood of gaps in policy, many conventional boards become understandably fearful about losing control, tending to micro-manage while avoiding delegation, thus causing an impaired ability to focus on strategic issues. At the other end of the spectrum are those boards that abdicate their proper authority by rubber-stamping the chief executive’s plans and actions.

**Ends Policies**

The 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. These Ends are stated in the College Mission Statement, drafted by the CBC Board in 1997, to address the underlying reason for the College’s existence, namely, what results are to be achieved, for or with which people, and at what cost (Carver, 2006). The Ends Statements define not how the organization wants to be or to be seen but rather are statements of how “the organization causes the world to be different” (Carver, 2002, p. 13).

CBC’s Mission Statement incorporates six identified ends:

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

Table 2-1 lists the College End Statements, provides a brief summary of each, and indicates the specific accreditation standards that are related to that End. The CBC Board monitors performance on each of the Ends through a detailed set of indicators and measures. (These were summarized in the Year 1 Report.) Monitoring Reports on each End State are prepared for the Board at least annually. Each Monitoring Report is presented by the President to the Board at a monthly Board meeting, where the findings are reviewed and discussed publicly; action plans for improvement are presented for Board comment and

input. Subsequent reports then reflect any “closing the loop” activities that were accomplished to create an upward spiral of improvement.

Table 2-1. CBC End Statements

| <b>End Statement</b>                            | <b>Summary</b>  | <b>Sample of Associated Standards:</b>                            |
|---|---|---|
| E1: Access                                      | CBC provides affordable access, timely information and quality student services   | 1.A.1, 1.B.1, 2.C.1, 2.C.3, 2.C.4, 2.C.9, 2.D.1                   |
| E2: Academic                                    | CBC provides educational programs that support students' obtaining academic degrees                                       | 1.A.1, 1.B.1, 2.C.1, 2.C.3, 2.C.4, 2.D.1                          |
| E3: Occupational programs/workforce development | CBC provides educational programs that allow students to gain employment  | 1.A.1, 1.B.1, 2.C.1, 2.C.3, 2.C.4, 2.D.1                          |
| E4: Basic skills                                | CBC prepares students for college level courses through testing and placement, special services and a flexible curriculum | 1.A.1, 1.B.1, 2.C.1, 2.C.17, 2.C.18, 2.D.1                        |
| E5: Cultural enrichment                         | CBC provides the community with diverse, multicultural programs   | 1.A.1, 1.B.1, 2.A.15, 2.A.26, 2.C.9, 2.D.1, 2.D.11                |
| E6: Physical and emotional well-being           | CBC contributes to the physical and emotional well-being of the community   | 1.A.1, 1.B.1, 2.A.15, 2.A.26, 2.C.9, 2.D.1, 2.D.2, 2.D.11, 2.D.13 |

### **Executive Limitations Policies**

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. That is, the board defines the boundaries and lets the president and staff determine the best way to do the job (the Means). As long as the Ends are accomplished and the Executive Limitations not violated, actions of the president and staff are supported by the board.

The areas of limitation at CBC include: not breaking the law, not treating stakeholders disrespectfully or failing to follow due process, not restricting academic freedom or due process for employees, not exposing the College to liability, not overspending resources, etc. The full set of limitations is provided in summary form in Table 2-2. Table 2-2 also indicates the Accreditation Standards to which each limit is related.

Table 2-2. Executive Limitations Policies

| <b>Executive Limitations</b>                | <b>Example limitations</b>  | <b>Sample of Related Standards</b>     |
|---|---|--|
| General Executive Restraint                 | CEO must not break law or violate common ethical standards  | 2.A.20, 2.A.21                         |
| Treatment of Community Members and Students | CEO must not operate without policies, due process, etc.  | 2.A.20, 2.A.28                         |
| Treatment of Employees                      | CEO must not restrict academic freedom, retaliate, or impede due process  | 2.A.16, 2.A.17, 2.A.20, 2.A.25, 2.A.26 |
| Compensation                                | CEO must not change own compensation or promise/imply permanent employment to anyone  | 2.A.20                                 |
| Treatment of Asset Protection               | CEO must not expose College to liability, fail to protect property, endanger College image  | 2.A.20, 2.A.24, 2.A.28                 |
| Financial Planning                          | CEO must not spend more funds than are conservatively projected, withhold information needed for credible planning                                      | 2.A.28                                 |
| Financial Condition and Activity            | CEO must not overspend, fail to settle payroll or debts in a timely manner, fail to pursue debts  | 2.A.28                                 |
| Communication and Support to the Board      | CEO must not neglect to submit monitoring data, keep the Board informed of trends, adverse media, provide a mechanism for official Board communications | 2.A.19                                 |
| Emergency Executive Succession              | CEO must not fail to have at least two other executives familiar with CEO issues in case of sudden loss of CEO services                                 | 2.A.8                                  |

### **Board-Staff Linkage Policies**

After defining the Executive Limitations Policy, a board establishes the relationship guidelines by which the board interacts with the president and his or her staff—the Board-Staff Linkage Policies. These policies state that the president is accountable to the board, that all delegation from the board is through the president, and that the president’s performance is focused on accomplishing the Ends identified by the board. Table 2-3 summarizes each Board-Staff linkage policy at CBC and links each policy with relevant requirements from the Accreditation Standards.

Table 2-3. Board-Staff Linkage Policies

| <b>Board-Staff Linkage Policies</b> | <b>Summary</b>  | <b>Sample of Related Standards:</b> |
|-------------------------------------|---|-------------------------------------|
| BSL1: Chief executive role          | The President is accountable to the Board, which provides instruction, guidance and appropriate delegation  | 2.A.1, 2.A.2, 2.A.6                 |
| BSL2: Delegation to the CE          | All Board delegation is through the President, who uses reasonable interpretation to accomplish specified results   | 2.A.1, 2.A.2, 2.A.6                 |
| BSL3: CE job description            | The President’s performance consists of achievement of the Ends and operation within policy boundaries  | 2.A.6                               |
| BSL4: Monitoring CE performance     | The President’s performance is reflected in the degree that Board policies and Ends are achieved. Policies are monitored by Internal Report, External Report or by direct inspection. | 2.A.6                               |

**Board Governance**

The final Carver policy defines the parameters of a board’s own role in the governance process. For example, the policy commits CBC to accountability to its “owners”—the citizens of Benton and Franklin Counties—in terms of providing appropriate results at appropriate costs, and engaging in acceptable activities. The policies require the CBC Board to function in a disciplined, strategic fashion, to serve as the link between the community and the College, to engage in ethical practices, and to comply with all legal requirements. The policy provides specifics of the Chairperson’s role, including the role of speaking for the Board as a whole. Table 2-4 lists each of the Governance policies, provides a brief summary, and indicates Accreditation Standards with which each policy is linked.



Table 2-4. Board Governance Policies

| <b>Governance Policies</b>                    | <b>Summary</b>   | <b>Sample of Related Standards:</b>      |
|---|--|--|
| GP1: Governance commitment                    | CBC is accountable to citizens of Benton and Franklin counties for appropriate results at appropriate costs, avoiding unacceptable activities                    | 1.A.1, 2.A.3                             |
| GP2: Governing style                          | The Board will govern in a disciplined fashion with a strategic, long-term orientation, monitoring and improving its own performance                             | 2.A.1, 2.A.2, 2.A.3, 2.A.5, 2.A.7, 2.A.3 |
| GP3: Board job descriptions                   | The Board serves as the link between citizens and the college, developing key governing policies, assuring CEO performance and working with the Foundation Board | 2.A.2, 2.A.5, 2.A.6, 2.A.19              |
| GP4: Chairperson's role                       | Authorized to speak for the Board, assures Board compliance with its own policies, chairs Board meetings   | 2.A.4, 2.A.5                             |
| GP5: Board Members' Code of Ethics            | Board commits to ethical practices, without conflicts of interest and avoiding exercising individual authority over the college                                  | 2.A.1, 2.A.2, 2.A.4                      |
| GP6: Cost of governance                       | The Board prudently invests in itself to upgrade Board skills and knowledge  | 2.A.5, 2.A.7                             |
| GP7: Naming of facilities                     | The Board has the authority to name buildings or parts of campus   | 2.A.5, 2.A.7, 2.A.21                     |
| GP8: By-laws of community college District 19 | The Board shall comply with State laws, maintain an office on campus, meet once a month and comply with rules pertaining the meetings                            | 2.A.1, 2.A.2, 2.A.3, 2.A.5               |

**The Leadership Team and Shared Governance (2.A.9 to 2.A.11)**

The description of the Carver model has focused primarily on the roles of the Board of Trustees and the President, the ex officio, non-voting secretary to the Board. However, governance at CBC also relies on two additional components: (a) a strong executive/administrative leadership team of Vice Presidents, Deans, and Directors and (b) a strong commitment to shared governance. Regarding the leadership team, the President and five Vice Presidents at CBC are all appropriately qualified with strong academic backgrounds (two Ph.D.'s, one J.D. one MBA, one Ph.D. candidate, and one M.N.) and extensive administrative experience in academic settings. The educational background of the seven Deans is more mixed, with one Ph.D., one Ed.D., two pursuing doctorates, and the remaining three with master's degrees. With one exception, all have served as faculty members, followed by extensive administrative roles and experience. The exception to this model is the Dean for Institutional Effectiveness; though he has worked as a faculty member, his experience is in applied organizational research. College Directors' education tends to be at the master's and bachelor's level, except for the Director of the new Bachelor of Applied Science (BAS) program, who has a Ph.D. in Business and who previously served as a senior administrator and tenured business professor for Washington State University before being recruited for the BAS program. The three levels of the administrative group, taken together, form a very strong and highly capable executive team in support of the President in achieving the college Mission.

Another important aspect of CBC governance is the commitment to shared governance. Shared governance involves a “delicate balance between faculty and staff participation in planning and decision-making processes, on the one hand, and administrative accountability on the other” (Olson, 2009). As just one example, shared governance is used in all selection decisions for faculty and administrators. Shared governance begins by creating a Search Committee with broad faculty and staff representation. The Committee develops the recruiting strategy, reviews and evaluates the applicant pool, chooses a short list of candidates for further consideration, conducts group interviews, contacts references, gathers input from stakeholder groups, and recommends finalists. Representatives clearly have a considerable impact on the outcome; however, final decisions are made by the College President. Senior administrators are charged with exercising due diligence in contacting the finalists’ current and former supervisors and making a final recommendation. Given the Carver emphasis on accountability—and because a committee cannot be held accountable for decisions—in the CBC governance model an administrator (the President or a designee) makes the final decision and assumes accountability for the outcomes of that decision. The shared governance approach is also found in the Curriculum Committee, Library Committee, Faculty Senate, the Promotion Advisory Committee, is used to decide on the distribution of faculty development funds, and numerous other instances.

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 (RCW). 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 an administrator and, ultimately, with the Board of Trustees.

### **Academic Policies (2.A.12)**

Faculty are made aware of CBC’s academic policies related to teaching, service, scholarship, research, and artistic creation through the web and the faculty contract, *2009-2011 Collective Bargaining Agreement with the Association for Higher Education*. Academic policies on the [Instruction Policies and Procedures](#) website include *Faculty Publications & Royalties*, *Curriculum Across the Curriculum Stipends*, and *Grade Reporting*.

Students are made aware of academic policies primarily through the College Catalog and course syllabi.

### **Library Policies (2.A.13)**

Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced. Access to library policies is provided on the library website as well as in the library building through handouts and signage. All policies are available on a [library policies webpage](#) and, when applicable, policies are also presented in context. For example, policies that pertain to checking out materials are explained to patrons when they sign up for library privileges and policies regarding copyright are posted at copy machines and on the electronic form for document delivery requests. Policies are also explained to students in library research sessions. Most policies are first approved by the Library Committee and, when necessary, revisions are brought to the committee for approval.

### **Transfer-of-Credit Policy (2.A.14)**

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. Rights and responsibilities of the institution are also provided to ensure credit and degree program integrity is maintained.

Additionally, CBC maintains a [Transfer Planning](#) web page to support students intending to transfer for further education. Students are also regularly provided with specific transfer information throughout their counseling and academic advising sessions from counselors and instructional faculty members throughout the College when additional transfer specific information is needed to support student needs. Information is made available for students planning on transferring to international institutions as well. Web resources are available to students through the [Transfer Web Sites](#) page linking students to valuable resources needed to consider transfers to institutions nationwide. A [New Student Center](#) is provided to support entering students, including students transferring from other institutions by a walk-in center in the Hawk Union Building as well as on-line. The resources available through the New Student Center include information students need to have their transcript evaluated in preparation for transferring courses.

### **Student Rights and Responsibilities (2.A.15)**

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 2005-2006, was adopted by the CBC Board of Trustees in August 2006, and was subsequently codified in the Washington Administrative Code (WAC). It outlines the following: student rights; proscribed conduct; disciplinary procedures, including sanctions, appeals and record retention; interim restriction and suspension procedures; brief adjudicative procedures; and student complaint procedures. Alleged violations of academic honesty are addressed in the SR&R as well as in the CBC *Student Integrity and Academic Honesty* pamphlet.

Rights and responsibilities regarding accommodations for students with disabilities are addressed in the CBC *Services for Students with Disabilities* brochure and the *Rights and Responsibilities of Students with Disabilities* pamphlet. In 2007-2008 the College reviewed and revised as appropriate its administrative policies and procedures including those pertaining to student rights and responsibilities. These include: *Reasonable Accommodations for Students with Disabilities*, *Service Animal*, *Protocol for Students with Documented Medical Condition*, and *Prevention of Harassment and Discrimination (AP 3-140)*, all of which are available on the [Student Policies and Guides](#) web page.

Various appeal mechanisms have been established with regard to academic suspension and dismissal, financial aid eligibility, residency issues, grades, and other such matters. 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:

- In the CBC Catalog
- On the website
- In the 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.

### **Admission and Placement Policies (2.A.16)**

Columbia Basin College maintains an open door admission policy and grants admission to applicants who are at least 18 years of age and/or have graduated from high schools accredited by a regional accrediting association or who have a GED certificate. Home school graduates and graduates from non-accredited high schools are admitted based on their ASSET/COMPASS assessment scores. Potential students who do not meet these criteria may petition the Admission and Graduation Committee for special consideration.

The CBC Catalog and website provide procedural information on admission to specialized programs within the College: High School Completion, High School Enrichment, Running Start, College in the High School, International Program, English as a Second Language (ESL), General Educational Degree (GED), and High School Equivalency (HEP).

All degree- and certificate-seeking students are required to complete the ASSET (paper and pencil) or COMPASS (computerized) assessment in English, math, and reading to evaluate prerequisite knowledge, skills, and abilities for placement into college-level courses. Cutoff scores are determined by the faculty of the pertinent departments following periodic review of data provided by the Office of Institutional Effectiveness. With the assistance of a Title V institutional grant, a New Student Center was established in 2006 to provide a single point of contact for all new students to coordinate admission, placement assessment, and initial advising processes. Upon admission, students are scheduled for their placement assessment and to meet with an Educational Planner who reviews their assessment results to help plan their first quarter's class schedule. The Assessment Center also provides specialized assessments for specific populations; for example, Running Start, Test for Adult Based Education (TABE) Intake Process, Test of Essential Academic Skills (TEAS), and Health Occupations Basic Entrance Test (HOBET) commonly used by health science students.

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 SOAR and FYI. Admission, continuation, and termination from specialized academic programs that include, but are not limited to, the health sciences and workforce programs, are published in student handbooks pertaining to these academic programs and are reviewed with students during specialized orientations provided by these programs.

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, specialized program dismissal, and academic reinstatement, determinations are generally made by committee with representatives from faculty, administration, and/or staff.

### **Co-Curricular Activities (2.A.17)**

Columbia Basin College has enjoyed a long history of support for co-curricular activities. At the start of the 2009-2010 academic year, the College administratively merged the Office of Student Activities with the Office of Student Success and Retention to underscore the importance of student engagement in retention and completion. The College complies with the *Revised Code of Washington (RCW)* sections pertaining to student service and activities (S&A) fees used to support student activities and programs (RCW 28B.15.041) and to the management and distribution of S&A fees (RCW 28B.15.045). Administrative Policies and Procedures have been established that clearly state the roles and responsibilities of students and the College with regard to activities: *Service and Activity Funds (AP 4-080)*, *Student Publications (AP 4-100)*, and *Invited Speakers and Entertainment (AP 4-110)*. These are located on the [Student Policies and Procedures](#) web page.

The College is a member of the Northwest Athletic Association of Community Colleges (NWAACC) and adheres to the conference's rules, regulations, and guidelines. CBC supports five intercollegiate teams for women (basketball, golf, softball, soccer, volleyball) and four men's teams (baseball, basketball, golf and soccer). Student athletes meet the same admission requirements and follow the same procedures as the general student body. They are expected to meet the same academic standards and follow the same degree requirements as all CBC students. Financial aid awards made available to student athletes adhere to the same institutional policies and procedures that apply to other students. Athletic-related financial aid, as mandated by the NWAACC, is limited in the number of grants-in-aid allowed per sport. All forms of athletic-related aid are subject to an end-of-the-year audit. No individual or team may exceed allowable limits as determined by the Conference.

### **Policies and Procedures for Fair and Equitable Treatment (2.A.18)**

The Human Resources Office has policies and procedures that address areas from working conditions, ethics and behavioral expectations, and benefits and retirement to ensure fair and consistent treatment of staff. The policies and procedures are vetted through a committee of vice presidents, often after departments or programs on campus have had some level of input. The Human Resources Office provides employees with access to the [Human Resources Policies and Procedures](#) and applicable [HR Forms](#) through the CBC website.

Policies and procedures are regularly reviewed and updated for changes in the law and code provisions. Additionally, the collective bargaining agreements for faculty and classified staff address the same types of policies and procedures. Where the collective bargaining agreements address a matter, the language specified within the collective bargaining agreements prevail. Where the collective bargaining agreements are silent, policies and procedures maintained by the College prevail. When policies and procedures are first established or substantively revised, the policy or procedure is published in an e-mail to all recipients in the CBC e-mail system.

Human Resources personnel are well versed in the policies and procedures and provide information or answer questions asked by employees. Additionally, the Vice President for Human Resources and Legal Affairs oversees discipline and other matters in tandem with the affected employee's supervisor to ensure there is consistency for discipline and termination.

### **Work Conditions and Rights (2.A.19)**

Employees when they are first hired are provided information related to their work conditions, assignments, rights and responsibilities, and evaluation material. To this end, employees are given job descriptions, applicable collective bargaining agreements, and performance evaluation materials. For

faculty who are tenure-track, they are given a tenure review guide and attend a meeting on the probation process during the first quarter of employment for their 3-year evaluation process. For classified staff, the applicable supervisor meets with the employee to review the duties and responsibilities of the job description, along with the performance expectations, for the six month to one year probationary process prior to attainment of civil service status.

Both faculty and classified staff collective bargaining agreements address evaluation, retention, promotion, and the steps taken prior to termination for cause. The collective bargaining agreements are for 2-year periods and after a successor agreement is bargained, the staff is provided information about changes in any collective bargaining agreement during informational sessions.

Administrative/Exempt staff members are “at-will” employees, with a 30-day notice requirement. For these employees, there is a less documented process for termination, though the College has 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.

### **Security of Human Resources Records (2.A.20)**

The Human Resources Office is located in a separate office on campus where only Human Resources personnel work. The Office has a reception area with a Human Resources specialist at the front desk to greet employees and visitors. Beyond the reception area, Human Resources personnel are housed in cubicles and offices. Because this area is where confidential information is discussed and stored, any employee or visitor must be escorted past a security door by one of the Human Resources staff.

Staff members with extremely confidential information (i.e., lawsuits, disciplinary files, and attorney/client privilege materials) in their offices have specially keyed doors that are only carried by the College President, Senior Vice President for Administration, and Directors of Facilities and Security.

Personnel and benefits files are stored in fire-proof, locked file cabinets. All information is stored on password protected computer systems and careful attention is paid by staff to ensure that confidentiality of records is a main priority. Access is restricted to personnel who need the information to perform a particular duty or responsibility. All personnel are regularly reminded of their duty to keep all matters within the Human Resources Office confidential and personnel who serve in legal capacity (e.g., paralegal, executive assistant to VP for HR and Legal Affairs) have signed confidentiality agreements.

### **Integrity in Communications (2.A.21)**

In the interest of full disclosure and open communication with staff and stakeholder groups, extensive efforts have been undertaken to communicate these various policies and regulations to employees as well as to the community at large. For example, all policies, regulations, and the faculty and staff employment contracts are publicly available on the CBC website. These materials are also available to employees through their administrative units and through Human Resources. The Human Resources organization also organizes and sponsors workshops on ethics and ethical behavior on a regular basis. Assistant Attorneys-General are regularly invited to campus to speak on ethics and ethics related issues covered in Washington State statutes. Board members, the President, and senior administrators meet on a regular basis with stakeholder groups to convey College status and activities as well as to seek input and feedback on mission performance.

### **Accuracy in Accreditation Language (2.A.21 and 2.A.25)**

The College also demonstrates integrity and ethical commitment through honest, direct written communications with students, staff, and with members of the community. The College carefully uses the recommended language from the Northwest Commission on Colleges and Universities (NWCCU) to inform the public regarding accreditation status in the College Catalog and on the CBC website. For example, while CBC has filed a substantive change status for its new Bachelor of Applied Science degree, the College has indicated that the degree has not yet been accredited but is in candidacy status. Additional examples include updates on College courses, programs, and policies that are provided in a timely fashion to students and to the community through a variety of modalities. This information includes data on campus crime statistics; expected time to completion and completion rates in various academic and workforce programs; current employment rates and expected salaries for Workforce program graduates; and current course offerings. The College website is also a widely used means of communicating with constituencies, including internal stakeholders. The site is managed by a webmaster and all information is approved through the Office of College Relations, as are all media releases and other forms of public information. The Director of College Relations serves as the College spokesperson with the media and is held accountable for accuracy and integrity in all College communications.

### **High Ethical Standards (2.A.22)**

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 (see p. 3), End Statements (Table 1) and Board Policies (Tables 2 to 4). As established in the Policies, the Board is accountable to the citizens of Benton/Franklin counties to act with integrity and to demonstrate high ethical standards. For example, the Board is required to:

- Provide appropriate results at appropriate costs and avoid unacceptable activities (Governance Policy 1);
- Govern in a disciplined and strategic fashion, monitoring and improving its own performance (Governance Policy 2);
- Commit to ethical practices, without conflicts of interest (Governance Policy 5);
- Prudently invest in its own upgrade of skills and knowledge (Governance Policy 6); and
- Comply with State and other applicable laws and regulations (Governance Policy 8).

The President and, by extension, administrators are also constrained to perform in an ethical manner, particularly by the Executive Limitations (EL) policies. These EL policies require that the President not:

- Break any law or common ethical standard (EL 1);
- Operate without policies and due process (EL 2);
- Restrict academic freedom, retaliate or impede due process (EL 3);
- Change his/her own compensation or promise employment (EL 4);
- Expose the College to liability, fail to protect property or endanger the College image (EL5);
- Spend more funds than are projected to be available or withhold information needed for planning (EL 6);
- Overspend or fail to settle payroll or debts in a timely manner (EL 7);
- Fail to keep the Board informed (EL 8); and
- Fail to have qualified successors in place (EL 9).

The policies are regularly reviewed and evaluated by the Board of Trustees, with input from the President, administrators, faculty, and staff.

### **Ethical Dealings with Students, Public, and Faculty (2.A.22)**

The College values have been most clearly summarized in the College's Values Statement, which includes the following College commitments.

- **Student learning and development:** Our focus is on encouraging student learning in an environment of open inquiry, respect, critical thinking and creativity. We encourage students to mature and develop intellectually, emotionally, ethically, and physically both inside and outside of the classroom.
- **Excellence in our faculty and staff:** We deliver effective teaching and services, involving a culture of innovation, continuous assessment and measurement of performance, and continuous improvement of performance.
- **Personal and Professional Growth:** We value the roles of CBC employees, each of whom contributes to student and college success, and we support their personal and professional growth and development.
- **Support for Diversity:** We affirm individual uniqueness, celebrate cultural and personal diversity, and promote equal opportunities and success for all members of the community. The college is available to everyone - regardless of ethnic or financial status - and meets the widest possible variety of community needs.
- **Sustainability:** We practice effective and efficient use of resources and incorporate sustainable practices in the design of facilities, systems, and programs.
- **Community of Learning:** We work cooperatively and collaboratively across the campus and with residents of our service area, pursuing the common goals of student learning and success. We strive to create a sense of community, belonging, and meaningful involvement with one another.
- **Communications:** We communicate with each other openly and respect the distinct viewpoints of other individuals and groups.
- **Innovation and Creativity:** We make both radical and incremental changes in our thinking, organizational processes and services; we encourage students to demonstrate creativity throughout their learning activities.
- **Health and Happiness:** We create a healthy environment that encourages wellness, physical and emotional safety, and enjoyment of learning.

The College maintains policies on affirmative action, dignity, diversity, prevention of harassment and discrimination, and standards of conduct to provide further processes to ensure the institution maintains high ethical standards in relation to students, public, and faculty.

These values reflect a strong sense of integrity regarding educational impacts on students, personal and professional excellence, a commitment to innovation and improvement, the intention to communicate effectively with one another, commitment to a wise and sustainable use of resources, and a commitment to the health and happiness of the college community.

The College commitment to the highest standards of ethical behavior regarding the treatment of faculty and staff are also reflected in the faculty and staff contracts (the 2009-2011 Collective Bargaining Agreement with the Association for Higher Education, for faculty; the 2009-2011 Collective Bargaining Agreement with the Washington Public Employees Association for Higher Education (WPEA), for classified staff). For example, the College is committed to full compliance with all State and Federal laws regarding equal employment opportunity (AHE Article 6.1.1), nondiscrimination (AHE 6.1.2), and rights to reasonable accommodations for disabled employees (AHE 6.2). The College follows all requirements of the Americans with Disabilities Act and Washington's Law Against Discrimination. Further, the College is committed to providing safe working conditions to all employees (AHE 6.3), as well as rights of due process (AHE 6.5), right of privacy (AHE 6.6), rights of association (AHE 6.7), rights of academic



freedom (AHE 6.8), and rights regarding materials contained in personnel files (AHE 6.9). Similar protections are maintained in the state-wide WPEA contract.

### **Conflicts of Interest (2.A.23)**

The College has a commitment to avoiding conflicts of interests at all levels, including the Board, the President and administrators, and faculty and staff. The Ethics in Public Service title of the WAC states that a conflict of interest occurs when a state employee “(a) Has a beneficial interest relating to a matter in which the officer or employee participated in an official capacity; (b) Accepts outside compensation for the performance or nonperformance of official duties; or (c) Accepts or seeks outside compensation from persons that they regulate or conduct state business with” (W.A.C. tit. 292, § 110.060, 2009). Note that no impropriety has to take place—the situation itself determines whether a conflict has taken place. The Board is instructed to avoid conflicts of interest in Governance Policy 5 (“Board Members’ Code of Ethics”), which instructs Board members to “represent unconflicted loyalty to the interests of the community. 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 organization’s services” (Columbia Basin College Board of Trustees, 2000, p. 15).

The President is implicitly restricted from becoming involved in conflict of interest situations by the Executive Limitations policy, which states that “The chief executive shall not allow in or by the operating organization any practice, activity, decision or situation which is either unlawful or imprudent or in violation of commonly accepted business and professional ethics...” (Columbia Basin College Board of Trustees, 2000, p. 2). In addition, the President, as well as all employees of the College, must comply with the Ethics in Public Service Act under Washington State Law Chapter 42.52 RCW. The Act establishes minimum standards of conduct while performing public duties, and seeks to remove doubts concerning violations of public trust and confidence, the impairment of independent judgment, and favoritism in the performance of public duties that can be created by outside or personal interests. The Executive Ethics Board has oversight responsibilities to ensure public employees in the State of Washington comply with the Act. The College has a Code of Ethics Policy that clearly speaks to the Act, which was approved by the Executive Ethics Board prior to publication. The College makes available on its website both the [Code of Ethics Policy](#) and a [Whistleblower Policy](#) that falls under Chapter 42.40 RCW. The College has provided ethics training to all classified staff, faculty and administrative/exempt staff in the last 2 years and sends out yearly Whistleblower notifications to all staff reminding them of the reporting mechanism for allegations of ethics violations. The Senior VP for Administration and the VP for HR & Legal Affairs serve as ethics officers for the College to act as a resource for employees should they have a question whether any particular situation violates the Act.

Avoidance of conflict of interest is also specified in other policies including the College’s [Nepotism Policy](#) and the [Hiring Policy](#). The 2009-2011 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. For faculty, if the off-duty conduct is a conflict of interest as set forth in Chapter 42.52 of the RCW 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. This is stated in Section 8.5.7 of the 2009-2011 CBC/AHE Collective Bargaining Agreement. Very similar contract language is included in the 2009-2011 State of Washington/WPEA Collective Bargaining Agreement for classified staff. 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.

### **Intellectual Property (2.A.24)**

Another aspect of the College's commitment to ethical behavior is indicated by policies protecting the individual intellectual property rights of employees. Individual faculty members may create materials that are covered under federal copyright statutes and that may serve to generate income for these faculty members. At the same time, the College balances these rights with a desire to protect College assets and comply with the Ethics in Public Service Act. Consequently, any individual who produces intellectual property with no or minimal use of college resources retains full intellectual property rights. However, if the faculty member creates intellectual property as part of their scope of work or by using state resources, the intellectual property will remain with the College. Regarding the use of e-learning or multimedia presentations developed by faculty, faculty are treated ethically in that recordings may be preserved by the College, but the recordings may not be used to reduce or eliminate faculty positions and may not be transmitted in future quarters without a written agreement between the faculty member and the College.

### **Integrity in Contracts (2.A.26)**

Finally, the College engages in ethical behavior in relation to all contracts that are established with outside entities. These entities include individuals involved in personal service contracts and companies with whom purchasing contracts have been established for goods and services as part of the total program costs. These purchasing agreements follow the terms and conditions set by the State of Washington. Personal services contracts are reviewed by the Senior Vice President for Administration (SVPA) or designee for standard format and terms. The College has been the recipient of numerous State and Federal grants, all of which conform to administrative and financial controls established by the College. The Business Office, led by the Assistant Vice President for Fiscal Operations and a Federal Grants Accountant, handles all financial transactions and maintains monthly revenue and expenditure reports generated by the Financial Management software system (standardized throughout the State). Grant Directors must approve all expenditures prior to payment by the Business Office to ensure the expenditures are in compliance with institutional and grantor policies and requirements.

### **Academic Freedom (2.A.27 to 2.A.29)**

Consistent with the Mission and Values statements, the College promotes academic freedom and delineates numerous faculty rights in the collective bargaining agreement with the faculty union, the Association of Higher Education (AHE). These include, by title, Non-Discrimination and Affirmative Action, Right of Privacy, Rights of Association, Intellectual Property Rights, and Rights of Academic Freedom. Appendix A of the 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 2009.

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" (Board of Trustees of Community College District 19 and the Association for Higher Education of Columbia Basin College, 2009, p. 81). 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" (Board of Trustees of Community College District 19 and the Association for Higher Education of Columbia Basin College, 2009, p. 82).

Students, too, are provided academic freedom protections in the CBC *Code of Student Rights and Responsibilities*: “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” (Columbia Basin College, 2006, p. 4).

### **Financial Integrity (2.A.30)**

As summarized earlier, the College is organized and governed by the “Carver Model” of governance. The associated governance policies regarding Board and President behaviors are clearly-defined, including a set of “Executive Limitations” policies. As discussed earlier, these policies include strict requirements for maintaining financial integrity, reducing liability, protecting property, limiting spending, and pursuing the rapid settlement of debts. In addition, all accounting policies and procedures used by the College are those established by the State of Washington Office of Financial Management and documented in the State Administrative and Accounting Manual (SAAM).

All of the financial functions of the College are organized under and report to the Senior Vice President for Administration (SVPA). The SVPA has a direct reporting line to the College President. Functions reporting to the SVPA include cashiering, budget, accounts payable, accounting, internal audit, student financial aid administration, grants, contracts administration, risk management, purchasing, and payroll.

## **Section II: Human Resources**

### **Qualified Personnel (2.B.1)**

To carry out the mission and instructional needs of the institution, Columbia Basin College employs 126 full-time faculty, 171 part-time faculty, 99 administrative/exempt staff, 135 classified support staff, 91 student workers, and 44 temporary hourly support staff. The administrative/exempt staff, faculty, and classified staff have been selected based on stated qualifications for each position and have the requisite educational background, experience, and skills to perform the primary responsibilities of their positions.

Administrative/exempt positions generally require a minimum of a bachelor's degree and three to five years of experience, but individuals more often than not exceed the minimum qualifications. For full-time faculty positions in academic transfer departments, where a master's degree within the discipline is a common minimum requirement, 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.

Classified staff positions are Washington State civil service employees who are additionally represented through a state-wide collective bargaining agreement. The civil service structure allows the College to maintain a high level of consistency across classified staff job classifications. Any new position opening is carefully reviewed by the appropriate supervisor and human resources specialists prior to posting.

CBC has implemented a business plan model used for the creation of new instructional programs. The process includes a comprehensive analysis of staffing requirements necessary to optimally operate a new program as well as the additional resources necessary across the campus to maintain proper support of faculty, staff, and students. The Nuclear Technology program cluster was developed by using this business plan model, resulting in an extensive analysis of the staffing and financial requirements to support the development of this program area. The structured use of this process helps to ensure new programs are staffed appropriately to meet the goals and objectives of the program.

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. Employees are provided copies of their job descriptions when they start their employment and if modifications are made to an incumbent's workload or scope of duties.

### **Staff Evaluation (2.B.2)**

CBC uses standardized evaluation processes to conduct regular performance evaluations for classified employees. The processes are created and maintained by the Washington State Department of Personnel and include step-by-step procedures during each review session for providing comprehensive feedback to employees as well as projecting performance needs in the upcoming performance period. Reviews occur for probationary staff every 90 days. Once permanent civil service status is achieved, reviews occur annually. The instructional administration is 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 so forth.

Additionally, the College is implementing a new evaluation process for all administrative/exempt staff. This process gathers evaluation data from other staff, faculty, and administrators, using a software program that collects and analyzes this performance feedback. Evaluations will then be conducted annually for each administrator and exempt staff member.

Job descriptions for administrative/exempt and classified staff positions are periodically reviewed to make sure the necessary work is being accomplished to meet the College's mission. Personnel assignments are changed if necessary and cross-training is accomplished where possible to ensure the College has multiple layers of expertise available in key positions such as admissions, registration, and the coding of courses and students. Classified employees also have the ability to request an audit of their work to ensure their duties fall within the intended classification of the position. The audit can provide valuable information about the need to either reclassify the position to address the expanded work required or to identify a need for changes in staffing levels.

### **Professional Development (2.B.3)**

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

Faculty members are able to take sabbatical or professional development leave and are supported in professional development activities by funds made available from a variety of sources, including the President's office, the College Foundation, and Division budgets. On the first point, three or four faculty members have been able to take advantage of sabbatical leave each year for the past decade to pursue additional degrees or certifications, write books, or conduct other research or development activities. The current budget climate leaves little means to support sabbatical leave, but the College will continue to search for alternatives to support this key faculty development opportunity. Each faculty member is also provided with \$377 annually that can be used to support his/her individual professional development needs. These funds are taken from a special budget overseen by the President. Beyond these funds, faculty members are able to tap into additional funds from division budgets; the budget for assessment projects managed by the 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 various 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. The collective bargaining agreement includes required professional development days that are counted toward the annual workload for each faculty member as well.

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 college division generally budgets funds to allow staff to attend professional organization meetings. Throughout the year the staff and faculty participate in webinars and other interactive television trainings to maximize opportunities while minimizing cost.

Classified and support staff are also provided with opportunities for professional and skill development. Aside from training provided at the department level by individual supervisors, the College has a classified staff training committee that is responsible for organizing trainings throughout the year, as well as a breakaway day, where the staff meet off campus for a day and engage in training activities. 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.

#### **Faculty Credentials (2.B.4)**

Since 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.

- A campus-wide curriculum committee made up of representatives from each division and student services approves all new classes and programs of study including new degrees before they are offered.
- All workforce programs have an Advisory Committee that provides guidance to the program. Each new program also goes through an approval process at the State Board for Community and Technical Colleges (SBCTC).
- 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 is in the process of developing a Program Evaluation process for both academic and workforce programs. This is an area that has been identified as needing attention.

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.

Additionally, the College's full-time to part-time faculty ratio helps to ensure that full-time faculty members deliver the bulk of instruction. There are 126 full-time faculty members and 171 part-time adjunct faculty members, which is a 1 to 1.35 ratio, but when the overall instructional effort is broken down by classes and credit hours, the majority of classes are taught by full-time faculty. The College has also raised its expectations over the past five years, requiring a master's degree or licensure and certifications as a minimum hiring requirement, along with experience as an instructor, counselor or librarian. These minimum qualifications also include proof of the ability to relate to students of varied ethnicity, ages, backgrounds and to cooperate with colleagues and students.

#### **Faculty Responsibility and Workload (2.B.5)**

The College's expectations are clearly specified and communicated to faculty. Faculty members belong to a bargaining unit and are represented by the Association for Higher Education (AHE). The College bargains a collective bargaining agreement (CBA) with AHE that contains the hours, wages, and other terms and working conditions for the faculty. Though the primary duty of the full-time instructor, counselor, and librarian is to serve the needs of students, by teaching or providing counseling and library services, the workload section of the CBA speaks to the overall professional duties, responsibilities, ethics, and workload standards expected by the College. A workload plan is prepared by the faculty member and supervising dean on an annual basis.

The CBA includes articles addressing the tenure review process for probationary faculty members and a promotion process for tenured faculty members, both of which clearly state the criteria for the awarding of tenure or promotion. These criteria include success in educating, advising and mentoring students; scholarship (which includes research and/or artistic creation); and service to the College community. Faculty members are reviewed during the tenure review 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 these criterion areas.

### **Faculty Evaluations (2.B.6)**

All tenure-track faculty members participate in a comprehensive performance evaluation annually. All full-time tenured faculty members participate in a subsequent evaluation at least once every two years. The supervising administrator evaluates the faculty member using the Direct Instructor Evaluation form, which includes self-evaluation, student evaluations, classroom observation, and contractual and professional obligations. This process is contained in its own article in the faculty Collective Bargaining Agreement (CBA).

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 faculty member. The supervising administrator determines the final remedial plan.

### **Section III: Educational Resources**

Columbia Basin College's educational program includes transfer degrees that are widely accepted by baccalaureate institutions, two-year professional and technical degrees designed to provide skills required in a number of fields, basic skills development for students seeking their General Education Development (GED) certificate, and continuing education opportunities. CBC's educational programs are evaluated using assessment data from individual courses, and the expertise of the faculty is relied upon to ensure suitable improvements are made to maintain appropriate and rigorous programs. The requirements and learning outcomes for programs offered at CBC are widely published, primarily in the College Catalog and website, and they are consistent with those of other higher education institutions in the state of Washington.

#### **Appropriate Content and Rigor (2.C.1)**

The instructional program is directly related to each element of the College's mission to include access, educational achievement, employment, basic skills development, cultural enrichment, and physical and emotional well-being. Rigorous instructional programs are central to meeting the End States specified in CBC's Mission Statement. Thus, CBC's instructional program must provide quality educational programs with appropriate content and standards to meet student and community needs.

Upon completing a degree or certificate at Columbia Basin College, students will be able to identify and demonstrate their knowledge in a variety of general education areas. CBC has established six Student Learning Outcomes that reflect the learning experience graduates receive by completing the general education requirements. The established Student Learning Outcomes are:

##### **Outcome 1: Think Critically**

- Understand, analyze, and evaluate the elements of one's environment and one's habits of thought
- Conceptualize alternatives to both

##### **Outcome 2: Reason Quantitatively & Symbolically**

- Develop a sense of number and pattern
- Analyze, evaluate, and synthesize symbolic statements and quantitative arguments

##### **Outcome 3: Communicate Effectively**

- Use spoken and written language to express opinions, discuss concepts, and persuade an audience
- Synthesize ideas and supporting information to create effective messages

##### **Outcome 4: Apply Information Tools and Resources**

- Accurately assess information needs
- Select appropriate information tools and resources and use them efficiently
- Evaluate, manage, and use information effectively and responsibly

##### **Outcome 5: Develop Cultural Awareness**

- Respect self and others
- Explore and appreciate different cultures in an increasingly diverse, global community
- Challenge culture-bound assumptions

##### **Outcome 6: Master Program Learning Outcomes**

- Become familiar with a body of knowledge
- Demonstrate ability to know or do the stated program learning outcomes, which are developed by each department and program and assessed annually



The College provides detailed information about degree and certificate requirements as well as expectations of Academic Progress and Performance standards at mandatory orientation (Student Orientation to Advising and Registration, SOAR) and transition (First Year Introduction, FYI) programs for new degree- and certificate-seeking students. The College monitors student progress and academic performance and intervenes when expectations are not being met. Degree completion students are able to directly transfer to any institution in the state subscribing to the guidelines of the Intercollege Relations Commission (ICRC). This Commission includes all public and many independent baccalaureate institutions in the state of Washington. Additionally, academic credits earned at CBC are recognized by a number of colleges and universities around the country through Memoranda of Understanding including, but not limited to, Capella University, City University, Eastern Oregon University, Heritage University, Northwestern State University of Louisiana, Oregon State University, University of Phoenix, Ohio State University, and University of Wisconsin - Green Bay. Several certificates offered at CBC are accredited through programmatic entities to ensure graduates are well prepared for employment in their fields. Numerous degree programs, particularly in health science fields, have national program accreditations that ensure rigor and professional standards.

### **Learning Outcomes (2.C.2)**

In recent years, the College has been modifying its assessment plan to include revisions of Course Level Outcomes for all courses, refinement of all Program Level Outcomes, and the use of a new software program, *TracDat*, which aggregates course outcome performance to help determine overall program and degree performance. Course Level Outcomes are continually revised across the curriculum and Program Level Outcomes were revised during the 2008-2009 academic year. Beginning in Fall Quarter 2009, faculty will begin entering course level assessment into the *TracDat* software. The software allows for simpler and more powerful analysis of outcome assessment that spans entire programs and degrees. Initial analyses of these assessments will begin in Winter Quarter 2010.

As stated in 2.C.1, the six Student Learning Outcomes are included on the CBC website and published in the College Catalog.

Program Level Outcomes, defined as certificate areas of study or the general education sections of transfer degrees, are depicted on the [Teaching and Learning section](#) of the CBC website. Course Level Outcomes are provided in the syllabus for each course given to each student in printed form or made available on web sites that support each course. Each Course Level Outcome is linked to any Program Level Outcome or Student Learning Outcome it directly supports within the *TracDat* software.

The institution will be piloting a new program evaluation process during the 2009-2010 academic year. Previously, programs have been measured on an annual basis and reported through the Workforce Ends report to the Board of Trustees. The pilot program will include a review of all instructional programs annually on select data points, then a comprehensive review every three years to measure effectiveness toward the mission and stated program outcomes.

### **Awarding of Credit and Degrees (2.C.3)**

New courses approved by the Curriculum Committee identify which of the six Student Learning Outcomes are covered by the Course Level Outcomes. Course Level Outcomes are then assessed and tracked through *TracDat* for trends, program or course improvements, and other institutional research.

The two-year transfer degrees adhere to the ICRC and State Board for Community and Technical Colleges (SBCTC) recommended degree structure (see 2.C.9). The accepted course list for each area of the distribution is determined by the Curriculum Committee. Each syllabus includes the CBC Student

Learning Outcomes with the following statement prior to listing them: “Students who graduate from Columbia Basin College will have been exposed to the skills, concepts, and methods of inquiry in many different disciplines. The totality of their learning experience is expressed in a set of general Student Learning Outcomes, which all students, regardless of program, are expected to demonstrate.” The Student Learning Outcomes are then listed.

The College general education distribution areas are Communications; Quantitative or Symbolic Reasoning; Humanities; Social and Behavioral Sciences; Mathematical and Natural Sciences; and Health and Physical Education. Each area has an accepted list of Program Level Outcomes. Any individual class placed on the distribution list must meet the criteria outlined in the distribution Program Level Outcomes. Each course is mapped to the Student Learning Outcomes and the distribution Program Level Outcomes in the *TracDat* system. In the case of specialized degrees, such as the Business two-year degree, there are additional Program Level Outcomes for which students demonstrate a level of business knowledge through a discrete set of business and business-related courses.

The specialized transfer degrees adopt the two-year degree requirements as well as a set of additional courses in the elective section or a specific selection of course(s) in the distribution area. These specialized degrees are either part of a series of state-wide community college degree requirements or reflect the courses needed for students to be “major ready” upon their arrival at their four-year colleges.

Students who graduate with a transfer degree have mastered course and program outcomes through successful completion of individual course and program requirements. The degree, which reflects the requirements defined by the SBCTC and the ICRC, has been approved by the CBC Curriculum Committee.

The new Bachelor of Applied Science also has a set of general education requirements and business classes. Each course has been mapped to the CBC Student Learning Outcomes and each course has identified how the student will be measured according to the identified outcomes.

The general education requirements for professional/technical degree programs, at a minimum, include psychology (human relations), speech communications, mathematics, and English Composition courses. Certificate programs of 45 quarter credits or greater also include these general education requirements. Certificate and degree programs commonly provide options for students within each of the disciplines of the general education requirements, allowing students to tailor their general education courses to their specific needs and interests.

#### **Degree Programs (2.C.4)**

The degree and course requirements for the baccalaureate and transfer degrees have been developed utilizing criteria and guidelines promoted by the Washington State Higher Education Coordinating Board (HEC Board), SBCTC, and the ICRC. The degree requirements embed elements to include both depth and breadth. The breadth of content is maintained by offering students a wide variety of courses within each distribution areas in their degree program. Depth is achieved by degree requirements which encourage sequential courses that promote student learning beyond a single distribution course. Degree requirement changes made Spring 2009 to the Associate of Arts and Sciences program made minor adjustments to specifically allow further depth to students within that degree track. Appropriateness of the general education requirements of these programs is also demonstrated through the smooth and efficient transfer of degrees to other institutions.

The College maintains an open access model allowing all applicants to enroll at the college without meeting specific prerequisite courses or skills. Once admitted to the institution, a student will find that

some programs do maintain selective entry requirements, especially high demand health sciences programs, including Nursing, Dental Hygiene, Radiologic Technology, Diagnostic Ultrasound, Medical Assistant, Surgical Technology, Emergency Medical Technician-Basic, Paramedic, and Nursing Assistant programs. Information on the selective entry process, as well as application tools and materials, is made available through individual program web pages. Additionally, free public information sessions are provided for most programs to allow additional information and advising to prospective students to successfully navigate the selective entry requirements.

Direct transfer degrees at CBC meet the ICRC guidelines. For some specific fields of study, public baccalaureate institutions in Washington State have established Major Related Program agreements with community colleges. These direct transfer agreements place students from CBC on comparable footing with juniors at the transfer institution, which speaks to the appropriateness of the degree requirements at CBC. Academic transfer and professional/technical graduation requirements for degrees and certificates are clearly shown in the [CBC Catalog](#), which can be found on the website. The degree and certificate requirements are also maintained on a web page, [Courses and Programs](#), linking each discipline or department to the courses, overview, and certificate or degree requirements. Professional and technical programs utilize advisory committees to promote strong alignment between graduation and program requirements to industry standards. Programs also utilize articulation agreements, skill standards, and external certification requirements to ensure students meet requirements for employment or further education.

### **Bachelor of Applied Science Degree—Applied Management**

The new Bachelor degree began in Fall 2009. The program has a competitive application process that consists of an application, reference letters, and a student statement of purpose. The [BAS application](#) and detailed instructions are available online at the Applied Management website. Detailed [degree information](#) is available from the degree website, as well as in the 2009-2011 CBC Catalog. The program was developed to incorporate and enhance the learning students obtained through an applied associate degree program. Students are able to select coursework within the degree to meet the depth and breadth requirements for their own unique educational goals. Their ongoing activity in continuous internships will help to provide a depth to their learning that is difficult to achieve in a classroom alone. Students will also select one of two capstone courses that will integrate the knowledge gained throughout their program experience for further depth in learning.

### **Faculty and Curriculum Development (2.C.5)**

Due to CBC's commitment to shared governance, faculty members play a primary role in determining course content and student learning objectives. Approval of new or altered courses and degrees or certificates is given by the Curriculum Committee, which is composed primarily of faculty members. Faculty members who are interested in creating or altering an existing course present their proposals to the Curriculum Committee for approval after conferring with departmental colleagues and instructional deans. The Curriculum Committee also determines how the course satisfies requirements for degrees or certificates.

The faculty also plays a critical role in the hiring process of faculty and administrators. A minimum of two faculty members sit on screening committees for hiring full-time faculty, as described in the collective bargaining agreement (CBA) between the College and faculty union. In this process, faculty members who serve on a screening committee are responsible for narrowing the number of qualified applicants who will be interviewed, conducting interviews, and subsequently providing a ranked list of candidates to the appropriate Vice President. The CBA also gives the faculty the right to have at least three members involved in the selection process for faculty supervisory positions.

In prior years each instructional faculty member has completed a minimum of one class assessment project per year and submitted a written account of findings to his/her dean. Beginning in 2009-2010, faculty members are completing more frequent assessments of Course Level Outcomes and entering the data into *TracDat* to be aggregated by the Office of Institutional Research.

### **Faculty and Library Resources (2.C.6)**

Library resources and services are integrated into the learning process in several ways. The librarians work with faculty and the staff of the First Year Introduction (FYI) program to provide all students with an orientation to the library and some basic instruction in the use of key information resources. The library also has a separate class in WebCT, the college's e-learning system. All students have access to WebCT, so this class with the library resources and assistance is linked where students are accessing their other course materials. Librarians provide teaching faculty with instructional support in whatever format or forum is desired, from information for faculty members to use in their classes, to electronic research guides, to librarian-led instruction sessions tailored to student assignments. The librarians teach research sessions for instructors every quarter in order to assist the students in locating and utilizing the resources they need for their assigned research. The librarians also have a blog called [\*Topic of the Week Plus\*](#) where resources for specific class are posted and advertised to the students by the instructors.

### **Credit for Prior Experiential Learning (2.C.7)**

Credit for Prior Experiential Learning (PEL) is one option the College offers students enrolled in undergraduate-level classes to earn non-traditional credits. CBC grants credit for learning that ties prior experiences to the theories, data, and skills of a particular discipline. Department faculty members who are content specialists are responsible for establishing methods to assess and document student competence and/or knowledge in specific courses at a 2.0 GPA performance level. A student must request credit for prior experiential learning to the appropriate instructional department administrator by completing the "Application for Approval of Experiential Learning Credit" form during the quarter the credit is requested. CBC makes no assurances regarding approval of the application or the number of credits to be awarded prior to the completion of the PEL review process. If approved by the appropriate faculty, the application is subsequently submitted to the Registrar and credit hours are computed in accordance with the College's current evaluation policies on non-traditional learning experiences. In order to receive PEL credits, students must have earned 15 or more credits at CBC with a cumulative, college-level GPA of 2.0 or better. No credit is awarded if the student has completed a similar course. PEL credit may be applied to no more than one-fourth of the total credits required for an Associate of Applied Science Degree and/or within the restricted electives for an Associate of Arts and Science Degree. PEL credit is uniquely identified in a specific section on the CBC transcript and is posted with a "P" grade.

### **Transfer Credit (2.C.8)**

Washington community and technical colleges accept transfer credits from other colleges in the system for courses equivalent in content and purpose to their own. A common course numbering system is used by the 34 community and technical colleges statewide to ease the transcription process. Acceptance of transfer credit is determined through use of *College Source* and a review of college websites for course description and credit equivalencies. When unable to determine equivalency, a course syllabus is requested and reviewed by the appropriate department lead.

Transferring to every public and some private baccalaureate institutions within Washington State is made easier by being a member of the ICRC, whose goal is to facilitate transfer to baccalaureate institutions.

ICRC has developed associate degree guidelines that ensure that AA degrees satisfy the lower-division general education requirements of baccalaureate institutions in the state. Guidelines established by the ICRC regarding AA degree requirements generally align with requirements at various baccalaureate institutions around the country.

The College provides office space and opportunity for baccalaureate representatives to meet with CBC students who have an interest in transferring to their institutions. Washington State University Tri-Cities (WSUTC) and Heritage University provide regularly scheduled appointments each week at the CBC main campus. Students who attend CBC are provided a direct pathway to WSUTC's 17 bachelor degree programs. The Bridges Program, describing this pathway, is introduced during SOAR and FYI to students with an interest in obtaining a bachelor degree from WSUTC. Details are printed in the CBC Catalog and website.

### **Undergraduate General Education (2.C.9)**

Columbia Basin College maintains requirements for several degrees: (a) Associate of Arts and Sciences; (b) Associate of Science – Transfer; (c) Associate of Applied Science; (d) Associate of Applied Science – Transfer; and (e) Bachelor of Applied Science. These degrees are offered in accordance with the Northwest Commission on Colleges and Universities (NWCCU) accreditation and Washington State Board for Community and Technical College (SBCTC) standards.

### **Associate of Arts and Sciences (AA)**

CBC follows guidelines set by the SBCTC for appropriate direct transfer degrees. These guidelines stipulate the number of credits that must be earned in various general education areas to provide a broad educational foundation. The general education requirements for the general AA degree are shown in Table 2-5 with the minimum required credits according to the SBCTC policy manual.

Table 2-5: AA Degree General Education Requirements

| <b>General Education Requirement</b> | <b>CBC AA Credit Requirements</b>  | <b>SBCTC Credit Requirements</b> |
|--------------------------------------|--|----------------------------------|
| Communication                        | 13 credits   | 10 or more credits               |
| Math Proficiency                     | Must pass intermediate algebra or pass a math class with intermediate algebra prerequisite | Pass intermediate algebra        |
| Quantitative and Symbolic Reasoning  | 5 credits  | 5 or more credits                |
| Humanities                           | 15 credits   | 15 or more credits               |
| Social and Behavioral Science        | 15 credits   | 15 or more credits               |
| Math and Natural Science             | 15 credits   | 15 or more credits               |
| Health and Physical Education        | 3 credits  | None                             |

Each section of the general education requirements of the AA degree has its own Program Learning Outcomes. Performance in each section of the general education requirements will be evaluated using course level assessment data according to the new assessment plan.

**Associate of Science – Transfer (AS-T)**

For students entering science and engineering fields it is often advantageous for them to take additional credits in related science and mathematics courses during their first two years of study to ensure they have fulfilled prerequisites to finish a baccalaureate degree in four years. The Associate of Science – Transfer degrees are broken into two varieties based on discipline and are designed following guidelines set by the SBCTC. The requirements for each variety are shown in Table 2-6.

Table 2-6: AS-T Degree Requirements

| <b>Discipline</b>             | <b>CBC AS-T credit requirements for Biological Sciences, Chemistry, Environmental or Resources Sciences, and Geology or Earth Science. (Also SBCTC credit requirements)</b> | <b>CBC AS-T credit requirements for Engineering, Computer Science, Physics, and Atmospheric Sciences. (Also SBCTC credit requirements)</b> |
|-------------------------------|---|--|
| Communication                 | 5 credits from ENGL& 101 or 102   | 5 credits  |
| Mathematics                   | 10 credits from pre-calculus or higher  | 10 credits from pre-calculus or higher   |
| Humanities and Social Science | 15 credits total, with at least 5 from humanities and 5 from social science   | 15 credits total, with at least 5 from humanities and 5 from social science  |

|                   |   |   |
|-------------------|---|---|
| Pre-major         | 45-50 credits total of which:<br>15 are general chemistry sequence<br>5 are 3 <sup>rd</sup> quarter calculus or statistics<br>15 are general biology or a physics sequence<br>10-15 in additional science or math courses appropriate for the major | 30 credits total of which:<br>15 are a physics sequence<br>5 are 3 <sup>rd</sup> quarter calculus or statistics<br>5 are a computer programming course<br>5 are a general chemistry course for engineering majors or any additional science course appropriate for other majors |
| Remaining credits | 10-15 additional credits that satisfy credit requirements for the baccalaureate degree sought   | 30 additional credits that satisfy credit requirements for the baccalaureate degree sought  |

### Associate of Applied Science (AAS)

The Associate of Applied Science degree program requirements throughout the professional/technical programs utilize a core of general education requirements ranging from 18-20 credits. Some programs vary and include additional classes to meet specific degree or external requirements. The most common requirements are included in the Table 2-7.

Table 2-7: AAS and Certificate General Education Credit Requirements

| Discipline                      | CBC AAS and Certificate Credit Requirements |
|---------------------------------|---|
| Psychology<br>(Human Relations) | 5 credits                                   |
| Math                            | 5 credits                                   |
| English                         | 5 credits                                   |
| Communications                  | 3-5 credits                                 |

CBC utilizes the matrix shown in Table 2-8 for certificate and degree development for the requirement of general education courses.

Table 2-8: Degree and Certificate Credit Requirement Matrix

| Type of Award                | Credits      | Gen Ed Requirements |
|------------------------------|--------------|---------------------|
| Short-Term Certificate       | 0-19         | Not Required        |
| Certificate                  | Less than 45 | Not Required        |
| Certificate                  | 45 or higher | Required            |
| Associate of Applied Science | 90 or higher | Required            |

## Associate of Applied Science – Transfer (AAS-T)

The Associate of Applied Science – Transfer degree options also follow the requirements of the SBCTC. Table 2-9 outlines the general education requirements for these degrees.

Table 2-9: AAS-T Degree Credit Requirements

| <b>General Education Requirement</b>              | <b>CBC AAS-T Credit Requirements</b>                | <b>SBCTC Credit Requirements</b>                              |
|---|---|---|
| Communication                                     | 10 credits of English Composition I & II            | 5 credits   |
| Math  | 5 credits with Intermediate Algebra as prerequisite | 5 credits with Intermediate Algebra as prerequisite           |
| Speech  | 3-5 credits   | No Requirement  |
| Science, Humanities, or Social/Behavioral Science | 15 credits  | Total of 10 credits in Science, Social Science, or Humanities |

## Bachelor of Applied Science

The general education requirements for the BAS program build upon the students' original applied science degrees and are enhanced by an additional set of general educational requirements designed to support and supplement the applied management core classes. For example, one of the upper division general education courses entitled "American Diversity" will focus on management and supervisory issues of a changing workforce. Another class is Professional Ethics which, in combination with building science knowledge through the Environmental Issues course, will support the BAS social responsibility and sustainability program principles. An overview of the BAS general education requirements is included in Table 2-10.



Table 2-10: BAS Degree General Education Requirements

| <b>CBC BAS Applied Management Degree<br/>                     General Education Requirements</b><br>Minimum of 55 credits |                |   |
|---|----------------|---|
| <b>Category</b>   | <b>Credits</b> | <b>Courses</b>  |
| Communication   | 10-15 credits  | <b>ENGL&amp; 101</b> English Composition<br><b>ENGL 410</b> Professional & Organization Communication   |
| Humanities  | 10-15 credits  | <b>ICS 310</b> American Diversity<br><b>PHIL 305</b> Professional Ethics<br>Other Humanities course   |
| Social and Behavioral Science   | 10-20 credits  | <b>PSYC&amp; 100</b> General Psychology or other Social Science course<br><b>ECON 305</b> Managerial Economics<br>Other Social Science course                             |
| Math, Natural Science and Quantitative and Symbolic Reasoning   | 15-25 credits  | Approved College Level Math<br><b>MATH&amp; 146</b> Introduction to Stats<br><b>ENVS 310</b> Environmental Issues<br>Other Mathematics & Natural Science approved courses |

**General Education of Bachelor of Applied Science Degree (2.C.10 and 2.C.11)**

**Transfer Degrees**

The general education components of each transfer degree, including Associate of Arts and Sciences, Associate of Science – Transfer, and Associate of Applied Science – Transfer, are comprised of courses that represent the College’s Student Learning Outcomes (SLOs). Each of the courses within the general education requirements have been approved by the Curriculum Committee and have the course objectives linked to the SLOs. The learning outcomes were developed through broad base faculty participation with some campus-wide rubrics created for broad and common approaches to assessing general education outcomes.

**Bachelor of Applied Science Degree (BAS)**

The BAS in Applied Management degree is designed to meet the needs of students with different Applied Science degrees and is an extension of the College’s workforce education mission. While the College has no intention of developing into a four-year institution, the Board recognizes that this degree further develops one of the College’s six End States. Since the degree program will provide new opportunity to a group of students who have been “dead-ended” by a two-year terminal degree track, it also extends another College End State, Access. For these reasons the program is tied deeply to the College’s mission and philosophy.

Each of the stated courses in the general education requirements for the Bachelor degree is designed to build knowledge that will directly support the BAS core curriculum and student career goals. Many students will have a limited number of transfer general education courses; therefore, most students will complete a similar set of courses. Once students complete the minimum number of general education credits in each category (communication, humanities, social science, and math and science) they will choose the final ten credits from some combination of these categories to fulfill their specific goals. For

example, students will be encouraged to take additional math courses if they are interested in continuing their business education beyond a bachelor degree.

Core courses and both upper- and lower-division general education courses meet the program's assumptions and guiding principles:

- Incorporate a balance of theory, applied methodology, and practical application to meet the supervisory needs of business and industry;
- Work closely with employers and students to incorporate assignments and learning experiences that demonstrate the mastery of course content and its application to a specific industry or career cluster;
- Reward student's efforts to integrate their workplace into their class assignments to develop a program culture that supports "continuous internship" experiences integrated in each class;
- Integrate the use of distance and eLearning technologies into each course to engage students beyond the face-to-face classroom;
- Demonstrate how to use technology to support businesses and companies, as well as how to use technology to enhance management/supervisory activities;
- Reinforce business ethics, social responsibility, and sustainability concepts;
- Support critical and creative thinking and provide practice in problem solving;
- Promote the spirit of entrepreneurship;
- Integrate specific knowledge across the curriculum that will support the entrepreneur (for example, angel investors in the Finance course, intellectual property in the Legal Issues course).

In addition, the BAS upper division general education syllabi identify how student learning outcomes are represented in each course and how each lower division general education program outcomes are represented. The core applied management courses are mapped back to the BAS degree program outcomes.

### **Continuing Education Courses (2.C.16 and 2.C.17)**

The College offers continuing education and non-credit classes directed at meeting the educational needs and personal enrichment goals of the citizens in CBC's service area. These offerings are consistent with the Mission and Goals of the College, providing access to the College for the citizens of Benton and Franklin counties, upgrading skills for current or future jobs, and providing opportunities for cultural enrichment as well as physical and emotional well-being.

Program specific continuing education courses are provided where appropriate. For example, the Paramedic program provides monthly courses for Advanced Live Support – Ongoing Training and Evaluation Program (ALS-Otep) that allow licensed paramedics working for the local emergency services to maintain sufficient continuing education for ongoing professional licensure.

Continuing education offerings are integrated into the existing instructional divisions on campus. Until recently there was a separate division for this effort, but economics dictated the College return to the past practice of existing divisions participating in this effort when possible. Regardless of the organizational structure, all continuing education credit classes and programs undergo the same curriculum committee approval and monitoring process as other academic offerings. Departmental faculty members develop and lead the approval processes on campus. Workforce offerings have additional approval processes and requirements, which include an advisory committee and State Board approval. Division Deans and departmental faculty are responsible for maintaining appropriate standards and achievements.

**Continuing Education Units (2.C.18)**

All continuing education credit classes use the same standards and processes to assign grades and credit. These are based upon written learning outcomes and grading policies for each offering. These policies and procedures are provided to each participant in writing or an alternative format at the beginning of the class. When the class is non-credit or ungraded, certificates of achievement are issued to those participants satisfactorily completing all course requirements.

**Non-Credit Instruction (2.C.19)**

All non-credit continuing education classes are included in the College Course Master using the Community Service Recreational Education (CSRE) rubric. Every participant in a non-credit class is enrolled into the Student Management System. No grades are recorded; however, rosters can be printed to verify enrollment and completion of the class.

## **Section IV: Student Support Resources**

Students are the heart of Columbia Basin College and its mission. The role of Student Services is to both support the instructional program and to augment the instructional program. The instructional program is supported by offering a myriad of services that provide access to educational programs, allowing students to continue their enrollment through completion, transfer, and/or work. The instructional program is augmented by integrating student life and learning and by providing opportunities for students to develop interdependence, self-understanding, and responsibility for their actions. Through various interactions and educational as well as co-curricular activities, students will develop socially, emotionally, academically, and personally.

### **Learning Environments (2.D.1)**

Over the past decade, CBC has experienced a remarkable building boom, renovating numerous buildings (Administration, Technology, Math and Science, Library, Gym, Hawk Union Building (HUB), Business, and the N and D Buildings) while also constructing new facilities (Student Center, Diversity Center, Health Science Center, M1 Building). During the summer of 2009, the College began construction of a new Career and Technical Education Building.

Since learning occurs in and out of the classroom, as well as online, the College is committed to creating effective learning environments in all areas of the campus (see 2.G Physical and Technical Infrastructure for a more thorough description). Examples include the new Tutor/Writing Center, which quadrupled in size when moved from the Administration Building to the newly constructed Thornton Center; the implementation of e-Tutoring through a statewide consortium of colleges and universities; the establishment of “smart” classrooms in all renovated buildings and new construction; and the designation of large areas inside and outside of the facilities to encourage student congregation in study groups and for socialization (e.g., the Atrium adjacent to the Student Services Center, the Courtyard in the Thornton Center, the East and West Atriums in the newly remodeled Business Building, and outdoor seating areas). The library has been renovated to create multiple learning environments, including quiet study areas, group study rooms, and a new collaborative space for group project work. CBC students also have been exceptionally generous in their support of facilities to improve student engagement, and for the past ten years have paid a self-imposed fee that is paying for the Gjerde Center (adjacent to the Hawk Union Building) as well as a complete renovation of the Hawk Union Building. Athletic and physical education facilities have greatly improved over the past five years with the enlargement of the Fitness Center and re-engineering of the soccer fields. Plans are well underway for the construction of an outdoor athletic service facility.

The learning environment also extends to the Internet. In the last ten years, over 100 different online and blended courses have been developed. These e-learning courses increase access by adding flexibility to student schedules. Enrollment in these classes continues to increase. In addition, a majority of faculty members incorporate web-supported components (by posting syllabi and course readings, creating discussion boards, and so forth) into their courses through WebCT or a course website.

### **Student Safety and Security (2.D.2)**

Columbia Basin College maintains its on-site Safety and Security Office at the main Pasco campus and also provides safety and security services to its other campus sites in the Health Science Building in Richland and the Chase Center in Pasco. The College complies with reporting requirements of the Clery Act and provides campus crime statistics and security policies to faculty and staff, and to potential and new students, through the College website and the Campus Security Annual Report pamphlet.

Over the past three years, the College has provided extensive training to faculty, staff, and students regarding campus violence and threats. The College has devised and tested an Emergency Management Plan, an Emergency Notification System. The Health and Safety Committee has written a 911 Faculty and Staff Guide to respond to students in distress and established a Student Behavior Intervention Team. This committee consists of representatives from faculty, staff, administration, and the student body, and it meets monthly to discuss items of concern and makes recommendations to the College (see 2.G Physical and Technical Infrastructure for a more thorough description).

### **Recruitment, Admission and Matriculation (2.D.3)**

The CBC Outreach Office, under the direction of the Vice President for Diversity and Outreach, disseminates information about post-secondary educational opportunities broadly throughout the Mid-Columbia Basin. The Director, Assistant Director, and Outreach Specialists, along with a group of approximately 15 student ambassadors, regularly visit middle and high schools in CBC's catchment area as well as other organizations and groups with an interest in higher education opportunities. These organizations include external groups such as the College Bound/College Success Foundation, AVID, Gear-up, KnowHow2Go, MESA, Casita Del Rio, Benton County Work Release, City of Prosser, WorkSource, Kadlec Regional Medical Center, LDS Family Services, and the Boys' and Girls' Club. The Office provides tours at the College's campuses and, with instructional staff, offers informational programs for various majors throughout the year. In the last six month period (January through June 2009), the Outreach Office made 134 visits to area schools and other organizations and hosted 2,110 visitors on CBC campuses.

The College receives funding from numerous sources that greatly assist efforts in recruiting and retaining special student populations. As a Hispanic Serving Institution (HSI), the College currently manages the following grants: CAMP (College Assistance Migrant Program); HEP (High School Equivalence Program); HSIAC (Hispanic Serving Institutions Assisting Communities); two Title V grants (Cooperative and Institutional); and two TRIO grants (Student Support Services and Upward Bound). The College also has many federal and state grants apart from HSI. These support targeted programs such as the Community Based Job-Training (CBJT) program run through the Department of Labor; the Northwest Engineering Talent Expansion Partnership (NW-ETEP), a National Science Foundation grant managed by Washington State University; the Pipeline Enhancements to Recruit, Support and Invigorate Student Transitions (PERSIST) grant, a U.S. Department of Agriculture program; the Transition Mathematics Project (TMP) managed by the State Board for Community and Technical Colleges in a statewide consortium; and the State Opportunity Grants and I-BEST programs. Each program emphasizes recruitment, orientation, retention, and completion and is often geared toward underrepresented or other high-risk student populations.

As an open door institution, CBC admits all students who meet minimum age and education requirements. In order to increase the number of students who are college-ready at the time of admission, the Outreach Office delivers a consistent message regarding high school course recommendations, particularly in math. Partnering with local school districts, CBC has provided ASSET testing of high school juniors to help identify additional coursework necessary to improve college-readiness.

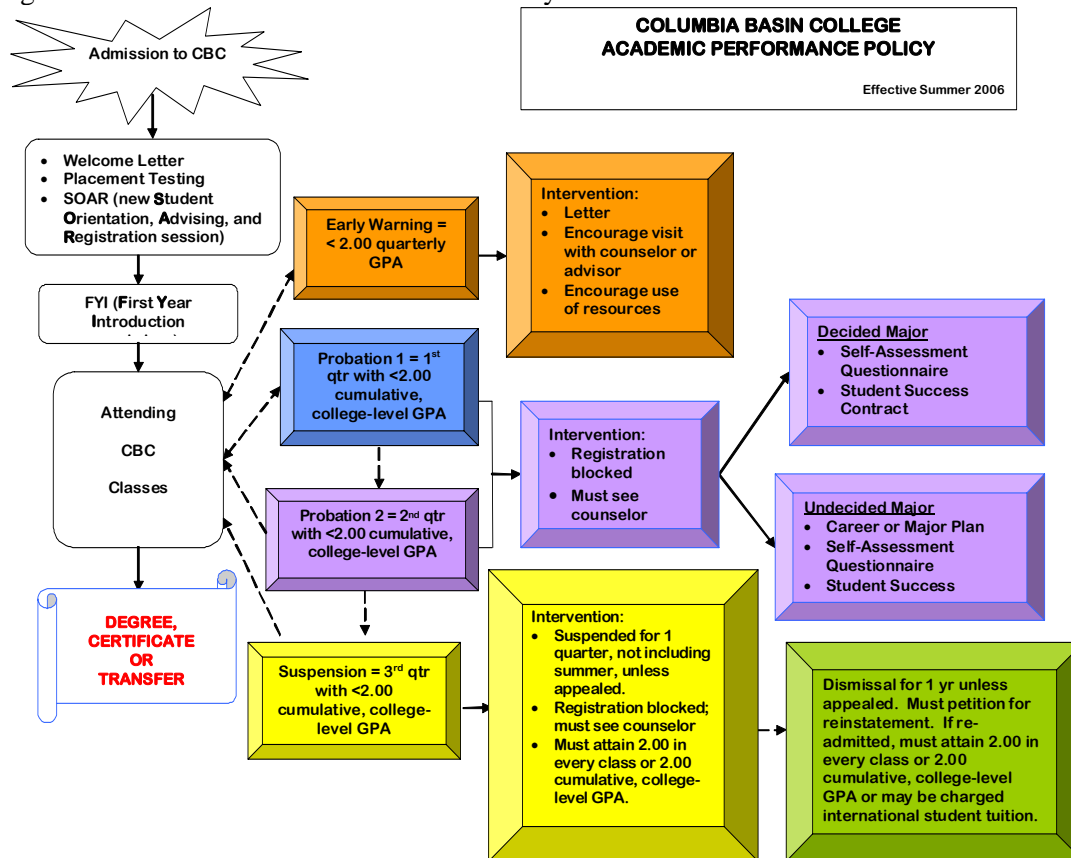
All certificate and degree-seeking students must take the COMPASS math, writing and reading assessments to ascertain placement in college-level courses. The Assessment Center encourages new students to utilize a pre-COMPASS study guide and, as a Title V pilot, the math faculty recently offered summer and winter break "jump start" intensive math workshops. Students receive their COMPASS reports immediately following the assessment, and Educational Planners in the New Student Center provide post-COMPASS advising for course selection.

CBC promotes a well-informed student body and intrusive student success strategies. Student orientation as well as transition programming is mandatory for all new certificate- and degree-seeking students. Prior to the start of their first quarter, students must complete a three-hour Student Orientation to Advising and Registration (SOAR) session as well as a 12-hour transition workshop, First Year Introduction (FYI). SOAR and FYI curricula and faculty and staff training are standardized so that students receive accurate and consistent information and advice regarding College policies, requirements, expectations, and strategies for success.

FYI is a graded workshop and one of the required assignments is to develop a rudimentary two-year Educational Plan that will serve as a guideline for course selection. Students are encouraged to revisit the Plan periodically as various factors may require it to be revised. The College regularly monitors student performance and goal progress. At 65% of completion toward a certificate or degree, students are invited to meet with a counselor to plan the remainder of their coursework and, when appropriate, to complete the transfer process.

Student academic performance is reviewed at the conclusion of each quarter. The College generates reports that identify all students who have not attained a cumulative, college-level GPA of 2.0 or better. When this standard is not reached, registration is blocked for the subsequent quarter until the student has met with a counselor. Excessive withdrawals may also prompt counselor intervention. At these meetings, counselors assist students in identifying resources and services that may be beneficial, instruct students in academic skills strategies, and collaborate with students in developing student success contracts. Figure 2-2 demonstrates CBC's academic performance policy.

Figure 2-2. CBC Academic Performance Policy



Following four successive quarters of unsatisfactory progress, students are academically dismissed for one year. Since 2004 dismissed students have been required to petition for reinstatement if they wish to return to the College. Subsequently, the student will appear before a Reinstatement Committee made up of the Vice President for Student Services, the Director of Student Success and Engagement, a faculty member, and a counselor to discuss what barriers prevented academic success in the past and what the student commits to changing if invited back to CBC. Should the Committee decide to reinstate the student, an individualized success plan is developed and the student is carefully monitored by the counselor or faculty member to whom the student has been assigned. Since the initiation of the Reinstatement Committee, the majority of reinstated students have raised their cumulative, college-level GPAs to satisfactory levels and/or completed their certificates or degrees.

#### **Program Elimination (2.D.4)**

The College consistently plans and implements major program changes and closures to minimize student disruption. In every instance students are notified of changes in program status as early as possible. At that time the College will have prepared information to share with the students which outline the planned sequence of events to implement changes and closures including pathways to complete current program requirements. The information is shared with students in every possible way including announcements made in classes, and new requirements and program closure information noted on the website and in the College Catalog or catalog addenda. Every attempt is made to develop a plan for the students to complete program requirements in a timely manner. Typically one or two individuals from the advising department and core faculty members are assigned to work with students to plan their individual schedule. If there are students unable to complete the program in the timeline and schedule established by the College, counselors work closely with them to find substitute classes or alternatives to complete the program requirements. The alternatives may include non-traditional credits or online classes from the College or other sources.

#### **Current and Accurate Information (2.D.5)**

CBC represents itself clearly, accurately, and consistently through its statements and publications. It communicates its academic intentions, programs, and services to students and to the larger public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications and website to assure integrity in all representations. Below is a comprehensive list of the information maintained for prospective and current students through the CBC Catalog or website.

- Institutional mission and core themes
- Entrance requirements and procedures
- Grading policy
- Information on academic programs
- Information on courses
- Degree and program completion requirements
- Sequence of required courses (prerequisites)
- Projected timelines to completion
- Frequency of course offerings
- Names, titles, degrees held with conferring institutions for administrative staff and full-time faculty members
- Rules, 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

- Academic calendar
- Program Outcomes
- Student Learning Outcomes

During the 2008-2009 academic year, the College began preparing additional information materials promoting academic pathways for students. The pathways, developed for each of the professional and technical programs, provide students with a map of entry, exit, career options, potential salary, and other pertinent information in order for them to make educational and career choices.

### **Eligibility Information for Licensure and Entry into Professions (2.D.6)**

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 [Courses and Programs](#) 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 programs. Selective entry and competitive criteria are included on the web page for each of the programs, as well as in the program application materials. Programs that are linked to specific licensure include the criteria for licensure within their web and application materials.

### **Records Retention (2.D.7)**

The retention of student records, including provision for reliable and retrievable backup of those records, is a high priority at Columbia Basin College. The Dean for Enrollment Services, who is also the Registrar, is primarily responsible for administrative policies and procedures pertaining to all student records. In 2007, the Records Retention (RR) Committee, headed by the Dean/Registrar, developed a Records Retention Policy and procedures as well as an RR database. Record Retention coordinators and department supervisors received training in archive processing and management.

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 assure their rights are maintained, the College provides yearly training of new faculty and staff through an [on-line FERPA tutorial](#) as well as through periodic updates 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 of student records functions within Instructor Briefcase;
- 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);
- State of the art, lock-down file system;
- Procedure for issuance of access to Student Management System (SMS) screens (file/procedure);
- Trainings on SMS screens;
- Establishment of Release of Information (ROI) procedure; and
- Centralization of ROI process for all Vocational Rehabilitation Counselors/agencies.

### **Financial Assistance (2.D.8 and 2.D.9)**

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 is able to afford it. The needs of students are met to the extent federal, state, and institutional funding are available.



The staff in the Student Financial Services Office attempts to award student financial aid prior to tuition due dates each quarter and continues to award as files are completed throughout the year. Accountability has been demonstrated by no audit findings and accurate reconciliations of program funding levels.

Information regarding scholarships, grants, loans, emergency funds, and other financial assistance within the College is provided in the College Catalog, the CBC website, and various brochures for prospective and current students (*Paying for College* and *The STEPP Payment Plan*). The College allows students to pay tuition and fees over a three-month period each quarter (STEPP: Student Tuition Easy Payment Plan) and enrollment in this program has increased. The CBC Foundation solicits restricted and non-restricted gifts from donors who often provide much needed scholarship funding. Applications for Foundation scholarships are due at the end of February for the following academic year. Scholarship application workshops are presented as a joint effort by the Foundation, the Student Financial Services department, and the Writing Center to assist students in completing well-written applications and personal statements. Detailed information about various federal, state, and local financial assistance programs, such as Worker Retraining, WorkFirst, Foster Care Promise, Opportunity Grants, and Integrated Basic Education and Skills Training (I-BEST) Programs, is made available in printed and electronic media, 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 such as College Night and College Goal Sunday.

CBC complies with the federal requirements for entrance and exit loan counseling through online, one-to-one, and group sessions. Loan applicants are required to complete a debt-salary exercise before the loan will be certified. The College has enjoyed a fairly low default rate over the years, although the most recent cohort (fiscal year 2007) increased to 13%. Unfortunately, indebtedness has increased as tuition and fees have risen and as students are experiencing a reduced ability to repay their loans because of the recession. The Student Financial Services staff makes every effort to talk directly with students who are delinquent in loan payments. When staff members are unable to contact students by phone or email, letters are sent. Cohort default rate reports are reviewed annually for accuracy.

### **Academic Advisement (2.D.10)**

Students first interactions with CBC advisors may occur during informational sessions for selected academic programs or majors that are open to anyone interested in a potential career in that field. As noted earlier, all certificate- and degree-seeking students must complete a placement assessment and then meet with an Educational Planner to review their results, discuss career goals and possible academic majors, and receive academic advice on course selection. Various majors are described during SOAR, the new student orientation program, and again during FYI. As noted previously, all new students complete a two-year Educational Plan as one of their FYI assignments. While it is recognized that most students will need to revisit their Plan and make adjustments as appropriate, it helps underscore the importance of an academic plan as a guide to completing a certificate or degree in a timely manner.

Personnel responsible for advising students are knowledgeable of curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Educational planners and CBC faculty counselors provide the bulk of advising services although faculty members in the health sciences and workforce programs serve as their students' advisors. Newly hired personnel with advising responsibilities receive formal training and then are generally mentored by a seasoned advisor prior to working one-on-one with students. Ongoing training is provided throughout the year to the Counseling and Advising Department and all CBC personnel who have advising responsibilities are debriefed about program requirement changes and other advising issues during monthly advisor meetings.

Students receive program information through advising packets, brochures, and the student bulletin. Information sessions for various academic programs and majors are scheduled periodically with presentations from both instructional faculty and CBC Counselors or Educational Planners. Group advising by major occurs during the registration period in selected departments. Online resources are available through the College's online advising site and student feedback regarding advising processes and interactions is solicited for both program evaluation purposes as well as faculty counselor annual performance evaluations. During SOAR and FYI, students are provided a guide to advisor expectations of students to maximize the efficacy of the student/advisor interaction. An important component of advising is academic skill building; counselors and educational planners offer workshops each quarter to improve student skills in note taking, time management, alleviating text anxiety, study skills, and other similar topics.

### **Co-Curricular Activities (2.D.11)**

The College's mission statement includes a commitment to provide cultural enrichment and physical and emotional well-being through diversity in art, music, drama and athletics that enrich the entire community. The Office of Student Activities and the Associated Students of Columbia Basin College (ASCBC) hire Student Programmers who work directly with academic programs and other College departments in providing a wide range of co-curricular offerings including, but not limited to, cultural enrichment, performing arts, intercollegiate and intramural competition, and academic symposia covering a wide range of topics. These activities are both educational and entertaining in scope. They are typically open to all students, faculty, and staff free of charge, and the larger goal of these events is to build a sense of community and out-of-classroom learning for interested students. The ASCBC student leaders typically host one event per week in which all students, faculty, and staff are invited.

The ASCBC is self-governing but is supervised by the Director and Assistant Director of Student Success and Engagement and reports to the Board of Trustees. Administrative policies and procedures have been established that clearly state the roles and responsibilities of students and the College with regard to their activities and funding and they are expected to comply with all administrative rules and regulations required by the State of Washington.

### **Auxiliary Services (2.D.12)**

Columbia Basin College business enterprises operate both a Food Service and a Bookstore. Administrative Services controls these operations. The College does not own nor operate student housing on or off-campus and all students commute to and from the campuses.

Food Services are provided through a contract with The Country Gentlemen restaurant. This is a bid-awarded, independent food services company. The operation is run like a small restaurant. Prices are below market and the College collects a modest share of profits and minimal rent. Student comments are solicited to guide menu selections.

The Bookstore is College-owned and operated. The College strives to keep prices as low as possible and to provide high quality service. Any profits from the operation of the bookstore are returned to projects that enhance student learning on campus. The Bookstore profits have supported the following construction projects.

- Gymnasium addition
- Fitness Center expansion
- CH2M Hill Technology Education Center
- The Thornton Center for Science, Technology, and Diversity

- Sports complex
- Parking improvements
- Security lighting upgrades

The contributions of auxiliary services support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, and staff have opportunities for input regarding these services. Many of the Institutional Research Department surveys and questionnaires pose questions and solicit comments to help improve these services to the College.

### **Intercollegiate Athletics (2.D.13)**

Columbia Basin College belongs to the Northwest Athletic Association of Community Colleges (NWAACC) and supports five intercollegiate teams for women (basketball, golf, softball, soccer, volleyball) and four men's teams (baseball, basketball, golf and soccer). Approximately 126 student athletes competed for CBC in 2008-2009. Student athletes are expected to comply with the same admission requirements and procedures as the general student body. They also have the same academic standards and follow the same degree requirements as all CBC students. Financial aid awards made available to student athletes adhere to the same institutional policies and procedures that apply to other students. Athletic-related financial aid, as mandated by the NWAACC, is limited in the number of grants-in-aid allowed per sport. Although the awards are athletic in nature, coaches largely distribute these awards by taking into consideration the ability and anticipated contribution of the student athlete to the team and the financial needs of the student athlete's family. All forms of athletic-related aid are subject to an end-of-the-year audit. No individual or team may exceed allowable limits as determined by the conference.

First year student athletes participants are required to be enrolled in a minimum of 12 quarter credits per term to be eligible for intercollegiate participation. Each participant must also pass a minimum of 12 quarter credits to be eligible in the following term. Second year student athletes must have passed at least 36 credits from the first quarter of participation to the beginning of the next sports season, including 12 quarter credits in the previous term of attendance. They must be currently enrolled in 12 quarter credits to continue to participate in the current quarter. The minimum cumulative GPA for participation is a 2.0 at the time grades are posted.

One of the full-time Educational Planners oversees academic advising for all student athletes. Coaches work closely with this advisor to identify student athletes at academic risk and appropriate interventions such as grade checks and team study tables are used to closely monitor academic performance.

### **Distance Learning Identity Verification (2.D.14)**

CBC's distance learning students utilize the same identity verification process as site-based traditional students through the admissions and registration office. For connecting to the distance learning environment (WebCT or Angel), students are required to utilize student identification numbers and passwords to verify their identity. This process is consistent with statewide initiatives throughout the Washington State community and technical college system.

## **Section V: Library and Information Resources**

The principal responsibility of the Columbia Basin College Library is to provide 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. The library provides reference and instructional services to foster students' ability to think critically about their information needs and successfully apply information tools and resources to meet these needs.

The CBC Library's main location in Pasco includes the Benton Franklin County Law Library. The Library also has a branch in the Health Science Center in Richland. The Richland location supports the faculty, staff, and students in the Health Sciences Division and is also the Columbia Basin Regional Medical Library, which provides services to the area hospitals and healthcare workers. The libraries are staffed by four librarians, five support staff, and student workers. Library staff report to the Vice President for Instruction.

### **Appropriate Library Resources (2.E.1)**

The Library provides resources and services to meet the needs of the college's educational programs in order to directly support CBC students. The librarians have divided the subject area responsibility for material selection and deselection. They also work with faculty in those disciplines to ensure the purchase of materials needed for student research assignments and in support of the curriculum. Library materials are selected and acquired by the library staff with serious consideration given to recommendations from the Library Committee, faculty members, the college staff, and students. The librarians keep up with new products and books in their subject area through review services such as *Choice*. Book reviews are sent by the librarians to appropriate faculty in order to ascertain the relevance to their courses and to obtain a recommendation on purchasing. Because of cuts to the library's book budget, faculty input will become even more important in the selection of materials. Librarians also gain knowledge of the needs in their areas by serving on CBC's curriculum committee and working with faculty in other ways (see 2.C.6 for more on faculty and library).

Information resources and services are provided in a variety of formats to support the curriculum. The last few years have seen an emphasis on electronic formats in order to provide access to students and faculty 24/7. The collection has an appropriate level of breadth and depth for the students. General databases which cover many subject areas such as *EBSCOhost*, *ProQuest*, and *Oxford Reference Online* are available and used extensively by students at all levels and all disciplines. To support more specialized research, products such as *CINAHL*, *ACLS Humanities E-Books* and *Naxos Music Library* are provided. A full list of resources is available on the [library resources web page](#).

The Library also provides two specialized subject collections in the areas of health science and the law. In 1993, the law library materials of Benton and Franklin Counties were combined and placed at the CBC Library in Pasco. This move provided improved access for members of the public as well as CBC students in the paralegal and business law programs. The print collection primarily consists of cases, laws, and regulations from the Federal Government, Washington State, and the local counties and municipalities. The Law Library also offers public access to numerous subscription databases on three legal research computers. In September 2006, the branch library in Richland was opened in order to support the Health Sciences Division. Students in Richland have access to the specialized print collection of materials, a medical librarian, as well as the databases and electronic journals available to all students.

Faculty, staff and students are able to access library resources in a variety of ways. To provide access to the physical collection the Pasco library is open over 62 hours/week during the quarter and the Richland

library is open 45 hours/week. The library staff maintain a website with URLs set up to go through a proxy server in order for students, faculty members, and staff members to access most electronic journals, databases, and books 24/7 from anywhere they have Internet access. For those who do not have their own computer or Internet access, both libraries offer computer workstations and the Pasco library also offers laptops for use. Both campuses have a wireless network for authorized users; the Pasco campus has a tech fee lab with 60 computers for students.

Although the Library makes every attempt to provide the materials students need for their research, there are times that accessing the holdings of other libraries is necessary. The CBC Library provides interlibrary loan and document delivery services free to students, faculty, and staff if the material is needed in support of class work or, in the case of faculty and staff, College-related research. The Library also has reciprocal borrowing agreements with other Washington community colleges, Heritage College and Washington State University Tri-Cities.

### **Library Planning (2.E.2)**

In order to provide the best and most appropriate resources and services for library users, many people are involved in the library's planning process. The Library Committee is a major planning body for the library. The committee is made up of faculty representatives from each division, the college librarians, one representative appointed by the classified staff, one representative appointed by the Associated Students of Columbia Basin College (ASCBC), and the Vice President for Instruction who oversees the library. The principal responsibility of the library committee is to monitor the resources and services provided by the library to ensure the library supports the college mission. The Library Committee accomplishes this mission by approving library policies, making suggestions for improving library services, recommending resources for the library and providing a forum for discussion of library issues. Committee members provide a channel of communication between the library and their constituencies. In addition, the Law Library and the Medical Library have their own advisory committees made up of library staff and constituents, such as lawyers, physicians, or nurses.

Annual user surveys for students and for faculty and staff are conducted in order to ensure that the needs of the library's constituents are being met. When suggestions for change are made, the library staff analyzes these and implements when appropriate. For example, when surveys indicated a need for more quiet study space the staff shifted the Main Collection such that several shelving units could be removed, creating an attractive study space with individual tables near the windows in the South West corner. Also, in response to requests for more computers, an extremely popular laptop checkout program was instituted.

The Library provides resources and services to meet the needs of the college's educational programs in order to directly support CBC students. The librarians have subject area responsibility for material selection and deselection. They also work with faculty in those disciplines to ensure the purchase of materials needed for research assignments and in support of the curriculum. When new programs such as the Bachelor of Applied Science in Applied Management are started, librarians analyze the needs of the program and work with faculty in order to ensure appropriate materials are chosen for the collection. Library materials are selected and acquired by the library staff with serious consideration given to recommendations from the Library Committee, faculty members, the college staff, students, and members of the community. The librarians keep up with new products and books in their subject area through review services such as *Choice*. They also gain knowledge of the instructional needs in their areas by serving on CBC's curriculum committee, working with faculty on new research assignments, setting up reserve material for courses, and obtaining faculty input on databases trials.

Planning for library services also takes place at the state level. The library staff is involved with the Library Media Directors Council (LMDC) of Washington State, College Librarians and Media Specialists

(CLAMS) of Washington State, the Pacific Northwest Chapter of the Medical Library Association, OCLC, and the Washington State Library. Involvement with these organizations allows the library staff to get the best deals on databases, become involved with projects and grants at the state level, and learn best practices from other library staffs.

### **Teaching Library Skills (2.E.3)**

Library staff members work to ensure that once appropriate resources have been selected and services have been implemented users know how to effectively utilize them. The librarians are involved in the college's First Year Introduction (FYI) program thus library instruction begins for students before they even start their classes. In order to successfully complete the FYI program, students must finish a virtual library tour as well as pass a quiz about library services and resources. An optional library research module is also available for students who want to learn even more about the library and how to do research. After this initial orientation, many students will have multiple library instruction sessions in their classes. The librarians try to focus these research classes on a specific assignment that the students have been given. In the sessions, the librarians focus on selecting appropriate information resources, how to access the resources, how to search databases, citation formats, evaluation of sources, and how to use the sources in a legal and ethical manner.

Students who come in to the library can receive one-on-one assistance with searching databases, locating materials, using proper citation format. Distance learning students, as well as all students who do research from home, have training and support materials, such as PowerPoint presentations, help files and online demos, available to them through WebCT and the library's website. The librarians also provide reference assistance over the phone, through email and virtual reference. Librarians continually explore technologies to more effectively provide services to the patrons. They are using Web 2.0 technologies such as blogs, customized toolbars, Google Books, and RSS feeds to deliver information in new ways.

Faculty members also receive training in library services. Librarians provide sessions during the Faculty Showcase and during in-service. New faculty are given information on library services at their orientation and are invited to come to the library for one-on-one sessions to learn about the resources and services that support their subject areas. Information about new databases that the library receives is emailed to faculty with links to search tips and a new reference blog provides faculty with news about resources and services.

Students, staff and faculty also receive assistance from library staff at the circulation desk, interlibrary loan, the computer desk, and the library secretary. All library staff members assist with the tasks in their areas such as setting up wireless access, checking out materials, scheduling study rooms as well as informing patrons as to overall library policies and procedures.

### **Library Resources Evaluation and Protection (2.E.4)**

The library staff regularly evaluates the effectiveness, quality and adequacy of resources and services to ensure the library users' information needs are being met. The library solicits feedback from users in many different ways. Annual user surveys to faculty, staff, and students allow the library staff to ask patrons whether there are any services or resources that they would like to see added or changed. Informal surveys, such as asking students their feelings on default two-sided printing, are given which ensures that changes to services aren't made without obtaining feedback from those who will be affected. The library also has the library committee, the medical library board, medical library advisory committee, and the law library committee to make sure that feedback from concerned populations is obtained.

Analysis of usage statistics helps ensure that resources are being utilized. Electronic journals and databases often have online statistics that can be downloaded monthly. The librarians use the statistics to promote resources with low usage to make sure that faculty members know about the title or to find out why it isn't being used. When a decision is needed on whether to renew a title, the usage statistics are used to conduct an analysis of the cost per search and/or downloads.

The librarians are constantly analyzing new products and services and comparing them with currently held resources to make sure that the best resources that can be afforded are being offered to students and faculty. When resources are being evaluated for possible purchase, the librarians send the trial information to faculty to allow them to use the product and send input on whether it would be useful for their courses.

The library resources are available to all faculty, staff and students off campus and these databases, e-books, and journals must be accessed through the library's proxy server. The password for students is changed quarterly and the passwords for faculty and staff are changed once a year. To protect the terms of license agreements with vendors, library staff members ensure that passwords are only given out to currently registered students.

The library asks for personal data from students, staff and faculty who wish to check out materials. The data is in the library's integrated library system which is on a server located in a secure area. Patron data can only be accessed by authorized library staff through individually assigned user accounts.

## **Section VI: Financial Resources**

Washington community and technical colleges have experienced budget cuts for most of the last ten years. The last ten months have resulted in the most dramatic budget cuts during that time. Even with these cuts, the state has expectations that the community college system is a vital part of the economic recovery process. With these expectations comes the reality of how to handle the enrollment pressures, or in other words the familiar cycle of when there's a downturn in the economy the enrollments at community colleges increase.

Central to these pressures is how the College manages financial resources. Fortunately CBC has spent years putting into place internal control processes, alternative financial strategies, and has staff that has managed financial hard times at CBC in the past. The Senior VP for Administration has held that position longer than any other community college VP for Administration in the state of Washington. It was because of this experience and presidential leadership that CBC anticipated the growing economic problems in 2008 and started implementing cost containment a year in advance.

With the goal of building cash reserves to help offset a growing budget problem, a number of strategies were implemented. Given that a high percentage of funds are dedicated to employee salaries, an HR review process was put into place. When a position became vacant the supervisor and appropriate VP were responsible for building a case for replacing the position. The VPs and the President reviewed the replacement case and made a conscious decision on whether the position should be replaced. If the decision was made to replace there was often an expectation to delay the replacement for several months. The campus was asked to limit travel, especially out-of-state travel, and large equipment purchases were also reviewed for the ability to delay or to seek alternative options. A decision was made to hire a grant writer to build capacity through grant funding as well.

As the budget crisis began to unfold a Budget Reduction Committee (BRC) was formed with faculty from each division, classified staff members, and a dean. The Faculty Senate Chair and a Business Instructor (who also serves as a Washington State regional economist) co-chaired the committee. The President and Senior VP for Administration also attended. The committee met weekly for several months. After receiving a baseline of information about budgets, financial planning, and institutional expenses and income, the VPs presented the committee with potential budget cuts. Each of the VPs presented budget cut scenarios for their respective area representing up to 20% in reductions. After hearing the different presentations, the Budget Reduction Committee considered options and ultimately made recommendations to the President. The Board of Trustees received an update on the budget cuts and the budget cut recommendations. The President led a Board discussion related to the College mission so the final budget cuts would be guided by the College's commitment to its mission. The BRC has been convened in Winter 2010 for additional planning related to reductions in State funding.

Meanwhile additional efforts to retain staff endangered by potential layoffs have been explored. These include moving individuals into grant funded positions and critical vacant positions that must be filled have been replaced with current staff. Ultimately even with these efforts in place there have been some layoffs in the past several months. Each time layoffs have occurred the President, VP, and supervisor have met with the individual. In response to loss in staff the affected area has reviewed their ability to provide services and consequently they have implemented reorganization efforts.

Throughout the entire process and subsequently when any budget updates are available the President sends out detailed memos to the entire campus community. The President's goal is to keep the process as transparent as possible and seek input from staff.



Also fortunate for CBC is that the business policies and processes are well established and, as the economic conditions have worsened, CBC can rely on these policies and processes to help guide the College through financial contingencies.

**Financial Stability (2.F.1)**

With the changing financial situation for community colleges, CBC has worked hard to find ways to supplement state funding with other resources. These other financial resources are pursued and developed to fund projects, activities, and services that will help serve and develop the College’s mission. The alternative sources include such items as grants, contracts, donations, special programs, and public/private partnerships. The Table 2-11 identifies different funding based on state allocation, local funds, and grants and contracts from fiscal year 2005 to 2010. The total percentage of funding based on state assistance and full-time equivalent allocations are also provided.

Table 2-11. Financial Highlights

|                                | <b>2005</b>  | <b>2006</b>  | <b>2007</b>  | <b>2008</b>  | <b>2009</b>  | <b>2010</b>  |
|--------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Allocations                    | \$15,469,735 | \$17,219,756 | \$18,458,867 | \$21,620,593 | \$22,896,508 | \$20,663,057 |
| Local funds                    | \$8,329,931  | \$9,006,961  | \$9,526,418  | \$9,729,480  | \$10,800,851 | \$10,812,085 |
| Grants and Contracts           | \$5,700,906  | \$6,059,945  | \$7,286,766  | \$7,395,390  | \$7,076,456  | \$7,000,000  |
| Total Budget                   | \$29,888,441 | \$32,286,662 | \$32,272,051 | \$38,745,463 | \$40,773,815 | \$38,475,142 |
| FTES                           |              |              | 4667         | 4732         | 4822         | 4823         |
| Percentage of State assistance | 52%          | 53%          | 52%          | 56%          | 56%          | 54%          |

The College has been very successful in receiving grant funding. Public/private partnerships have resulted in helping support capital project costs and also enhance the teaching and learning process (see the case of the R.J. Lee Corporation in the Facilities section). Table 2-12 provides an example of the variety and funding provided by various grants throughout the institution.

Table 2-12. Federal Grants List 2008-2009

| <b>Federal Grant Grant Name</b>    | <b>Timeline</b> | <b>Number of Years</b> | <b>Total Dollars</b> | <b>Current Year Dollars</b> |
|------------------------------------|-----------------|------------------------|----------------------|-----------------------------|
| CAMP Grant                         | 8/07-8/12       | 5                      | \$1,976,903          | \$392,710                   |
| HEP Grant                          | 8/05-8/10       | 5                      | \$2,132,064          | \$434,780                   |
| HUD Grant                          | 9/06-6/09       | 3                      | \$600,000            | \$31,522                    |
| Student Support Services           | 9/05-8/09       | 4                      | \$1,111,904          | \$277,976                   |
| Upward Bound Grant                 | 09/07-08/11     | 4                      | \$1,467,952          | \$366,988                   |
| Title V – Cooperative Grant        | 10/04-9/09      | 5                      | \$3,316,077          | \$696,691                   |
| Title V – Institutional Grant      | 10/06-09/11     | 5                      | \$2,870,294          | \$573,803                   |
| Community Based Job Training Grant | 11/05-07/09     | 3                      | \$1,992,675          | \$231,004                   |
| Direct Federal Grant Subtotal      |                 |                        | \$15,467,869         | \$3,005,475                 |

| <b>Pass Through Grants Grant Name</b>                     | <b>Timeline</b> | <b>Number of Years</b> | <b>Total Dollars</b> | <b>Current Year Dollars</b> |
|---|-----------------|------------------------|----------------------|-----------------------------|
| NSF-Northwest ETEP (Pass through from WSU)                | 9/04-9/09       | 5                      | \$274,989            | \$59,393                    |
| Small Business Development Center (Pass through from WSU) | YEARLY          | 1                      | \$51,050             | \$51,050                    |
| COLLEGE SPARK (Pass through from WSU)                     | 10/06-7/09      | 3                      | \$40,000             | \$10,000                    |
| NSF - S-STEM (Pass through from WSU)                      | 07/08-06/11     | 3                      | \$61,640             | \$20,546                    |
| Pass Through Federal Grant Subtotal                       |                 |                        | \$427,679            | \$140,989                   |

| <b>Other Grants Grant Name</b>      | <b>Timeline</b> | <b>Number of Years</b> | <b>Total Dollars</b> | <b>Current Year Dollars</b> |
|-------------------------------------|-----------------|------------------------|----------------------|-----------------------------|
| IME BECAS –University of California | 8/08-08/09      | 1                      | \$20,000             | \$20,000                    |
| NELA - Know How 2 Go                | 10/08-8/10      | 2                      | \$20,000             | \$10,000                    |
| Other Federal Grant Subtotal        |                 |                        | \$40,000             | \$30,000                    |
| Grand Total                         |                 |                        | \$15,935,548         | \$3,176,464                 |

These additional funding sources are typically revenue enhancers. The College is financially stable and has demonstrated that stability since its beginning in 1955. The College has had favorable audit reports since FY-92 making this the sixteenth consecutive year without a finding. Following good business practices that suggest monthly reconciliations be done within a reasonable time period, the Business Office staff members perform numerous reconciliations each month monitoring revenues, bank balances and expenditures. Local cash balances have gradually grown over the last five years to ensure that sufficient cash reserves are available for debt payments and unforeseen expenditures.

The Board of Trustees, in response to an administrative report on other community colleges' cash reserve policies, discussed the development of a CBC policy. After the discussion it was decided to establish a goal to build the CBC cash reserves to a higher level. In the next several years, the college will develop a college administrative policy and slowly move to a 2-5% restricted cash reserve.

To keep the Trustees informed, the Board receives quarterly updates on cash, budget balances, and revenue streams. They also receive quarterly updates on College enrollment and FTEs. Each summer the Board receives an extensive report on the financial picture during the annual Board Retreat.

Risk management procedures are also in place with several staff reviewing ongoing practices for inappropriate levels of risk management. As an example of continuous procedures review and updating, when the state of Washington reported that 15 passenger vans had such a poor safety record, the College discontinued renting that size of van. The campus is now using private bus companies for much of the student travel to further minimize risk.

### **Resource Planning and Development (2.F.2)**

Each year the different areas of campus collect budget information and send requests and updates through the different supervisory levels until the information reaches the appropriate VP. The VP collects all of the budget requests and works with the other VPs and the President to help develop the budget. The Senior VP for Administration supervises the budget development, recommends to the president the revenue levels to use for the year, and makes changes until the budget is balanced. The revenue figures are set at conservative levels so as to ensure the budget will cover the expenditures each year.

Tuition revenue is an important element of the budget process. To assist in the ability to set and then rely on tuition levels, a number of systems have been developed. Enrollment levels are predicted, tracked, and reported by the Office of Institutional Research. An Enrollment Management Committee consisting of instructional deans, Dean for Enrollment Services, VP for Student Services, Senior VP for Administration, Institutional Research staff, and appropriate Business Office staff meets weekly during each quarterly registration period. Chaired by the Interim VP for Instruction the committee keeps a careful watch over enrollment levels, course availability, and whether classes have reached the level that tuition covers the cost of offering the course.

Other similar revenue sources are the student fees attached to lab courses and distance learning classes. Additional revenue is generated by the Running Start program, where junior and senior high school students with college level skills can enroll in college. Each quarter CBC bills the appropriate school district for the high school students attending CBC.

Grants are another important revenue source at CBC and provide the ability to offer extra services, equipment, and projects. During the grant writing process the grant writer works closely with the Business Office to ensure the initial budget is built appropriately, costs are contained to budget funds available, and that there are enough funds to deliver the grant. After the grant is funded the budget is built within the grant parameters and is reviewed by the grant accountant, VP for Outreach & Diversity and the Senior VP for Administration. Due to the large number of grants at CBC, an existing employee with certification as a grant accountant was identified to provide all accounting services to the campus grants. This employee reports directly to the Senior VP for Administration and works closely with each of the grant directors and staff. To add to the continuity of interaction between the Business Office and the grant staff the grant accountant reviews all of the requisitions and expenditures related to each grant. In addition a grant coordination meeting is held each Friday with the Senior VP for Administration, the grant accountant, the VP responsible for the grants, and the campus grant writer. The connection between the

grants staff and administrator, the grant writer, and the Senior VP for Administration ensures that grants are integrated into the campus business practices.

### **Policies, Guidelines, and Processes (2.F.3)**

As part of the Washington State Community and Technical College system, CBC uses the accounting systems that are setup for the accounting process. The Statewide Administrative and Accounting Manual also clearly defines policies, guidelines, and process for financial planning and budget development. Local procedures and internal controls have been developed throughout the years and are regularly reviewed for effectiveness.

As stated in the Resource Planning and Development section, the budget process provides for opportunity for input in the development process. The Faculty Senate's Finance Committee meets with the Senior VP for Administration on an as needed basis, and during extraordinary budget circumstances a campus-wide Budget Reduction Committee is established.

### **Timely and Accurate Financial Information (2.F.4)**

Columbia Basin College ensures timely and accurate financial information through its use of the state developed computerized accounting system. Departments can access monthly reports electronically and can have access to electronic real time budget information as needed. Internal controls begin at each department on campus to ensure accurate information is provided and departments track their expenditures and reconcile those with the campus accounting system for another level of internal control. Month-end dates are published and followed. Requisitions are signed by departmental supervisors and are reviewed by Business Office for appropriate coding and assurance that funds are available. Due to the extraordinary budget situation all travel and equipment expenditures are now collected, reviewed, and approved at the VP level.

### **Capital Budgets (2.F.5)**

CBC follows an established statewide process for making capital budget requests that support the College's mission. On a local level, decisions are made whether to pursue a capital request as identified through the Master Facilities planning document. The Master Facilities document represents an ongoing planning process that accurately reflects the campus facility needs as informed by the College's mission and strategic planning process. Once a decision is made to pursue capital funding, the college continues through a well-defined process to prepare documents for State consideration. Beginning with the request for a capital project, the budget is prepared locally and often includes consultants for an additional level of project review. A capital budget is developed considering the total cost of ownership, equipment, furnishings, and operation of new or renovated facilities. Debt for capital outlay purposes is reviewed and carefully controlled to keep from creating an unreasonable tax on resources. If the capital project is funded there is a six year process that has budget review each year.

### **Auxiliary Enterprises (2.F.6)**

Columbia Basin College's auxiliary enterprises consist of the College Bookstore and the Food Service. College operating funds are not used to balance budgets of either these entities. The Food Service is run by an independent food services company and is selected through a bid process. The service as stated in their contract pays rent and shares a percentage of their profits with the college.

The Bookstore is college owned and operated. Net revenue from the Bookstore operation goes to fund campus projects that serve students. Examples of these projects include assisting in several construction

projects such as the W-building, and the Thornton building and campus improvements projects like security lighting projects and print room equipment.

The Washington state accounting system also considers the Associated Students of Columbia Basin College (ASCBC) an auxiliary service. The ASCBC accounts are included into the College's accounting system and are reported as a separate budget number. The College does not use its funds to balance the ASCBC account nor does the College use ASCBC funds to balance the CBC budget.

### **Audits (2.F.7)**

The College undergoes a bi-annual State of Washington external financial audit conducted by the Washington State Auditor's office. Washington State has determined the biannual cycle is the standard beginning with the year 2002. The last biannual audit was conducted during the 2008-2009 academic year. A team of three auditors were assigned to the audit and the audit staff began in October and exit interview conducted in mid-March.

Results from the audit are shared at an exit interview. People in attendance are the audit team, the college President, Senior VP for Administration, available Board of Trustee members, key Business Office staff, and other appropriate campus staff. The audit team shares their results during the meeting and an official management letter of recommendations follows by mail. The results are then discussed with the President and other VPs and are shared with all Board of Trustees members at the next full Board meeting. The Senior VP for Administration discusses the results with the Business Office staff and considers operational changes that might be indicated. From there a plan to implement those changes is developed. Any procedural changes made are shared with other VP's so as to update campus staff. Columbia Basin College has a sixteen year record of no audit findings.

In addition to the biannual audit, the State Board of Community and Technical Colleges (SBCTC) also conducts an "annual operations review." As stated in a July 31, 2009 SBCTC memo "these on-site visits are conducted to ensure consistency in record keeping and reporting and to assure adherence to SBCTC policies and guidelines as well as compliance with federal laws, regulations and grant provisions." The SBCTC develops an annual protocol of the audit areas, reviews reports prior to their arrival, makes appointments in advance, and usually spends three or more days in audit meetings on campus. As with the state auditor's review, entrance and exit interviews are conducted and a written report follows. The Business Office staff meets and reviews the report and considers actions as needed.

Other reviews are also conducted at CBC. Each grant on campus has an annual review as prescribed by that granting agency. External evaluations are completed by most grants. The external evaluator is often recommended by the grant program and is frequently an individual that has extensive grant experience and has conducted evaluations in the past.

### **Fundraising (2.F.8)**

The College's fundraising in support of its mission is coordinated and conducted through the Columbia Basin College Foundation. The Foundation was founded in 1984 and incorporated in 1985 as a 501(c)(3) tax-exempt organization. The Board of Trustees and the Foundation Board have a signed "Quid Pro Quo" agreement to guide the relationship between the Foundation and the College. The Foundation has conducted a capital project fundraiser to support several of the campus project and they have assisted with matching funds for a Faculty Development Fund. They have also been very successful in raising money to support student scholarships. For the 2009-2010 academic year the Foundation has already awarded 217 scholarships. The average amount of an award is between \$1,000 and \$1,500.

## Section VII: Physical and Technical Infrastructure

### Physical Infrastructure (2.G.1)

Since the last full-scale accreditation visit, Columbia Basin College has experienced a significant growth in the physical infrastructure at both the Pasco and Richland campuses. Although the institution has always been known for its well maintained buildings and grounds with large expanses of green space, the addition of new and remodeled buildings with added space has transformed the campus facilities. Capital investment at CBC in the last decade represents \$79 million in growth, replacement, and renovation projects. An additional investment of \$22 million will be added with the Fall 2010 completion of the Career and Technical Education building. Table 2-13 identifies the investment and increase in square footage added to the campus since 2000.

Table 2-13. Capital Projects and Additional Square Feet

| Capital Project                              | Expenditure   | Additional Square Feet |
|--|---------------|------------------------|
| 2000 Student Services addition               | \$5,600,000   | 38,455                 |
| 2003 Administration remodel                  | \$6,100,000   | 12,091                 |
| 2003 CBC Foundation Building                 | \$541,000     | 3,000                  |
| 2004 Moore Observatory                       | \$200,000     | 1,000                  |
| 2005 Fitness Center expansion                | \$1,100,000   | 5,200                  |
| 2005 Thornton Science and Technology Center  | \$18,500,000  | 98,380                 |
| 2005 Faculty House                           | \$157,520     | 1,881                  |
| 2006 Health Science Center                   | \$13,000,000  | 66,000                 |
| 2006 Hawk Union Building                     | \$2,100,000   | 684                    |
| 2008 HUD Phase II                            | \$506,129     | 2,380                  |
| 2009 Business Building renovation            | \$5,200,000   | 7,922                  |
| 2010 Career and Technical Education Building | \$22,000,000  | 68,000                 |
| 2000-2009 Capital improvements and repairs   | \$26,000,000  |                        |
| Totals                                       | \$101,004,649 | 304,993                |

Several strategies have been employed to make significant progress on capital projects. The Senior VP for Administration engaged in a sabbatical experience to help redefine the state-wide community college capital request process. In addition, CBC invested in a new position to focus solely on capital projects. This position has the lead responsibility to develop capital requests. The combination of the Capital Projects position and the knowledge of the capital request process from the Senior VP for Administration have lead to immense success in funded capital requests. During a recent funding request cycle, CBC was awarded one replacement building, one building remodel project, and one growth project.

Additional creative funding has been added to leverage the state capital funds. This funding includes students taxing themselves to pay for the Gjerde Center auditorium and student union remodel, the CBC Foundation capital fund drive, grants, the campus engaging in “certificates of participation” to enhance state capital funding, and public/private partnerships to help fund new buildings through rental payments. There are several best practices at CBC related to planning and utilization of physical resources. In the effort to support student study areas and extend campus learning beyond the classroom, multiple spaces have been added for students. The HUB Atrium, the Thornton Center Courtyard, the integrated student space on both ends of the newly remodeled B-building, and the newly renovated student union are several examples where students can work together or study on campus. The campus grounds are equally inviting and provide open green areas with trees and outdoor art as well as specially designed outdoor

space for students to meet and study together. Although the center portion of campus is designed for pedestrian traffic only, wide and expansive sidewalks also serve as the emergency evacuation routes and as fire lanes.

While planning for new buildings or updated environments, changes in classroom size and layout are considered to support the evolving curriculum needs. In the last several years classroom sizes have changed to support the diversity of student needs and the changing pedagogy shifting from lecture to more interactive teaching styles. Growth at the institution has been heavily focused on workforce programs; hence additional specialized space has been needed to support new workforce programs and program prerequisite coursework.

With the increased emphasis in science and technical education and the changing student demographics, the Lee R. Thornton building project was developed. The complex houses the largest science education facility in the Washington community and technical college system; a Diversity Commons, which supports the CBC grants projects, the Dental Hygiene clinic and education program; the Lockheed Martin Computer Science program; the Information Services Operations Center; the expanded Tutor Center; and the R. J. Lee Labs, a public/private partnership. Many of the campus grants are focused on science and health science education as well as recruiting and supporting under-represented students into these important programs. The Thornton Center brings most of these efforts into one facility to enhance the synergy among the programs. Also incorporated into this space is a public/private partnership between CBC and the R. J. Lee Company, a private analytical laboratory serving much of North America. This partnership makes possible student science internship experiences, provides on-campus expertise to maintain and use the campus electron microscope and other sophisticated analytical equipment, and also assists with building funding through their lease of campus facilities.

Increased emphasis in science and health education courses has resulted in expansion of specialized space, such as new science labs and health science teaching labs, to support the teaching and learning needs for courses and programs. In addition to lab space, other specialized science facilities supporting CBC curriculum include an observatory, additional greenhouse space, and the agriculture and farm research project.

As part of the Thornton Center project, the Health Science Center was built at the CBC Richland Campus site. The 67,000 square foot building houses all of the health science education programs with the exception of the Dental Hygiene program, which is located at the Pasco Campus. The facilities provide specialized classrooms, a library, and specialized labs for nursing, radiological technology, surgical technology, and a sophisticated human patient simulation laboratory. The building also has shell space for future growth. A \$2 million donation from the nearby Kadlec Regional Medical Center was added to the state capital funds to expand the building's overall capacity. Currently, Kadlec Regional Medical Center houses their human resources, patient billing/accounts, decision support, and communications/public relations offices in the facility, and provide financial support for the financing of the building through their long-term lease.

With the emphasis on workforce programs, the construction of the brand new Career and Technical Education building began Summer 2009. The 79,500 square foot building will replace the 41,000 square foot V-building, one of the original buildings at the campus. In addition, 7,500 square feet will be set aside to meet the needs of emerging workforce programs such as Nuclear Technology and green energy programs.

Changes in the Student Services delivery system resulted in the development of a new student services space. This new space has allowed for all student services to be co-located for student convenience. Adjacent to this space is the new student funded Gjerde Center. The center can seat up to 650 people, has multiple stages, and can be divided into five smaller areas supporting flexible usage.

The athletic program has also experienced new facilities in the last ten years. New athletic facilities include baseball, softball, soccer fields, and a new concessions area. The Fitness Center has also been expanded to support the athletics program, the instructional program, and student and staff health and wellness.

CBC has a long history of working collaboratively with community partners by sharing space on campus with local school districts. For example, New Horizon's High School, Pasco School District's alternative high school, is located on the northwest corner of the CBC Pasco campus. Beginning August 2009, CBC's Richland Campus will host Delta High School, the state's first science, technology, engineering, and mathematics (STEM) high school. Delta High School represents a cooperative of the local school districts, Washington State University, CBC, and Pacific Northwest National Laboratory to improve curriculum and opportunities for students exploring STEM related careers.

The community also uses the other facilities year around. Some examples include astronomical viewing at the Observatory by public school children, families, and the community astronomy group as well as the various Chambers of Commerce gatherings at the Thornton Center Courtyard. The best example of community usage is likely "First Night," an event sponsored by the three local cities in which the entire community is invited to the CBC campus for family friendly entertainment on New Year's Eve. The location had annually rotated between the cities until two years ago when the cities asked CBC to become the permanent site for the event.

The campus is compliant with Section 504 of the Americans with Disabilities Act (ADA) requirements and State of Washington's RCW 70.92.100 "It is the intent of the legislature that, notwithstanding any law to the contrary, plans and specifications for the erection of buildings through the use of public or private funds shall make special provisions for elderly or physically disabled persons" (Wash. Rev. Code. § 70 92-100, 2008). All Capital construction projects are now reviewed by a special Washington State Division of Engineering and Architectural Services Committee for ADA Accessibility Guidelines (ADAAG) and ADA compliance. The Human Resources office on campus complies with regular audits conducted by the Office of Civil Rights to maintain access to individuals with disabilities and special needs.

Increased awareness of safety and emergency preparedness has resulted in facility changes as well. The width of hallways in the new buildings has been increased for quick building evacuation, new locks on classroom doors support building lockdown options, and emergency electronic notification systems are being incorporated at the design level for each new building. Other buildings are being retrofitted for emergency options. The outside doors of the newly remodeled B-building now can be locked remotely in response to an emergency situation.

Other steps have been taken to keep the CBC campus as safe as possible. These steps include the following.

- A Safety Committee with members representing campus stakeholders meets on a regular basis.
- A campus emergency plan has been developed and is updated on an on-going basis.
- A designated emergency representative is in each building as well as an emergency kit that includes such items as a flashlight, whistle, emergency vest, and bullhorn.



- Evacuation maps and hand sanitizing stations are available in each building and emergency response pamphlets are available in each classroom.
- Emergency training has been offered during in-service and other times throughout the year and practice emergency scenarios have been run with local law enforcement cooperation.
- National Incident Management Systems (NIMS) training has been completed by 120 staff on campus.
- Several alternate emergency notification systems are now operational and an online mapping system is available for law enforcement and campus use.

Additional safety measures are utilized in many situations to promote safety of students, staff, and faculty. To keep students safe, areas such as science labs have appropriate discipline specific emergency systems available, including shower and eyewash stations in chemistry labs. Each quarter, science lab classes begin with lab specific safety training for each of the students. Another example is the requirement of approval from CBC's Institution Review Board (IRB) prior to participation in research from both internal and external entities.

### **Hazardous and Toxic Materials (2.G.2)**

The campus maintains Hazardous Materials Procedures within the annually updated [Safety Manual](#). These procedures include requirements for warning labels, compliance, hazard communication program, Material Safety Data Sheets, and the responsibilities for compliance among purchasing, plant operations, and campus-wide offices. The Math and Science division, the Career and Technical Education division, and Health Science division maintain contracts with third-party vendors to dispose of their hazardous wastes.

Reduction of hazardous waste is also a significant portion of CBC's sustainability goals. For example, the chemistry program has adopted small sample size experiments to reduce the amounts of hazardous materials being used. The new Career and Technical Education building is being designed with all of the current best practices in place to deal with hazardous wastes. Custodial practices have also been changed to utilize as many non-toxic cleaning products as possible. To streamline the communications and collection of hazardous waste, the campus has designated one person to coordinate, update, and monitor the campus hazardous and toxic materials collection and disposal efforts.

### **Master Campus Facilities Plan (2.G.3)**

The CBC facilities master planning document incorporates the CBC mission, values, strategic plan, and feedback from administration, staff, faculty, and students to help guide the vision for campus facilities. The master plan integrates the effort to maintain the highest quality in CBC facilities as well the quantity of space needed to provide the capacity to support and deliver the campus mission. In addition to the Master Campus Facilities Plan, CBC tracks facilities usage through the Washington State Community College Capital Analysis Model (CAM). As a member of the Washington State Community and Technical College System, CBC will be upgrading a ten year old stand alone maintenance tracking system to a state-wide maintenance management system. Also incorporated in facilities planning are the ongoing changes in building construction methods and higher education facilities best practices.

Environmental consciousness at CBC has been practiced for many years. With each new building, additional sustainability efforts have been employed in the design process. The newly remodeled B-building will be coming online for Fall 2009 and is a good example of this effort. Designed for Gold Leadership in Environmental and Energy Design (LEED) level the building has solar panels, energy saving heating and air-conditioning systems, the building materials from the old building demolition were

recycled, and the current building materials are from recycled or sustainable materials. The Gold LEED level is especially appropriate for the B-building in that the new Bachelor of Applied Science degree will be integrating sustainability concepts into the new management degree.

#### **Equipment (2.G.4)**

As with any campus, having sufficient equipment is a challenge. Equipment budgets have been protected as much as possible through varying state budget levels. Special equipment funding such as through the Carl Perkins grant use a request process that is group reviewed for funding recommendations. The campus seeks creative ways to supplement the equipment budgets through donations, federal surplus opportunities, grants, special state funding, and public/private partnerships. When new programs are proposed an equivalent of a business plan is now required to identify the true startup and ongoing costs. This approach provides for the thoughtful review of equipment needs and the funding of those needs to limit the impact on current programs. With these combined efforts the equipment needs are addressed and managed to maintain the levels required to support the campus mission.

#### **Technical Infrastructure (2.G.5)**

Columbia Basin College's technology infrastructure has also changed in the last decade. The campus has responded to the increased usage of the Internet and computer support that instruction, student services, and the business office need to do their jobs each day. The campus network supporting the technology infrastructure has 25 Mb/s bandwidth, 1,331 computers in staff offices and student labs, and 1.61 terabytes of storage space for the nightly backup of information.

To support the instructional process, multimedia equipment that consisted of videotape players with monitors were once moved from room to room but now VCR and DVD players are in every classroom. Existing classrooms have all been retrofitted with data drops for Internet access and ceiling LCD/DLT multimedia projectors mounted overhead projection equipment. New and remodeled buildings have multimedia equipment planning at the design process level. Classrooms either have a computer or allowances are made for laptop connections to support PowerPoint presentations, web browsing, video streaming, etc. Visual presenters such as Elmo projectors are placed in locations that need higher-end projections for students in such disciplines as science, anthropology, and health science. Multimedia stations are available in an increasing number of classrooms.

Computer labs are distributed throughout the campus and are located near the departments that integrate computer usage into their curriculum. The Library has many computers for student use and the campus also maintains two open computer labs for students. In 2006, Lockheed Martin donated time, equipment and expertise to design, purchase, and install a wireless network serving the entire Pasco Campus. The campus information technology staff then developed the procedures to allow staff, students, and visitors access to the network from anywhere on campus. A wireless network was installed at the Richland Health Science Center in Summer 2009.

The Information Services (IS) staff supports the campus computers, networks, computer labs, office computers, and coordinates the purchasing of any new computer related equipment. This common point of coordination assists in purchasing the correct equipment and maintains efforts to establish campus technology levels.

Information Services also provides specialized application development. Several of the campus emergency notification systems were developed locally, many of the campus database applications have been locally developed, and a number of other applications run seamlessly in the background making the use of technology accessible by staff. The staff has also been working closely with neighboring

community colleges to develop some additional student support software through Title V funding. Other statewide applications such as Instructor Briefcase, purchased workflow software, and purchasing software are just a few of the online applications available for faculty and staff.

Students have the ability to perform many tasks online such as registration, checking grades, online tutoring, accessing the Library databases, online advising, and completing a degree audit. Many of these services can be accessed from the [Kiosk](#), a web page students can access on- or off-campus.

Several years ago the campus invested in software that allows for distributed web pages. Each department can update their own pages to keep information current and flowing. A committee chose the management system and worked closely with the software company to develop the campus website. The year the site was launched it won a national webpage competition for design and usability. The CBC Catalog and, beginning in Winter 2010, the class schedule are primarily web based only. The web pages continue to be updated and recently social networking options, such as Twitter, Facebook, and Delicious, have been extended to the campus community.

With the Thornton Center building project the Information Services space was expanded to consolidate the staff in one location and allows additional space for the HP mini-computer, the server farm, and computer receiving, maintenance, and computer setup space. Additional staff positions have been added to assist with the increased emphasis on technology across the campus and recent Title V grants have emphasized the use of technology to support instruction and technology to assist student services.

CBC is part of a statewide system that provides for shared applications, data collection, registration, financial aid, business department activities, and other processes. This common platform provides the community colleges with the ability to track the entire system and gives comparative information for local and state use. Currently utilizing an HP minicomputer for the system delivery, the campus is awaiting an updated solution to be provided by the State Board for Community and Technical Colleges.

### **Training and Support (2.G.6)**

The Information Services (IS) department also staffs a Help Desk and sends staff to offices and labs to trouble shoot hardware and software problems. IS staff members are knowledgeable and experienced in each of the software programs utilized on campus. They are a valuable resource to provide prompt service to students, staff, and faculty. Student interns from the computer science instructional program help supplement IS department support and provide excellent student learning experiences in a complex network and computing environment.

The eLearning program provides ongoing support for faculty and students. Individual and group training for learning how to deliver online or web supported courses are offered each quarter. The eLearning program has a computer lab to deliver group training as needed. A staff consisting of a Webmaster and a technology assistant are available daily with afterhours monitoring of voicemail and email. A faculty member that was an early adopter to distance learning assists in the training of faculty on the technology use and pedagogy questions.

An eLearning Help Desk is available to students and faculty by phone or email. The campus is currently moving from a locally hosted WebCT format to an off campus hosted Angel Learning Management software solution and a closer working relationship with the state online course delivery system, Washington Online. The use of Tegrity (a lecture capture system), Web 2.0, open source books, and Creative Commons concepts are being encouraged throughout the campus.

### **Planning (2.G.7 and 2.G.8)**

CBC has several committees that provide formal opportunities for technology planning and stakeholder feedback. They include Instructional Technology, Web Development, Technology Fee, and Title V committees. A new committee is being established to help coordinate the different campus web development initiatives. The Information Services staff members and their supervisor, the VP for Administration are very open to feedback, responsive to campus needs, and seek input from all.

With the use of email, file sharing, online teaching, electronic library resources, and more, the staff and students rely on technology to do their jobs and complete their coursework every day. Technology has become a tool that is increasingly common and a natural extension for accomplishing each part of the campus mission.

CBC regularly reviews network capacity and resources required to support the College's programs and services. Regular processes are followed regarding upgrades to network resources that are consistent and considered effective utilization of CBC's staff and resources. For example, updates to network software are released frequently with minor modifications each revision. Rather than utilizing staff resources required to update the campus-wide infrastructure this frequently, upgrades are made at alternating revisions to keep the campus infrastructure current to meet program and services needs, yet decreasing the cost of implementation for only minor modifications. Computer laboratories across the campus are also placed on a replacement schedule to ensure sufficient technology to meet individual program needs.

The College also regularly monitors network traffic to off-site locations to ensure sufficient bandwidth to meet the requirements of programs and services. For example, CBC's Health Science Center at the Richland Campus utilizes interactive television (ITV) conferencing for some of the programs offered in conjunction with other community colleges in the state. This utilization of ITV conferencing required an increase in bandwidth between campuses to ensure adequate quality of ITV conferencing and preservation of other network services required to operate e-mail and other services required at the Health Science Center.

## **Section VIII: Chapter Summary**

This detailed examination of the resources, capacities, and functions of Columbia Basin College has attempted to provide the evidence necessary to demonstrate that the College is highly capable of mission fulfillment through meeting its institutional outcomes as expressed in its core themes. This is the compliance aspect of accreditation, and as such is the minimum the institution expects from itself as it strives to meet the Commission's expectations for continuous improvement.

## Chapter Three – Standard Three: Planning and Implementation

### Section I: Institutional Planning

#### Structure and Comprehensive Nature of the Plan

The [CBC Strategic Plan](#) consists of several distinct sections that, taken together, represent a comprehensive, systematic plan for accomplishing the college's mission in the long-term. The plan consists of:

- **An Environmental Scan.** The scan provides an analysis of external social, education, technology, economic, demographic, and political trends. The scan was based on a review and analysis of a broad range of journal articles, books, Washington State Board for Community and Technical Colleges (SBCTC) documents, and other documents that help predict the future state of CBC's region of service over the next 10 years. By developing these trends, the college can respond quickly and effectively to changing needs of the students and community. The Scan concludes with an analysis of the internal Strengths and Weaknesses of the college and the Opportunities and Threats present within the external environment (SWOT analysis).
- **Statement of Mission.** Here, the Plan articulates the major areas of service that the college has committed to provide. The Mission is regularly reviewed by the Board of Trustees, administrators, faculty and staff, and by the community at large to make sure services are provided to the key constituent groups served by the college.
- **Statement of Vision.** The Vision provides a description of the college and its services as might ideally be attained. The Vision represents the aspirations for performance of the college, as envisioned by its members.
- **Values.** The Values indicate the primary principles which serve to guide the college as it works to accomplish the Mission. The selected Values indicate the college emphasis on: 1) Student learning and development, 2) Excellence in our faculty and staff, 3) Personal and professional growth, 4) Support for diversity, 5) Sustainability (effective use of resources), 6) Desire to function as a Community of Learning, 7) Innovation and creativity, and 8) Health and happiness.
- **Strategy.** The college's strategy represents the concerted approach taken to accomplish the Mission and Vision, operating according to the chosen Values. After examining the organizational and business literature on the subject and reviewing a number of possible strategies, the selected strategy has been described as achieving maximum connectedness among the internal and external stakeholders. The Strategy was used to guide the identification of strategic goals and the tactics used to accomplish them.
- **Strategic Goals.** A set of 3-5 year goals was identified for the college, based on a consideration of the Environmental Scan/SWOT analysis, the Mission, the Vision for the future, the Values and the Strategy. Goals were developed to improve connectedness in each of the Core Theme areas, plus a set of "Cross-cutting" (i.e., cross-theme) goals. For the most part, goals developed as members of the college community realized the need for action or improvement, based on data. For example, more sophisticated analyses of rates of transition of developmental math students to college level—combined with new transcript data from area school districts—dramatically raised concerns about developmental math student success. Improving success rates for these students

is now a long-term college goal, complete with an action plan and resource allocation. In other cases, goals were simply a formalization of actions undertaken in response to student or community needs. As another example, development of the Bachelor’s of Applied Management (BAS) Program began as a response to an SBCTC request, but was soon formalized as a long-term goal for the college.

- **Action Plans.** Action Plans provide details regarding the desired outcomes, team members, activities, resources needed, timelines, and deliverables associated with Strategic Goals. Detailed plans for accomplishing the Strategic Goals have been developed for some, but not all of the Strategic Goals. Examples of Action Plans for Academic End State Goal #6: “Improve the transition of developmental math students to the college level” and for Workforce End State Goal #7: “Initiate, expand, and sustain the Bachelor’s of Applied Science baccalaureate degree” have been provided in the Strategic Plan document.

**Constituent Input into the Plan**

The college planning process has both top-down and bottom-up elements, with input provided by a diverse range of constituent groups. For example, the Environmental Scan, driven mainly by the Institutional Research (IR) organization, solicits input widely from numerous constituent groups-- faculty, staff, students, alumni, employers, and the Board of Trustees. Input from other constituencies, such as the State Board for Community and Technical Colleges, the legislature, and national researchers, is gathered through the literature and document review process.

Table 3-1 indicates the primary constituencies involved in each aspect of the long-term planning process.

Table 3-1. Constituent Participation in Planning

| <b>Aspect of Planning</b> | <b>Primary Constituent groups involved</b>   |
|---------------------------|--|
| Environmental Scan        | IR obtains input from faculty, staff, students, alumni, employers, community members, SBCTC, legislature, researchers. The President solicits input via meetings with Departments, staff groups, community organizations, and city, regional, and state leaders. |
| Mission                   | Board of Trustees, Senior administrators   |
| Vision                    | Senior administrators, Board of Trustees, faculty, staff, community members and organizations  |
| Values                    | Senior administrators, Board of Trustees, faculty, staff, students   |
| Strategy                  | Senior administrators, Board of Trustees, faculty, staff, community members  |
| Strategic Goals           | Senior administrators, Board of Trustees, faculty, staff, community  |

Forms of input into the planning process may be quantitative or qualitative. Quantitative input includes formal surveys involving students, faculty, staff, alumni and community members (e.g., Workforce Advisory Committees). Qualitative input is obtained through meetings held with Departments and faculty, staff, and student groups, as well as “town hall” type meetings held by the President throughout the year.

**Use of Data in Development of the Institutional Plan**

The strategic planning process is driven by two distinct types of data collection and analysis processes: 1) an environmental scanning process and 2) indicator data collection, analysis, and improvement activities associated with Core Theme assessments.

The Environmental Scan was initiated in November 2007 in anticipation of updating the college strategic plan. The scanning process included reviewing a number of different documents and publications, as well as systematically meeting with campus and off-campus constituent groups. The following represent some of the sources of data used in the scan:

- The Strategic Plan for the State Board for Community and Technical Colleges
- Surveys of students, faculty, staff, alumni, employers
- Focus groups/meetings with students
- Advisory group meetings and surveys
- Focus group meetings with each Division
- Meetings with county commissioners, local mayors and city planners, Tri-City Development Council (TRIDEC), area school superintendents, state legislators, and business leaders
- Review and analysis of data provided by the SBCTC, including performance of CBC in comparison to other community colleges, Student Achievement Initiative performance points
- Course assessment data collected and analyzed by faculty members, assessing achievement of Student Learning and Program Outcomes
- Publications documenting the latest findings related to student performance and college effectiveness. Books reviewed for the plan included *Defending the Community College Equity Agenda* (Bailey & Morest, 2006), *Assessing Organizational Performance in Higher Education* (Miller, 2007), *What the Best College Teachers Do* (Bein, 2004), *How College Affects Students* (Pascarella & Terenzini, 2005), and *The Data-Driven Student Affairs Enterprise* (Advisory Board Company, 2009).
- Reviews of relevant literature and research findings (see References at the end of the Strategic Plan document).

These sources of information provided input into the Environmental Scan trends (e.g., Technology, Economic, Demographic, Political, Social, and Educational). The trends, in turn, either suggested the creation of new strategic goals or provided supporting evidence for proposed Strategic Goals. For example, predictions regarding increasing minority enrollments supported the importance of seeking Hispanic Serving Institution designation (Access, Goal #2). Educational Trend information suggesting the need for more bachelor's level graduates in the workforce supported pursuing the Bachelor's of Applied Science degree (Workforce, Goal #7). Technology Trends strongly supported adopting Web 2.0 technologies (Cross-Cutting Goal #15). Social Trend information, indicating the growing interest in green technologies and values of sustainability, supported adoption of "green strategies" (Cross-Cutting Goal # 16).

A second source of planning information and input was indicator results and Monitoring Report outcomes. For example, indicator data showing low rates of transition of developmental math students to the college level led to a strategic goal of improving these transition rates (Academic, Goal #6). This area of performance was clearly the weakest aspect of the Academic End State (Core Theme) Monitoring Report. Creating the developmental math strategic goal led to considerable resources being devoted to improving transition rates, including collaborative activities with area school districts, literature reviews, and ongoing improvement activities. Poor results on another indicator, Hispanic graduation rates, led to a new strategic goal and then to concerted efforts to recruit, retain, and support Hispanic students (Access, Goal #1). Hispanic student performance was, again, a clear weakness in the overall Access End State (Core Theme) Monitoring Report, leading to substantive corrective efforts. Indicator data showing that CBC was not the first choice of top area high school students contributed to the development of plans for an honors program (Academic, Goal #3) and plans to create capstone courses (Academic, Goal #4). Indicators based on student survey data suggesting that student interactions with faculty were relatively infrequent provided the impetus for efforts to increase student/faculty engagement (Cross-Cutting Goals, Goal #14).



It should be noted that, by creating strategic goals to address areas of performance problems (as shown by poor indicator results), CBC is focusing attention and resources in ways that will improve Mission Fulfillment. Improved indicator outcomes will result in greater levels of achievement of Core Theme Goals and, subsequently, Core Theme outcomes and Mission Fulfillment.

### **Use of Strategic Goals in Prioritization and Decision-Making**

Each of CBC's Strategic Goals is accompanied by a plan for achieving the goal, timelines, and associated financial and human resources. Sample action plans for [Developmental Math](#) and the [Bachelor's of Applied Science Degree](#) have been provided.

The Strategic Goals reflect key CBC priorities that have, in many cases, developed gradually over time. For example, testing and placement of new students into appropriate level Mathematics classes has long been in place. Testing is provided by members of the Student Services division in what was a fairly transparent, low visibility process. Occasionally students or faculty would raise questions about placements or the placement process, but little attention was directed towards this function. However, once the Math faculty raised questions about the usefulness of the COMPASS test and Institutional Research found that the success rates of developmental Math students were low, increasing amounts of attention and resources began to be focused on this area. Once the area was identified as a concern, an improvement goal was created focusing initially on improving the accuracy of placement by the COMPASS placement test. Math faculty began experimenting with different cut scores, Institutional Research began studying COMPASS validity data, and members of the college administration began meeting with administrators from area school districts to discuss student placement and success in college. Effective Math placement became a much higher priority for the college and considerable additional resources, primarily in terms of faculty, staff and administrator time and effort, were allocated to the issue. As additional research revealed that students who had achieved Algebra II or lower in high school were simply not succeeding in math at CBC, regardless of placement, attention began to focus on the pedagogy used in development math courses and on experimenting with different approaches to rapidly upgrade these students' math skills. Further, reviews of research literature showed poor performance by developmental math students to be a national problem, not just a local one. As a result of these activities, developmental math has risen from a position of obscurity to being an area of high concern for administrators. Thus, Goal 6, improving the transition of developmental math students to the college level, has become a high priority on campus and considerable resources are being dedicated to improvement efforts.

Each of the Strategic Goals reflects a campus priority for direction, with associated activities and resources dedicated to them. Consequently, other desired actions and programs may have to wait for resources to become available. For example, some initial testing has been completed on the use of software to receive and store electronic transcript information from area high schools. Once this information is available, it will be possible to make revisions to the placement process. However, these activities must wait for completion of existing goals, such as Academic Goal #6, improving the transition rate of developmental math students to college level. It is also the case that some of the Strategic Goals have a higher priority than others. Improving Hispanic graduation rates, achieving HSI status, improving developmental math transitions, and expanding use of Web 2.0 technologies are clearly high-priority Goals directly related to fulfilling the college Mission. Other Goals, such as establishing the Wisdom Institute and building a planetarium are highly desirable but less critical. Given recent budget reductions, these Goals may see a diminishing of resources and a corresponding slowing of timelines.

## **Emergency Planning**

CBC also participates in significant planning related to emergency preparedness. Annually, components of the emergency planning include (a) Emergency Plan & Emergency Operation Command Procedures, (b) Campus Safety and Security information, (c) Information Services Disaster Recovery Plan, and (d) Emergency Procedures flipcharts. Each of these has been addressed further below.

**Emergency Plan & Emergency Operations Command Procedures:** Annually, modifications to emergency planning procedures and the overall operation of Emergency Operation Command (EOC) centers are reviewed by administration and released to the campus for the beginning of each academic year. The Plan and Procedures document includes detailed descriptions of staff and community emergency responder roles and responsibilities related to a given emergency requiring activation of the Plan. The Plan also includes components for security, facilities, medical, student safety, communications, and associated planning elements related to Homeland Security. Due to sensitivity of components of the Plan, the plan in whole is not available on CBC's web. Instead, a public set of materials for emergency procedures has been produced and updated annually in the form of an Emergency Procedures flipchart. The Plan also includes safety forms, disability guidelines, and specialized information for off-site locations, including CBC's Richland Campus Health Science Center. The EOC procedures clearly delineate authority and succession for continuation of operations of the EOC as required during emergency operations. Each building at the College has also prepared a corresponding emergency plan with staff, alternatives, and facility procedures required to secure the building or deal with a variety of emergency situations.

**Campus Safety and Security Information:** A public set of materials is created annually to serve the students and general public related to several safety and security topics. This document provides information on topics including: pandemic flu; annual campus security report; CBC's Emergency Plan; emergency notification systems; reporting processes; identifying and managing aggressive student behaviors, attitudes, and emotions; and links to helpful documents available to the public on the CBC web site. An emergency notification system is available to students, staff, and community members allowing text message and e-mail notification of emergencies. A convenient enrollment process for the emergency notification system is linked from CBC's main web page. An additional resource that is made available to students is a website allowing reporting of concerns through a secured web based messaging system. "A Safer CBC" is an online tool created to allow reporting of safety and security concerns by anyone on campus. Reporting through the A Safer CBC system can be anonymous, and allows for administrative routing of concerns to the most appropriate, responsible authority quickly and efficiently.

**Information Services Disaster Recovery Plan:** An additional layer of the CBC emergency planning includes a disaster recovery plan for information technology systems supporting the College. The plan includes: plan activation; notification; damage and severity assessment; emergency recovery personnel procedures; recovery operations; telecommunications data processes; planning for hardware, data/software; recovery team management; and testing and training related to Recovery Plan implementation and activation. As a result of sensitivity to potential network elements and risks from outside threats, this emergency plan is not shared with the public.

**Emergency Procedures Flipcharts:** The Emergency Procedures Flipcharts are developed for placement at work stations and classrooms throughout the College. The flipcharts are a small and convenient set of materials that provide focused guidelines for dealing with: an accident or serious injury; crimes in progress; crisis, threat, or confrontations; bomb threats; earthquake or severe weather; emergency evacuation procedures; fire; hazardous material leaks and spills; and armed intruders or suspicious persons. The flipchart also provides important emergency contact phone numbers, locations, and counseling services available to students and staff.

## **Introduction to Core Theme Planning**

In the following pages, each Core Theme section discusses the planning and linkage to the institutions comprehensive planning process. One element of the institution's comprehensive planning process, the end state monitoring reports, provides the means for each Core Theme to plan for programs and services. Through the evaluation and preparation of each annual End State (Core Theme) Monitoring Report, necessary improvements have been identified among several of the goals and indicators to improve performance related to mission fulfillment. These noted modifications provide additional elements within the institutional planning for each Core Theme. The linkage between each Core Theme and the comprehensive planning process has been provided for each respective theme.

## Section II: Core Theme Planning

### Theme 1: Access

#### Integration with Institutional Plan

The Access Core Theme is central to Columbia Basin College's mission, providing opportunities for individuals to obtain some level of education beyond mandatory K-12. Open access to post-secondary education is one of the main characteristics of a community college and is increasingly important as a means of promoting economic growth and social mobility. In providing access, CBC's enrollment strategies assure a rich and welcoming environment for students, regardless of their varying educational goals and backgrounds, and promote student success by encouraging a broad curriculum, effective and ongoing engagement between faculty and students, and a broad variety of effective student services programs and support resources. The following provides examples of ways the Access Theme is linked to the Strategic Plan.

#### Stakeholder Analysis

- High school students report that they receive very little information on colleges at their high schools and rely largely on online information.

Access Core Theme Linkage: Columbia Basin College provides a systematic and integrated student access strategy, beginning with an individual's first contact with the College. With the help of energetic and enthusiastic student ambassadors, Outreach Specialists espouse the importance of post-secondary education to the region's middle schools and high schools, and as requested, to various companies and agencies desiring employee educational and training opportunities. The number of visits off-campus and the number of visitations/tours on campus have steadily increased. Outreach activities are closely aligned with the Access Core Theme objectives relating to high school graduate enrollment at CBC, including Running Start enrollment. Post-secondary promotion activities are now being provided earlier in the educational pipeline and include more parent involvement, particularly for prospective first generation college student families who may be unfamiliar with the educational preparation necessary to successfully bridge the transition to higher education. Collaborating with other College departments (e.g., Counseling, New Student Center, Running Start, Testing, Financial Aid, and instructional programs), the Outreach Department "mines" prospective students and tracks subsequent contacts.

- CBC does not always obtain the most academically prepared students—many require remediation in Math, English

Academic Core Theme Linkage: The College's institutional plan promotes collaborating with local K-12 partners and, through productive dialogues with school district administrators and counselors, high school students are being encouraged to choose a more rigorous selection of courses to better prepare themselves for college. CBC has also developed summer and winter break "bridge" programs to help jump-start first time college students' mathematics skills and, ideally, expedite their progress through the required math sequence. In response to higher dropout rates of current high school students, coupled with emerging workforce needs, more recruitment and retention services and programs must be planned to attract a growing population of adult students. The evolving workforce demographic anticipates more minorities, migrants, immigrants, older adults and women. Although CBC has one of the largest adult basic education programs in the state, many of these students do not progress to college-level coursework.

Nonetheless, the College's institutional plan recognizes the benefits of adult basic education and the success of the Integrated Basic Education and Skills Training (I-BEST) programs, and includes as one of its strategic goals the establishment of a literacy institute to create pathways for adult basic education students to obtain jobs with livable wages.

#### Environmental Scan Trends:

- The minority population will continue to grow rapidly. Outreach activities to Hispanic students will need to begin earlier in the educational pipeline and include more parent involvement. High school graduation, college enrollment, and graduation rates of Blacks and Hispanics will continue to lag without successful intervention.

Access Core Theme Linkage: Extra emphasis has been placed on recruiting a diverse student population which reflects the demographic characteristics of the College's service area. Additional support services, intrusive advising, and a variety of financial assistance programs are intended to target at risk underrepresented individuals to promote access and success.

- Increasing attraction of lower socioeconomic status students to community colleges, due to lower costs; these students are more "at risk" of not completing their education. AND Higher education is increasingly being held accountable for student progress, retention, and graduation rather than on the basis of enrollments and teacher qualifications.

Access Core Theme Linkage: The College's institutional plan supports the Access Core Theme objective of increasing student success and retention. A number of initiatives provided at the very beginning of a student's matriculation have had very positive impact on student success, increasing the numbers of students who are retained and complete their educational goals. Even in the midst of severe budget reductions from the State, the College remains committed to its early student engagement and success programs, such as Student Orientation to Advising and Registration (SOAR) and First Year Introduction (FYI). Both programs frontload information critical to developing student success strategies and attitudes and help to identify possible students who are at high risk to drop out or fail. Working in close collaboration with the College's Administrative Services division, CBC invested resources to identify and obtain grant funding that has positively impacted the Access Core Theme. The establishment of the New Student Center in 2008, a Title V initiative, consolidated all new student intake, placement, and advising functions. HSI and TRIO funding support first generation, low-income, disabled, and/or Hispanic students who receive comprehensive interventions, proven to be very successful in improving retention and graduation rates. As much as possible, the College imitates these successful program components to benefit the general student population.

An intrusive satisfactory academic progress and performance program mandates counselor interventions for students with cumulative, college-level GPAs less than 2.00. Currently, the College is developing a new model of mandatory intervention which will allow counselors to implement more intensive strategies for students in academic difficulty. Another very positive retention tool was the establishment of the Reinstatement Committee in 2004. Following academic dismissal from the College for a year, any student desiring to be readmitted must meet with a Reinstatement Committee comprising of the Vice President for Student Services, Director of Student Success and Engagement, one instructor, and one counselor prior to being readmitted. If allowed to return to CBC, reinstated students must adhere to conditions of reinstatement which attempt to mitigate the attitudes and behaviors which were prior barriers to success. Reinstated students are monitored very closely; should they receive a grade less than 2.00 in any class they attempt, they forfeit any rights to continuing state support of their education and are charged a

financial penalty. Currently CBC enjoys an approximate 70% success rate for reinstated students who are making positive progress toward or have achieved a cumulative, college-level GPA of 2.00 or better.

- A higher proportion of students will need financial aid, job preparation and placement services.

Access Core Theme Linkage: The College's ability to provide financial support for prospective and current students is arguably its most important access program. Representatives from the Student Financial Services Department provide high school students and families the information and opportunity to complete the Free Application for Federal Student Aid (FAFSA) even before they graduate from high school. The Student Financial Services Department trains the Outreach Department staff and ambassadors regarding FAFSA completion, financial aid eligibility, and deadlines so they provide accurate and timely information when making community presentations and hosting visitors at the campus. CBC offers College Goal Sunday (the Sunday before the Super Bowl) to provide high school seniors and their families support in completing and submitting the FAFSA in January. During the admissions process, on an as needed basis, CBC allows postponing payment of the admission application fee until students have received their financial aid award. The Student Tuition Easy Payment Plan (STEPP) program has minimized barriers to paying tuition and, as a result, increased numbers of students are enrolling in this program.

The number of students applying for financial aid increases each year. The importance of this program to the Access Core Theme guides efforts to improve students' timely, accurate, and thorough completion of financial aid paperwork and to work toward decisions and processes that eliminate financial barriers. CBC was one of a handful of Washington community colleges which piloted a program to provide financial aid to part-time students who have not been previously eligible to receive aid. Through the efforts of the CBC Foundation, the number and amounts of scholarships continues to increase. Not only does this demonstrate the value the College places on access but it demonstrates the linkage between the College and the community which has been extremely generous in its support of the educational mission. Students also have access to short-term loans for tuition and books (especially helpful to students who find themselves ineligible for financial aid), child care reimbursement funds, travel vouchers for students living more than 25 miles from the College, and emergency gift cards for basic necessities. The Running Start program purchases some textbooks each year to rent to needy Running Start students who cannot afford to purchase books and the College bookstore is as flexible as possible in assisting students with book and supply needs.

#### Strategic Goals:

- Goal 1: Improve recruitment, success and retention for Hispanics.

Access Core Theme Linkage: Hispanics and other underrepresented individuals comprise a growing segment of the CBC service district. Linkage to local K-12 students and other targeted recruitment strategies are being utilized to increase the recruitment of Hispanics. A variety of programs offered at the campus through state and federal funding employ strategies to improve retention and success of Hispanic students.

- Goal 2: Meet all requirements for designation as a Hispanic Serving Institution (HSI).

Access Core Theme Linkage: Continual efforts are being made to improve recruitment, success, and retention for Hispanic students as noted in Strategic Goal 1. Maintaining HSI status provides additional funding and designation to serve a significant segment of the College's service district. CBC attained Hispanic Serving Institution (HSI) status in 2003. HSI designation is of paramount importance, enabling CBC to continue to compete for federal funding that serves not only Hispanic students but can be a catalyst for the development and maintenance of support services and resources that help all students. Due to a recent change in the federal calculation for HSI eligibility, only student enrollment in college-level courses can be counted toward the necessary FTE requirement for continuing HSI designation. Unfortunately, the majority of CBC students require developmental or remedial coursework, most often in mathematics; thus, the HSI numbers have decreased since the U.S. Department of Education (DOE) change in eligibility. Additionally, the change in determining HSI eligibility seems to devalue the important role community colleges serve in providing adult basic education and literacy programs.

- Goal 14: Increase faculty/student interactions outside the classroom.

Access Core Theme Linkage: The College's commitment to increasing faculty/student engagement extended into 2008 faculty contract negotiations, producing a faculty rank and promotion process which encourages faculty/student interactions outside the classroom that contribute to student learning and engagement.

### **Alignment with Core Theme Objectives**

In promoting excellence, CBC encourages the study and consideration of best practices and the development and implementation of innovative programs within the institution. In support of diversity and access, the College meets the widest possible variety of community needs. Programs and services align with and contribute to Columbia Basin College's access goals and outcomes.

The College has established three major goals in relation to its access end state/core theme objective: Goal A, Achievement of high rates of new and ongoing enrollment from the community; Goal B, Student educational progress and completion in a reasonable amount of time with minority progress rates similar to Whites; and Goal C, Provision of effective support services and resources to prospective and enrolled students in order to eliminate barriers to access and success. Indicators include graduation data from local K-12 school districts, enrollment data, retention data, progress and completion rates, percentage of student receiving final assistance, and student and faculty perceptions of support services and barriers to the achievement of educational goals. Enrollment data is collected and reviewed quarterly; other data is collected and reviewed at least on an annual basis and is analyzed and evaluated in the Access End State Monitoring Report. This report is reviewed in detail with the CBC Board of Trustees, including the identification of action plans toward improvement.

The most recent Access End State Monitoring Report was presented to the Board of Trustees on October 5, 2009. While the indicators demonstrated the desired outcomes were met or exceeded in all areas, improvement actions were nonetheless identified and are already being studied or implemented. These include: (a) establishment of an Enrollment Management Committee with significant representation from Instruction as well as Student Services and other appropriate constituent groups; (b) implementation of admission application deadlines; (c) monitoring of class fill rates; (d) increased outreach focus on high schools with low CBC enrollment; (e) use of FYI data to implement earliest student success intervention strategies; (f) development of electronic graduation application processes; and (g) expanded financial aid/scholarship information sessions and support.

## **Theme 2: Academic**

### **Integration with Institutional Plan**

The Columbia Basin College Academic Core Theme is closely integrated with institutional planning. A number of the elements identified in the CBC environmental scan pertain to the academic programs. Institutional priorities for the Academic Core Theme are demonstrated through development of a well qualified faculty, the construction of excellent campus facilities, the equipment to support the sciences, and electronic technology that supports the educational needs of the 21<sup>st</sup> century learner.

The following section reflects the linkages between the CBC Strategic Plan and the Academic Core Theme.

#### **Environmental Scan Trends:**

- Students are increasing utilization of technology, including online education and mobile technology (iPod) to view courses.

Academic Core Theme Linkage: Significant resources have been utilized to expand the distance learning initiatives at Columbia Basin College. Distance FTES have grown significantly over the past several years. New online classes have been developed to provide a wide variety of courses as options for the academic student. The addition of lecture capture software called Tegrity has provided students the ability to obtain lecture and class content through podcasts on their personal computer and mobile devices. These additional classes and expansion of delivery options will assist CBC in its efforts to compete with other higher education online delivery organizations.

The academic program classrooms have been updated to support multimedia presentations. Each classroom has Internet access through a data drop and also through a wireless connection. Multimedia and other eLearning technology is increasingly being integrated into academic courses to assist in engaging students at a deeper level.

- The growth of for-profit institutions, such as the University of Phoenix and DeVry Institutes, may be a threat to community colleges, in part because they may focus on the most profitable programs, such as business and computer science AND Because online education can be mounted from anywhere in the world, community colleges might lose the advantage of geographic proximity and convenience to students.

Academic Core Theme Linkage: The academic program is strategically identifying high quality online courses that will compete well with other online programs. Through the Enrollment Management Committee the campus has identified this as an area of high importance for CBC.

- Business and industry sectors have increased demand for a highly skilled workforce.

Academic Core Theme Linkage: In response to the increasing needs for science, technology, engineering, and math (STEM) knowledge workers, CBC has placed a high priority on STEM related courses and support systems. New to CBC is a program entitled MESA (Mathematics, Engineering, Science Achievement). MESA, a very successful program designed to assist STEM majors, has traditionally been at the baccalaureate level and is now being replicated at community colleges. CBC is currently the only community college in Washington to have a MESA program.



- Students challenged by economic difficulties, lack of college preparation, and limited English proficiency will become more common.

Academic Core Theme Linkage: The academic program has identified developmental courses as an area of concern. Although once academic students reach college level courses they are often successful, it is at the development level that students are struggling. Consequently, these concerns are being addressed in the academic section of the CBC Strategic Plan. Another strategy being considered by the academic program is exploring the use of Integrated Basic Education and Skills Training (I-BEST) programs that serve underprepared students. I-BEST has been effective for the workforce program and the academic programs hope that it will assist academic students just as effectively.

- A college education is increasingly being pursued in a non-linear way, frequently being combined with periods of work and withdrawal from education; as a result extended time is being required to complete degrees.

Academic Core Theme Linkage: The academic program has expanded Internet delivered courses to increase flexibility in course scheduling. With this flexibility students may be able to take distance courses to minimize the disruption in their degree progress while still managing jobs and busy personal lives.

- Student participation in extracurricular organizations and activities will continue to decline.

Academic Core Theme Linkage: CBC's academic programs have a number of student clubs including anthropology, creative writing, French, history, and Japanese. As a commuter campus there is an increased effort to provide study and collaborative student areas to encourage students to find productive ways to spend additional time on campus.

- The minority population will continue to grow rapidly. Outreach activities to Hispanic students will need to begin earlier in the educational pipeline and include more parent involvement. High school graduation, college enrollment, and graduation rates of Blacks and Hispanics will continue to lag without successful intervention.

Academic Core Theme Linkage: CBC has expanded the AA options with the opportunity to select degrees with emphasis in specialized areas including Latino and Latin American Studies, Race, Ethnicity & Immigrations Studies, and International Studies. In addition, new classes have been developed to help all students understand the changing diversity in the United States. Examples of these new courses are Survey of Asian American Culture, Survey of African American Cultures, History of Africa, History of India, Mexico Since Independence, and American Diversity.

#### Strategic Goals Linkages to the Academic Theme:

- Goal 3: Initiate an honors program

Academic Core Theme Linkage: CBC has a number of students that are very high achieving. Although the campus has long supported Phi Theta Kappa, an honors program will provide an additional program for engagement.

- Goal 4: Develop, implement a capstone course program.

Academic Core Theme Linkage: The College is considering a capstone course to be included in the AA degree requirements.

- Goal 5: Develop, implement a Leadership Institute

Academic Core Theme Linkage: CBC has had an interest in providing leadership training for the community as well as for students. In Fall 2009 CBC began a Leadership Institute with a year-long leadership workshop. Additional plans will be developed to expand services and offerings beyond the first workshop.

- Goal 6: Improve the transition of developmental math students to the college level

Academic Core Theme Linkage: Many of the developmental math students struggle with the intermediate algebra level courses. The Math department is currently working on a pilot project to find ways to improve student success at the developmental level. Exploration has begun to develop a different delivery model, and alternative pedagogy strategies.

- Goal 15: Expand faculty and student use of Web 2.0 technologies

Academic Core Theme Linkage: Faculty across the campus are participating in increasing utilization of Web 2.0 technologies. A focused faculty Technology Committee is meeting monthly to identify improved ways to include Web 2.0 technologies throughout the teaching and learning process. Faculty training has begun, and a course specific to Web 2.0 technology has been added to the curriculum.

The noted environmental trends are elements within the strategic plan that impact the ongoing success of the Academic Core Theme. The Academic End State Monitoring Report and mission fulfillment data continue to inform the strategic planning process of further trends or modifications required to maintain alignment between the Academic Core Theme and the College's mission.

### **Alignment with Core Theme Objectives**

The Academic Core Theme objectives are well aligned with overall goals of the academic programs at CBC. The objectives are monitored and reported annually to the Board of Trustees through the Academic End State Monitoring Report. Core theme objectives are comprised of four major goal areas. The goal areas include: Goal A, Students from CBC transfer to baccalaureate institutions and succeed after transfer.; Goal B, Students transition from developmental Math and English courses to college level Math and English courses; Goal C, Effective and qualified faculty; and Goal D, Students are satisfied with their educational experience at CBC and perceive an effective learning environment.

## **Student Learning Outcomes**

A common set of five Student Learning Outcomes (SLO) are utilized for all students at Columbia Basin College. A sixth SLO of Master Program Learning Outcomes may also affect academic students as well. Within the Academic Core Theme, academic classes that are on distribution lists will also be linked to appropriate distribution program outcomes. Courses on distribution have learning outcomes that are incorporated into the course development, instruction, and assessment of every distribution program outcome. The distribution [Program Outcomes](#) are also made available to students and the general public through links on the affected academic program web pages.

## **Theme 3: Workforce**

### **Integration with Institutional Plan**

The Columbia Basin College (CBC) Workforce Core Theme is closely integrated with institutional planning. Many of the elements identified through extensive environmental scanning are focused specifically on workforce programs, and institutional priorities for workforce are demonstrated through development of a well qualified faculty, excellent facilities, and the strong implementation of equipment and technology that represents industry trends. Below are items included within the CBC Strategic Plan and their linkage to the Workforce Core Theme.

Another product of the institution's comprehensive planning process, the end state monitoring reports, provides the means for the Workforce Core Theme to plan for services. Through the evaluation and preparation of the 2009-2010 Monitoring Report, necessary improvements were identified among several of the goals and indicators to improve performance related to mission fulfillment. These noted modifications provide additional elements required within the institutional planning for the Workforce Core Theme.

#### **Environmental Scan Trends:**

- Students are increasing utilization of technology, including online education and mobile technology (iPod) to view courses.

Workforce Core Theme Linkage: Significant resources have been utilized to continue to grow the distance learning initiatives at Columbia Basin College. Overall, student engagement in distance learning courses has grown significantly over the past several years. The addition of lecture capture software called Tegrity has provided students the ability to obtain lecture and class content through podcasts on their personal computers and mobile devices.

- Business and industry sectors have increased demand for a highly skilled workforce.

Workforce Core Theme Linkage: CBC has continued to add professional/technical programs to meet community and regional needs. The most recent programs include ones that serve a broad local need for workers related to the nuclear industry and diagnostic ultrasound technology. The nuclear technology programs will serve a cluster of workforce needs, including instrumentation and control, radiation protection technician, and chemical technician.

- Significant job growth is expected in fields like construction, agriculture, and manufacturing.

Workforce Core Theme Linkage: CBC's Welding Technology program has continued to expand as needed to meet the industrial construction workforce needs throughout the community. A large segment of workers will enter their career by working in the Hanford Nuclear Reservation on a vitrification (glassification) plant being constructed to treat nuclear waste. A redeveloped agriculture program is being offered to provide targeted industry needs throughout agriculture, as well as to connect with high schools and baccalaureate institutions throughout the region. An agriculture equipment technology program has also been added to meet the growing industry needs in heavy agricultural equipment. Finally, the long-standing Machine Technology Program is being retooled and renamed Manufacturing Technology to improve recruitment and preparation of workers throughout the growing manufacturing sector in the region.

- Students challenged by economic difficulties, lack of college preparation, and limited English proficiency will become more common.

Workforce Core Theme Linkage: CBC has actively developed new Integrated Basic Education and Skills Training (I-BEST) programs that serve underprepared students, providing them workforce education skills while simultaneously developing basic education skills. I-BEST programs help address academic deficiencies that commonly keep students from achieving in job preparation and placement. CBC has also heavily promoted the Opportunity Grant to provide student financial aid and intrusive advising to help students meet educational tipping points linked to success in further college work and career development.

- Labor force will increasingly consist of a small permanent core of workers, a growing contracted labor force of contingency workers, and increasing part-time workforce.

Workforce Core Theme Linkage: CBC has continued to develop workforce program options that provide students expanded skill sets before entering the workforce. With these expanded skill sets, students have multiple skills with advanced technology promoting increased career opportunities in fulltime work. Multiple skills increase opportunities for students to enter the career field with cross-training, making them a valuable employee for the long-term. For example, the Radiologic Technology (X-ray) degree program encourages students to take additional training in advanced modalities such as magnetic resonance imaging, computed tomography, mammography, or other areas to increase the cadre of skills upon entry to the workforce. As a result of this additional training, CBC's Radiologic Technology students are readily hired into full time positions with broader scope in responsibilities.

- A college education is increasingly being pursued in a non-linear way, frequently being combined with periods of work and withdrawal from education; as a result extended time is being required to complete degrees.

Workforce Core Theme Linkage: CBC has had a significant increase in short-term certificates available to students over the past two years. In most cases, short-term certificates (defined by Washington State Board for Community and Technical Colleges as less than 20 credits) are entry points for one-year certificates and associate degree programs. The packaging of program content in short-term certificates allows students to enter the College for focused education/training related to their career, and exit points through the short-term certificates allow convenient packaging of content to students who will return in the future for additional progress toward their academic goals.

- Student participation in extracurricular organizations and activities will continue to decline.

Workforce Core Theme Linkage: CBC's workforce programs have a high level of representation in the Associated Student Body clubs across the campus. In many cases, CBC workforce students win regional and national competitions in extracurricular activities associated with their instructional program.

- Vocationalization of community colleges may distract students from a bachelor's degree. Taking vocational, non-credit courses may lead to vocational degrees and certificates that result in jobs with limited advancement opportunities.

Workforce Core Theme Linkage: CBC developed a baccalaureate degree program in applied management in order to provide excellent progression for all workforce programs across campus. Students from any of the workforce associate degree programs can continue their education in the Bachelor of Applied Science (BAS) degree program, gaining valuable education and skills that will provide opportunities for career progression.

#### Strategic Goals:

- Goal 6: Improve the transition of developmental math students to the college level

Workforce Core Theme Linkage: CBC's workforce programs rely heavily on the ability of students to successfully transition from basic skills and developmental level of math, English, and reading into college level work. Students unable to successfully transition will be incapable of completing certificate and degree requirements for program completion.

- Goal 7: Initiative, expand, and sustain the Bachelor's of Applied Science program

Workforce Core Theme Linkage: The Bachelor's of Applied Science program is a key element for workforce student access to degree and career progression. The program provides baccalaureate instruction to students from any of the workforce associate degree programs at the College.

- Goal 8: Initiate internships for professional/technical programs

Workforce Core Theme Linkage: Internships in workforce programs are an integral component of preparing a student for their chosen career area. Internships are utilized heavily in most programs, but integration of internships with programs lacking this opportunity for students is necessary and a value to the College, student, and community.

- Goal 13: Increase connections between CBC and the community

Workforce Core Theme Linkage: Workforce programs maintain significant connections with the community through advisory committees, participation in economic development and workforce development activities and boards, internship and clinical placements, and articulation with high school and baccalaureate institutions.

- Goal 15: Expand faculty and student use of Web 2.0 technologies

Workforce Core Theme Linkage: Faculty across the campus are participating in increasing utilization of Web 2.0 technologies. A focused faculty Technology Committee is meeting monthly to identify improved ways to include Web 2.0 technologies throughout the teaching and learning process. Faculty training has begun, and a course specific to Web 2.0 technology has been added to the curriculum.

The noted environmental trends are elements within the strategic plan that interface heavily with progress required through the Workforce Theme. The Workforce End State Monitoring Report and mission fulfillment data continue to inform the strategic planning process of further trends or modifications required to maintain alignment between the Workforce Theme and the College's mission.

### **Alignment with Core Theme Objectives**

The Workforce Theme objectives are well aligned with overall goals of the workforce programs at CBC. The objectives are monitored and reported annually to the Board of Trustees through the Workforce End State Monitoring Report. Core theme objectives are comprised of five major goal areas, with the fifth goal added as a result of the 2009-2010 Monitoring Report. The goal areas include: Goal A, CBC workforce student learn and develop program skills; Goal B, Workforce programs demonstrate enrollment and viability; Goal C, Students complete workforce programs; Goal D, Workforce Students obtain jobs, earn a good salary, perform well; and Goal E, Community support for workforce programs.

### **Student Learning Outcomes**

A common set of six Student Learning Outcomes (SLOs) are utilized for all students at Columbia Basin College. The sixth SLO, Master Program Learning Outcomes, represents each of the unique sets of goals for workforce programs. Within the Workforce Theme, all workforce programs maintain a current list of program learning outcomes that are incorporated into the course development, instruction, and assessment of every program. The [Program Learning Outcomes](#) are also made available to students and general public through links on each of the workforce program web pages.

## **Theme 4: Basic Skills**

### **Integration with Institutional Plan**

The Columbia Basin College Basic Skills Core Theme is closely integrated with institutional planning. A number of the elements identified in the CBC environmental scan pertain to the Basic Skills program. Institutional priorities for Basic Skills are demonstrated through development of a well qualified faculty, excellent facilities, and strong implementation of technology. The following sections reflect the linkages between the CBC Strategic Plan and the Basic Skills Core Theme.

#### **Environmental Scan Trends:**

- Students are increasing utilization of technology. Colleges will be forced to invest heavily in order to upgrade technologies.

Basic Skills Core Theme Linkage: Typically those students enrolled in Basic Skills program are technologically challenged and often have not had previous access to computers. CBC therefore has invested heavily, over the last three years, to upgrade available technology within the program. This has included updating the existing ESL computer lab by replacing 25 computers, adding new desks and headphones, replacing the instructor's computer, as well as purchasing a new overhead document camera and a desk podium to allow for easy access to the computer and document camera technology. CBC has also created a new computer lab for ABE/GED use by purchasing 25 new computers and desks, a Smart board, document camera, desk podium for the instructor, and a new projector and screen. For the ESL program, seven additional document cameras and four new printers were purchased and all of the instructor stations were replaced. Instructors are encouraging Basic Skills students to use their CBC e-mail account, to produce Word documents, and to prepare PowerPoint presentations. All students are heavily engaged in basic Internet use as well as ESL software. Currently the Basic Skills program is investigating changing required CASAS testing to online testing.

- The demand for career and workforce development will continue to grow. Business and industry sectors have increased demand for a highly skilled workforce. Many construction, agriculture, and manufacturing-related jobs will require additional personnel.

Basic Skills Core Theme Linkage: The Basic Skills curriculum at Columbia Basin College is based on state wide learning standards and curriculum frameworks. Instruction targets specific needs based on the life roles of adults, those of family, citizen, and worker. The range of work place preparation topics incorporated at every level include use of technology, organization, planning and prioritizing skills, working as part of a team, and exploring career goals. Instruction is also provided in personal skills necessary to be in the workforce such as financial management, communication, reading, and writing.

CBC has actively developed new Integrated Basic Education and Skills Training (I-BEST) programs that serve underprepared students, providing them workforce education skills while simultaneously developing basic education skills. I-BEST programs help address academic deficiencies that commonly keep students from achieving in job preparation and placement. Short term certificate programs offered have included Health Unit Coordinator, Nursing Assistant, Phlebotomy, Receptionist, Medical Secretary, and Child Development Associate. I-BEST recruitment is now conducted in all ABE/GED/ESL classrooms. Plans are underway to create a pre-I-BEST class to prepare students for entry into their chosen I-BEST program with the



intention to increase retention and outcomes. Plans are also underway to create a new Solid Modeling for Manufacturing Certificate I-BEST program.

CBC has also heavily promoted the Opportunity Grant to provide student financial aid and intrusive advising to help students meet educational tipping points linked to success in further college work and career development.

- There will be greater participation in the workforce by historically underrepresented groups and a greater reliance on migrant/visitor/temporary workers.

Basic Skills Core Theme Linkage: The Basic Skills program partners with the Department of Social and Health Services (DSHS) to offer a Limited English Proficient (LEP) pathway program to serve Temporary Assistance to Needy Families (TANF) recipients and Refugee clients who need ESL in order to transition into the workplace. In 2008-2009, DSHS referred 108 students to this Basic Skills program.

- Students challenged by economic difficulties, lack of college preparation, and limited English proficiency will become more common. By 2030, about 20% of the population will have less than a high school education or be non English-speaking. The need for ESL classes will increase.

Basic Skills Core Theme Linkage: CBC serves all adults who need, want, and qualify for basic skills instruction within its service area but the enrollment demographics of the Basic Skills program reflect key issues in the populations served, a high LEP population, low educational attainment, and low income or poverty level. All Basic Skills students receive tuition waivers, only paying \$25 per quarter, but currently 20% of students do not have to pay even that small amount because of evidenced poverty.

- The minority population will continue to grow rapidly. Students challenged by limited English proficiency will become more common. The need for ESL classes will increase.

Basic Skills Core Theme Linkage: Basic Skills has included ESL classes at CBC since 1967. Approximately 80% of students are Hispanic but in any given class eight or more languages may be present. The learning environment achieved by the ESL instructors exhibits sensitivity to and enjoyment of cultural differences, a strong knowledge base of language acquisition, and experience with a variety of teaching techniques and modalities. CBC recruits heavily from ESL classes for I-BEST certificate programs and has offered three Spanish Language programs in addition to the regular I-BEST programs. The creation of a Spanish Literacy program (CONEVyT) in which students can work to gain their Spanish High School diploma has provided additional outreach to minority populations, and also the provision of GED classes in Spanish.

- Students challenged by economic difficulties, lack of college preparation, and limited English proficiency will become more common. Growing numbers of students with disabilities will enroll in two-year colleges.

Basic Skills Core Theme Linkage: Students enrolled in Basic Skills classes are not prepared for college level work but may follow several possible instructional pathways to transition to higher-level programs. Typically transition rates are low, and for some students transition into college level classes is never a personal goal. Instead their goal may be to get a GED or learn enough English to get employed. Some students will spend many years in Basic Skills classes before being prepared to take college level classes. Math presents a huge barrier, and currently

pedagogy is being examined with a view to improving transition rates. CBC is seeing increasing numbers of students with learning disabilities referred by the CBC Resource Center, the designated campus disability services office.

- Changes in family composition and cohesiveness indicate more diverse and less traditional families. Among other things, this will result in an increased need for child care options for students. A college education is increasingly being pursued in a non-linear way, frequently being combined with periods of work and withdrawal from education; as a result extended time is being required to complete degrees.

Basic Skills Core Theme Linkage: Students enrolled in Basic Skills programs are predominately female. Winter 2009 WABERS data shows 58% female and 79% of those are Hispanic. Currently no campus child care facilities exist, although some evening ESL classes held in schools have childcare provided by local school districts. When childcare is provided, attendance and persistence is improved. The Basic Skills programs are open entry, meaning that enrollment is accepted during the course of the quarter. Typically student attendance is interrupted by barriers around family/work issues and students may drop out for a while, and then return to class. Some students take many years to get through to college level courses because of their prior educational attainment level. Short term I-BEST certificates allow students to enter the College for focused education/training related to their career, while exit points through the short-term certificates allow convenient packaging of content to students who will return in the future for additional progress toward their academic goals. Online classes also offer an alternative for the nontraditional student and one faculty member is actively working on using the Angel, the College's e-learning platform, for Math instruction.

- Participation in extracurricular organizations and activities will continue to decline.

Basic Skills Core Theme Linkage: Basic Skills ESL students participate actively in the Small World United multi-cultural club on campus, and also participate in campus offerings such as plays, Career Expo, or specialized workshops. Faculty members consider this participation as part of the instructional program. Additionally, the office of Diversity provides ongoing support in cultural awareness and events.

#### Strategic Goals:

- Goal 1: Improve recruitment, success and retention rates for Hispanics

Basic Skills Core Theme Linkage: Hispanic students make up the majority of Basic Skills students and significant effort is made to ensure attendance and retention policies are in place and that all students progress towards transition.

- Goal 6: Improve the transition of developmental math students to the college level

Basic Skills Core Theme Linkage: Exploration has begun into the development of a different delivery model and alternative pedagogy strategies at the Basic Skills level as well as at the developmental education level. Basic Skills students lacking math skills are unable to progress in their educational goals or transition to college level classes.

- Goal 9: Establish a Literacy Institute

Changing local demographics has made the provision of Adult Literacy an increasingly emphasized goal for many community organizations. These include, among others, local school districts, libraries, social service agencies, churches and service groups. CBC would like to take the lead in establishing a focal point for these efforts by establishing a Literacy Institute. The Literacy Institute would provide essential linkage and communication between all adult literacy stakeholders with a view to ensuring comprehensive services and avoiding unnecessary duplication. The Literacy Institute would have a physical presence available to Adult Literacy providers that would provide spaces for Literacy Tutoring, computer labs for Literacy Instruction, as well as Adult Education classrooms and welcoming meeting places. Child care facilities and children's learning spaces would allow whole families to attend together. An online and actual resource library would make literacy resources readily available to the community following the model of the community medical and law libraries currently housed at CBC. CBC would take the lead as the community resource to provide pedagogic instruction to those working with adult learners as well as ongoing support services.

- Goal 13: Increase connections between CBC and the community

Basic Skills Core Theme Linkage: Basic Skills programs maintain significant connections with the community through participation on the Local Planning Area Committee which includes participants from regional and local DSHS offices and workforce programs. Additionally ESL classes are offered throughout the Benton County region in community locations, so working partnerships are in place with school districts and community organizations. Other community connections exist with WorkSource and Employment Security.

- Goal 15: Expand faculty and student use of Web 2.0 technologies

Basic Skills Core Theme Linkage: Faculty across the campus are participating in increasing utilization of Web 2.0 technologies. A focused faculty Technology Committee is meeting monthly to identify improved ways to include Web 2.0 technologies throughout the teaching and learning process. Faculty training has begun, and a course specific to Web 2.0 technology has been added to the curriculum.

The noted environmental trends are elements within the strategic plan that interface heavily with progress required through the Basic Skills Core Theme. The Basic Skills End State Monitoring Report and mission fulfillment data continue to inform the strategic planning process of further trends or modifications required to maintain alignment between the Basic Skills Core Theme and the College's mission.

### **Alignment with Core Theme Objectives**

The Basic Skills Core Theme objectives are well aligned with overall goals of the Basic Skills programs at CBC. The objectives are monitored and reported annually to the Board of Trustees through the Basic Skills End State Monitoring Report. Core theme objectives include: Goal A, Students enroll in Basic Skills programs in increasing numbers; Goal B, Students demonstrate progress through their programs; Goal C, Students transition to higher-level programs; Goal D, Students enroll in I-BEST programs and demonstrate progress; Goal E, Students are satisfied with the program and their progress; and Goal F, Faculty are well-qualified.

### **Student Learning Outcomes (for Core themes with Educational Programs)**

A common set of six Student Learning Outcomes (SLOs) are utilized for all students at Columbia Basin College. Basic Skills programs maintain a current list of program learning outcomes that are incorporated into the course development, instruction, and assessment of every program. The [Program Learning Outcomes](#) are also made available to students and general public through links on each of the Basic Skills division web pages.

## **Theme 5: Cultural Enrichment**

### **Integration with Institutional Plan**

The Columbia Basin College (CBC) Cultural Enrichment Core Theme is closely integrated with institutional planning. A number of the elements identified through extensive environmental scanning are directly or indirectly related to Cultural Enrichment, and institutional priorities for Cultural Enrichment are demonstrated through diverse and multiculturally rich programs for students, faculty, staff and community. Additionally, Cultural Enrichment is also supported by well maintained facilities, and the strong implementation of equipment and technology. Below are items included within the CBC Strategic Plan and their linkage to the Cultural Enrichment Core Theme.

#### Environmental Scan Trends:

- Student participation in extracurricular organizations and activities will continue to decline.

Cultural Enrichment Core Theme Linkage: Given the importance of Cultural Enrichment to CBC's mission and strategic plan and, because of the nature of the student body as a commuter population and its declining participation in extracurricular activities, it is critical for CBC to continue offering students options where they can enrich themselves culturally by attending events (plays, concerts, presentations) and/or by taking credit-earning classes that expose them to different cultures than their own. Students are also exposed to diverse cultural perspectives and information through heritage month displays at the CBC Library and an increasing number of programs during the daytime, when most of the students are on campus.

- Colleges will be forced to invest heavily in order to upgrade technologies.

Cultural Enrichment Core Theme Linkage: Significant resources have been utilized to continue to grow the Cultural Enrichment initiatives at CBC. The Theatre performance space is continually upgraded as it relates to lighting fixtures, projection capabilities, and sound reinforcement for use by the Music, Theatre, and Art Departments. The performance space is utilized heavily by the campus at large as well as the community and the CBC Foundation. The performance space is also used as a "training ground" for students interested in technical theatre work.

- Washington's economy, adversely affected by the recent recession, is expected to regain its strength slowly over the next few years. The majority of American households are worried about their standard of living, cost of living, disposable income levels, wages, pensions, and benefits.

Cultural Enrichment Core Theme Linkage: During periods of recession, low cost or free cultural enrichment opportunities offered to the faculty, staff, students, and community provide an opportunity for patrons to engage in entertainment and thoughtful dialogue thru the eyes of cultural programming. There is much conversation in the artistic community that the concept of the "staycation," a term that seems to have grown out of the current recession, provides a new level of importance in offering the arts and cultural activities through a community college.

CBC is keenly aware of the issues surrounding disposable income levels as it relates to the setting of admission prices. The Arts and Humanities Division continues to find ways to keep production costs at a minimum without sacrificing the level of quality. Directly tied to keeping costs at a minimum, is the Arts and Humanities Division desire to provide ways in which

American households can participate in the arts, which is an important aspect to the definition of a quality standard of living.

- The minority population will continue to grow rapidly. Outreach activities to Hispanic students will need to begin earlier in the educational pipeline and include more parent involvement. High school graduation, college enrollment, and graduation rates of Blacks and Hispanics will continue to lag without successful intervention.

Cultural Enrichment Core Theme Linkage: In light of the growing presence of Hispanics in the service area (Benton and Franklin counties) and student population, it is important to continue providing culturally-relevant courses and programming. Cultural Enrichment outreach activities to minority populations are an important component of retention since many studies demonstrate that students are more likely to attend and stay at institutions that offer programs and courses that they can relate to. Through the Office of Diversity, numerous activities are programmed to involve and offer the campus multiculturally rich programs. Additionally, through the Arts and Humanities Division a wide variety of multiculturally rich plays, concerts, gallery exhibits, and literary events, which appeal to a very broad audience, are offered. These kinds of events will foster healthy dialogue and provide encouragement which aid in providing outreach activities earlier in the education pipeline.

- There will be three distinct generational cohorts in the workplace, community, and educational systems: Baby Boomers (born before 1962), Generation X (born from 1962-1980), and Generation Y (born 1981-1995).

Cultural Enrichment Core Theme Linkage: The fine and performing arts are increasingly sensitive to the different generational cohorts served on campus and in the community. Each of these cohorts looks for a different style and type of cultural enrichment activity. In the end state, the key word which addresses this programming style is “diverse.” For example, the summer theatre offerings have, in the past, primarily been designed for baby boomers and generation X cohorts because these groups will typically want family entertainment where they can afford to bring the entire family out for an evening of quality entertainment.

- A new social phenomenon is associated with excessive use of Facebook, Internet chat rooms, web surfing, instant messaging, gaming, and gambling.

Cultural Enrichment Core Theme Linkage: Cultural Enrichment is certainly impacted by the new social phenomenon, particularly in the way events are advertised events. The Arts and Humanities Division has embraced the Facebook, instant messaging, and web surfing methods that Generation Y is particularly in touch with. Certainly, a successful Cultural Enrichment program is dependent on getting the patrons to the campus and the Arts and Humanities Division is poised to react to new trends in communication and advertising.

### Stakeholder Analysis:

- Alumni provided less positive ratings regarding athletic programs and student activities on campus.

Cultural Enrichment Core Theme Linkage: In order to expand opportunities for Cultural Enrichment there are plans to offer films, plays, academic talks, and other culturally-relevant programming both during the day, when most students are on campus, and in the evening so that alumni, community members, and evening students can also take advantage of these offerings. Collaborations with organizations such as LitFest, the Mid-Columbia Libraries, and the Department of Energy are continuing and expanding in order to increase day and evening cultural offerings.

### Strategic Goals:

- Goal 10: Establish the Wisdom Institute to provide courses, career, retirement planning activities for those aged 50+.

Cultural Enrichment Linkage: In light of the expected increase in the number of retirees in the community CBC will establish a Wisdom Institute that will provide these individuals with opportunities to volunteer and thus give back to the community while at the same time offering them courses, financial planning, and other services. Through the arts, the Cultural Enrichment Core Theme can support the activities of the Wisdom Institute via lecture and seminars.

- Goal 11: Build a planetarium to accompany the observatory on campus.

Cultural Enrichment Theme Linkage: CBC is planning to construct a planetarium which will complement the observatory that already exists on the Pasco campus. The addition of a planetarium would enhance the potential of Cultural Enrichment activities centered around and partnered with the sciences. The planetarium will not only be used for teaching but also as a connection to the community by bringing elementary students from the surrounding districts to visit the planetarium where they can view education films related to astronomy and other sciences.

### Alignment with Core Theme Objectives

The Cultural Enrichment Core Theme objectives are well aligned with overall goals of the cultural enrichment programs at CBC. The objectives are monitored and reported annually to the Board of Trustees through the Cultural Enrichment End State Monitoring Report. Core theme objectives are as follows: Goal A, Students, staff and the community engage in culturally enriching experiences involving music, theater, literature, and art; and Goal B, Students engage in diversity-oriented educational and cultural programs and activities.

## **Theme 6: Physical and Emotional Well Being**

### **Integration with Institutional Plan**

The Columbia Basin College (CBC) Physical and Emotional Well-Being Core Theme is closely integrated with institutional planning. Many of the elements identified through extensive environmental scanning are applicable and effective ways to view Physical and Emotional Well-Being. Below are items included within the CBC Strategic Plan and their linkage to the Physical and Emotional Well-Being Core Theme.

#### Environmental Scan Trends:

- Colleges will be forced to invest heavily in order to upgrade technologies.

Physical and Emotional Well-Being Core Theme Linkage: In enhancing the College's safety and security plans, an Emergency Notification System was implemented in 2008 and faculty, staff, and students are encouraged to register their email addresses and cell phone numbers. ASaferCBC website was initiated at the same time, encouraging students and staff to report behaviors of concern and possible dangers, even anonymously. All College personnel have had the opportunity to learn how to defuse problem situations and react in times of crisis and safety threats.

- Student participation in extracurricular organizations and activities will continue to decline.

Physical and Emotional Well-Being Core Theme Linkage: CBC has long promoted the inter-connection of intellectual, physical, and emotional well-being. The College supports intercollegiate athletics as a means of attracting student-athletes to post-secondary education. CBC's athletic program is important to co-curricular efforts in developing school pride and in helping student-athletes develop attributes such as leadership, a strong work ethic, team work, individual excellence, and commitment. Physical well-being is also promoted through the physical education curriculum; all students earning a transfer degree must successfully complete three credits in physical education and/or health education. The College recently committed significant resources to expanding and modernizing its Fitness Center which is heavily utilized by students and staff as well as by community senior citizens.

Columbia Basin College remains committed to providing athletic opportunities for its students, many of whom would not be attending college if not for their involvement in intercollegiate competition. The College strives to be competitive in all sports within the NWAACC conference. In 2008-2009 when the College was faced with a significant budget reduction, the Athletic Department's reduction, if allocated equally across all sports, would have severely hampered each team's ability to be successful. Instead, the College decided to manage the reduction in Athletics by cancelling for the next two years the two weakest sports – men's and women's golf. Strong community commitment to keeping the golf teams resulted in a number of fund raisers that allowed private funding of the teams for a two-year period. Excellence in the classroom is promoted as well; student-athlete academic success is consistently higher than that of the general student population and a number of student-athletes have transferred to four-year institutions or transitioned to professional sports.

As noted in the "Access" section, faculty and staff are encouraged to engage students in out-of-class activities to strengthen a sense of community, which can assist in creating a sense of well-being. The College's connection with the communities served is accomplished through on-going



community involvement from students, faculty, and staff. As an example, faculty and students involved with CBC's chapter of Phi Theta Kappa were instrumental in organizing the Tri-Cities first Cystic Fibrosis Walk.

- The American formula for success has evolved from getting a good education, working hard, and relying on honesty and integrity to a success being more self-defined and including money, tangible possessions, enhanced quality of life, and being satisfied with one's life.

Physical and Emotional Well-Being Core Theme Linkage: One of Columbia Basin College's core values is creating a healthy environment that encourages wellness, physical and emotional safety, and enjoyment of learning. CBC's institutional plan promotes efforts to create a sense of community, belonging, and meaningful involvement with one another. The roles of all CBC employees, each of whom contributes to student and college success, are valued and each person's personal and professional growth and development is supported. In planning for the sixth core theme, Physical and Emotional Well-Being, Columbia Basin College has purposefully implemented or supported a variety of services, programs, and events to enhance faculty, staff, student, and community well-being.

#### Strategic Goals:

- Goal 12: Enhance campus responses to health, wellness issues.

Physical and Emotional Well-Being Core Theme Linkage: A college-wide sense of well-being has increased over the past few years with more open communication. The President has regularly scheduled campus meetings and frequently uses email communications to inform faculty, staff, and students of issues and concerns, resulting in less speculation and inaccurate rumors. Relations with collective bargaining groups have also improved, especially with the Washington Public Employees Association which represents the classified staff. The variety and frequency of health and wellness offerings for faculty, staff, and students has increased exponentially with the initiation of "biggest loser" contests over the past two years, campus-wide community food drives, social celebrations during the academic year, group exercise workouts, and a wide variety of professional development opportunities on the CBC campuses.

Emotional well-being for students is supported through programs and services provided by the Student Development and Counseling Department. Seven full-time faculty counselors, licensed as mental health practitioners in the State, and two educational planners provide the majority of academic advising for transfer students. These counselors also provide short-term psychological and emotional assistance to any student in need. Community agencies such as the Crisis Response Center and the Benton/Franklin Domestic Violence Center are consulted when appropriate and students are referred to community mental health resources when needing long term assistance. Mirroring the national trend, CBC has experienced an increase in numbers of students seeking assistance from counselors in dealing with psychological and emotional issues, which also are more complex in nature. Workshops dealing with body image, depression, relationship problems, substance abuse, and other such topics are offered throughout the year for both students and staff. CBC is also concerned with the emotional well-being of its staff and offers free short-term employee assistance through a contract with a local mental health organization.

As a result of violent incidences, particularly over the previous five years on U.S. college campuses, CBC has greatly expanded its efforts to improve student, faculty, and staff safety and security. In-service workshops, videos, and other training opportunities to increase awareness of

potential dangers, develop strategies for defusing problem situations, and implement defensive safety actions have been a priority. In collaboration with Benton and Franklin County Emergency Management officials, the College has organized table-top exercises to simulate safety scenarios and responses

As has been reported nationally, students are presenting to counseling departments in increasing numbers and with more complex emotional and psychosocial issues. Such has been the case at CBC. Over the past four to five years, CBC faculty counselors have expanded workshops and educational offerings in helping students navigate and circumvent barriers to their education. Faculty counselors have developed and implemented specialized programs to address high risk factors leading to attrition; for example, students without a major/career path, veterans and veteran families, foster care youth, students with Asperger's Syndrome, etc. Counselors have developed a crisis care program during College business hours to address acute student needs and faculty and staff have been trained to contact community resources if faced with an off-hour student crises.

The optimal way to create a safe environment for faculty, staff, students, and visitors to CBC is to develop a proactive culture to identify and manage behaviors of concern. For years the College has distributed an Emergency Flip Chart to assist all faculty and staff in responding to emergency health, safety, and security issues that may occur in the course of their duties. This document, as well as the CBC Safety Manual and Emergency Plan, covers most situations - minor and major. The Faculty and Staff "911" Guide, developed in 2008, is a quick resource in dealing with students with behavior concerns. The College developed and implemented a Student Behavior Intervention Team (SBIT) in September 2008. This group, headed by the Vice President for Student Services with cross-discipline participation from Enrollment Services, Disability Services, Counseling, Security and other departments that rotate depending on the student and situation, has provided another mechanism for student problem behaviors to be addressed and hopefully ameliorated. The majority of students who have been reviewed by the SBIT, have been able to continue their education and are doing well. Student discipline cases have just recently begun to increase, and misbehavior appears to be more serious than in the past. Nonetheless, faculty, staff, and students report feeling safe and secure at CBC.

- Goal 16: Increase the use of green strategies across campus.

CBC espouses sustainable and green strategies among staff, faculty, and students. A Sustainability Committee with wide representation across the campus is actively developing strategies for promoting carpooling, effective energy reduction strategies, recycling, elimination of bottled water, and reduction of the overall carbon footprint of the College.

The noted environmental trends are elements within the strategic plan that interface heavily with progress required through the Physical and Emotional Well-Being Core Theme. The Physical and Emotional Well-Being Monitoring Report and mission fulfillment data continue to inform the strategic planning process of further trends or modifications required to maintain alignment between the Physical and Emotional Well-Being Core Theme and the College's mission.

### **Alignment with Core Theme Objectives**

The Physical and Emotional Well-Being objectives are well aligned with overall goals of the Physical and Emotional Well-Being End State at CBC. The objectives are monitored and reported annually to the Board of Trustees through the Physical and Emotional Well-Being End State Monitoring Report.

### **Section III: Chapter Summary**

Columbia Basin College has created a participative and comprehensive planning process, involving campus and community constituents. Core Theme planning is used to fulfill the overall strategic goals identified through the College's planning process. As planning processes continue, modifications to goals will be made to meet the College's Mission Fulfillment.

## **Chapter Four – Standard Four: Effectiveness and Improvement**

### **Section I: Assessment**

#### **Assessment of Core Theme Performance**

This portion of the report, summarizing Standard Four requirements, presents a summary of assessment methodologies and outcomes associated with the Core Themes, Programs, and Student Learning Outcomes. The Core Themes provide the framework for the assessment process. Goals and indicators have been defined for each Core Theme, with data being gathered, analyzed, and summarized by the Office of Institutional Research, with the assistance of the appropriate Vice Presidents and Deans. A Monitoring Report for each Core Theme, summarizing indicator outcomes and overall Core Theme performance, is presented to the Board of Trustees annually by the College President. The results are organized using a “Nichols Table” and a performance assessment (grade) is established based on indicator outcomes. Improvement actions associated with any areas of poor performance are also presented to the Board for their review.

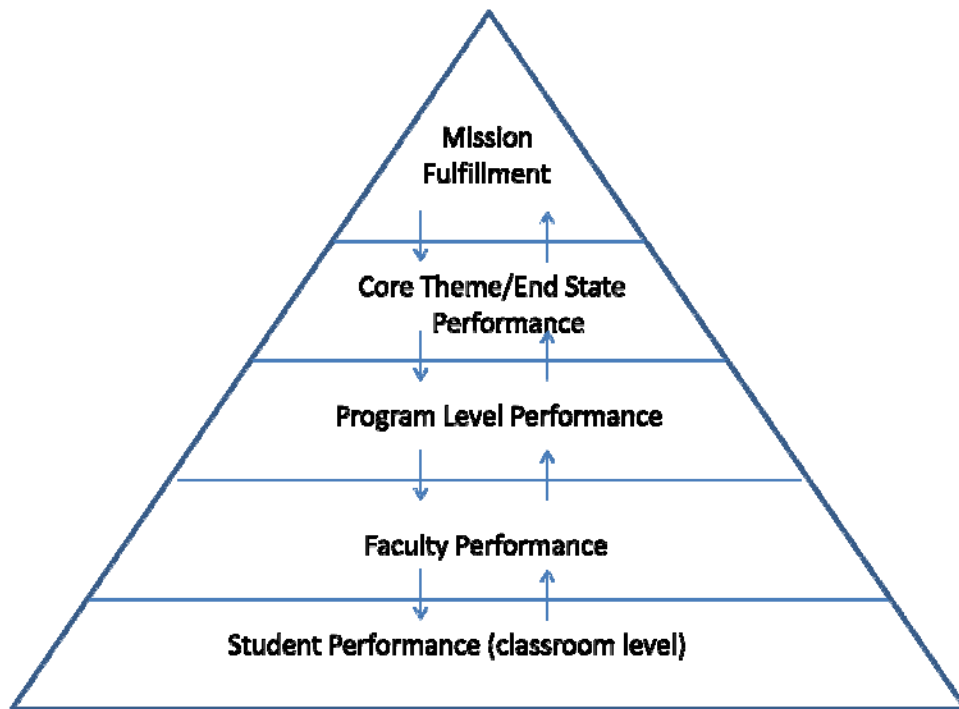
It should be noted that the goals and indicators summarized in the Standard Four Report may not perfectly match the Goals and indicators initially presented in Standard One, due to the rapid process of evolutionary development and change of the measurement system. For example, Monitoring Reports for Access, Transfer, and Workforce were developed and presented to the Board of Trustees after the Standard One report was submitted, incorporating changes to a number of indicators. The shortened timeline for the Standards Three and Four reports did not allow for time to return and update the initial indicators. It is intended that the initial indicators serve as a benchmark with which to compare and evaluate later versions. Improvements reflected in later versions may help the reader appreciate the continuous improvement philosophy guiding the development of the measurement system.

In addition, assessment is done for academic programs, classes and services, using the TracDat software system to store and report assessment outcomes. Data are entered into the TracDat software by faculty members based on their established learning objectives and classroom performance results. Each data point includes desired outcomes and reports can be generated which demonstrate achievement levels of the identified outcomes. Nearly all workforce programs, such as the health sciences, have achieved accreditation where professional accreditation is available, thus following the commonly prescribed assessment and evaluation process required by the respective accrediting body. Service areas such as the Library, Student Services and the Tutor Center do regular surveys of users to determine satisfaction with services. Information from these surveys is included in the End State Reports.

#### **Overview of Measurement Methodology and Logic**

As has been discussed in earlier sections of the report (e.g., Standard 1, Section 1) CBC is governed according to the Carver Model. In the Carver model, the College Mission is separated into discrete components, called End States, which correspond directly to accreditation Core Themes. Performance of the college can be assessed at the Mission level (via Mission Fulfillment assessment), at the Core Theme level, and at additional levels. Figure 4-1 shows the full set of measurement levels as used at CBC.

Figure 4-1. Levels of Measurement Model



The downward-pointing arrows indicate that lower levels in the model are derived from higher levels through a process of **analysis**. That is, Core Themes are defined through an analysis of the Mission statement. In turn, Programs are identified and defined through an analysis of Core Themes. Faculty performance is defined through an analysis of the Program and, finally, student performance is defined by an analysis of expectations of faculty performance. Upward arrows indicate assessment at a given level is accomplished through a **synthesis** of data from the lower level. Thus, Mission Fulfillment is assessed through a synthesis of performance across the Core Themes. Core Theme performance is assessed through a synthesis of information on the performance at the Program level. Program performance is assessed through a synthesis of information about Faculty performance, and so forth.

Assessment of Mission Fulfillment has only recently been accomplished (see [Mission Fulfillment Report, 2009](#)), while annual monitoring reports that assess performance on each End State have been developed and presented to the Board of Trustees for more than 10 years. Originally the Monitoring Reports were structured around a number of indicators related to the End State in some way. Many of the measures were descriptive in nature so it was very difficult to draw conclusions or gain an understanding about the meaning implied by the indicator results. Further, many of the measures were not closely related to each other, making it difficult to assemble a coherent picture of End State performance. As a result of the ambiguities present in the earlier monitoring reports, senior administrators and Board members began to request the development of a more effective measurement system.

Fortunately, several innovations have served to revolutionize this process. First, the Nichols model (Nichols & Nichols, 2005) “5-column technique” was introduced as a way to organize Core Themes into discrete goals and indicators. In the Nichols model, the overall Core Theme is analytically broken down into a set of Goals, which address the full domain of the Core Theme. Successfully achieving the Goals would imply successful accomplishment of the Core Theme. Next, a set of reliable and valid indicators is identified for each Goal area, providing a comprehensive coverage of the Goal domain. Taken together, the results across indicators for a given Goal can be synthesized into a conclusion about achievement of

the goal. Synthesis of performance across goals, for a given Core Theme, leads to a conclusion about performance on the Core Theme. Thus, by **analysis**, each Core Theme is divided into goals and then into indicators. By a process of **synthesis** indicator data are rolled up into conclusions about Goal attainment, and further rolled up into conclusions about performance of the Core Theme as a whole. The Nichols tables proved to be far more amenable to interpretation than the earlier, less structured approach.

Another benefit to the Nichols table, in addition to structuring and organizing valuable assessment information, is that indicator results are clearly intended to be used to suggest improvement actions. The proposed improvement actions are stated in the column “Use of Results” creating a “closing the loop” aspect to the Nichols tables. By undertaking organizational or process improvement actions related to the indicators, it is anticipated that the college will become more effective in that area, which will be reflected in improved values on the indicator in the next cycle. By undertaking improvement actions for a number of the indicators, it is logically expected that better performance will be achieved in each Goal area and, ultimately, performance on the overall Core Theme will improve as well.

Table 4-1 shows the general structure of the Nichols table described in the previous paragraph.

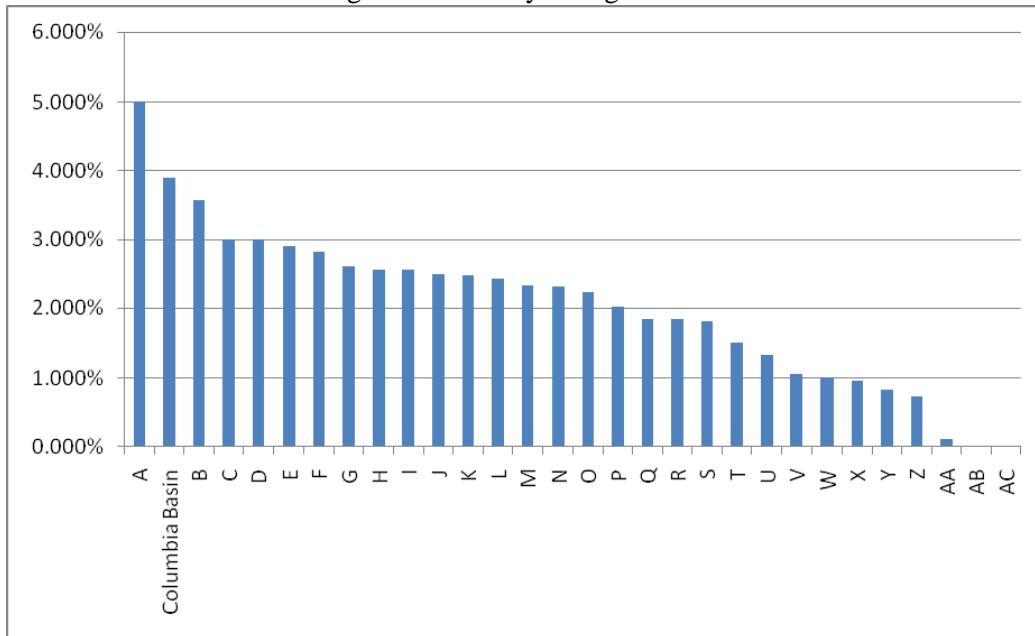
Table 4-1. Nichols’ 5-Column Model Used to Assess End State Performance

|                      |              |          |                 |
|----------------------|--------------|----------|-----------------|
| <b>Mission Area:</b> |              |          |                 |
| Goal A:              |              | Results: | Use of Results: |
|                      | Indicator A1 |          |                 |
|                      | Indicator A2 |          |                 |
|                      | Indicator A3 |          |                 |
| Goal B:              |              |          |                 |
|                      | Indicator B1 |          |                 |
|                      | Indicator B2 |          |                 |
|                      | Indicator B3 |          |                 |

A second innovation in the measurement process was the decision that each indicator should be evaluative in nature. Some indicators were already evaluative in nature, such as responses to survey items using 5-point Likert type rating formats. Standards had already been identified for interpreting survey item results: means of 4.0 or higher represented a high value, 3.5 to 4.0 moderate, 3.0 to 3.5 low, and means below 3.0 were seen as very low. For example, an item on the student survey asks students to rate their degree of agreement/disagreement with the statement: “Instructors encourage students to engage in critical thinking.” The overall mean of 4.16 indicated a high level of agreement with this item, hence strong performance by instructors in this area. However, many other indicators were clearly descriptive, such as enrollment figures. A statement of enrollment FTEs or headcount, or percentage of change from the previous year, does not provide enough information to evaluate whether these values represent good or poor performance. A procedure developed by Robert Pritchard (1997), the “Productivity Measurement and Enhancement System” (ProMES), was used in several instances to help create an evaluative indicator from descriptive statistics. The approach calls for a logical process in the development of standards to be used in interpreting the indicator. For example, a team of subject matter experts could work to develop a “performance curve” for a targeted measure, such that all (or at least a subset) of possible indicator outcome values are assigned a performance level. This process is performed a priori, using baseline data and expert judgment. Once subsequent indicator data are available, the performance level is immediately determined by plotting the data on the performance curve.

An example of using the ProMES principles is in creating evaluative measures from information provided by the Washington State Board for Community and Technical Colleges (SBCTC) on cross-college measures. In its annual report, the SBCTC provides the number of transfers to Washington baccalaureate institutions from each of the community colleges. The number of transfers from each community college, divided by total headcount, provides an indicator of transfer rate for each college. The indicator is initially descriptive in nature because no standards have been established to indicate high versus low transfer rates. However, by computing the transfer rates for each of the community colleges in Washington and comparing CBC with the high and low performers, it is possible to evaluate CBC's performance in this area. Figure 4-2 shows a graph of the transfer percentages for all of the community colleges in Washington, rank-ordered from high to low. The names of the colleges, except for CBC, were removed and replaced by letters to preserve anonymity. The reason for preserving anonymity is that cross-college performance has proven to be a very sensitive issue, with many colleges preferring to not be compared to others. However, for purposes of initially establishing standards of performance, it is important to do exactly that.

Figure 4-2. Transfer rates for Washington community colleges.



In Figure 4-2, Columbia Basin College ranked number two in the state in terms of transfer percentage. This is clearly very good performance. However, to be more methodical, one could “grade” the colleges much as a faculty member would grade their students: by ranking scores from high to low, grouping by performance levels, and assigning grades to each subject. Here, the decision was made to group the rank-ordered colleges into five roughly equal- numbered groups and assign performance grades. The top eight colleges were rated as “Very Good” (an “A” grade), the next eight were rated as “Good” (a “B” grade), the next eight “Moderate” (a “C” grade), then “Low” (“D”) and “Very Low” (“F”) for the remaining colleges. Thus CBC received an “A” for having a high transfer ratio.

Note that assigning grades to transfer ratios involved several decisions and assumptions. First an assumption was made that the highest transfer rates were high and that the lowest transfer rates were low, so that those rates could serve as standards of performance. Partly this is an assumption, but industrial psychology research has shown considerable variation in the performance of groups or individuals. At the individual level, top performers have been found to produce nearly 20 times the per capita output of the bottom half of the workforce (Spitzer, 1995) and there are generally considerable differences in

performance at the group level as well (Romig, 1996). Finally, when cross-college data are graphed as frequency distributions the resulting figures are roughly normal in shape, with low frequencies for low and high performance and with most results falling in the middle region of the curve. The roughly normal-shaped curves suggest that the high and low ranges of performance are included in the results. If the range of performance were narrow, reflecting perhaps only high or low performance, no bell curve would be evident in the frequency distribution.

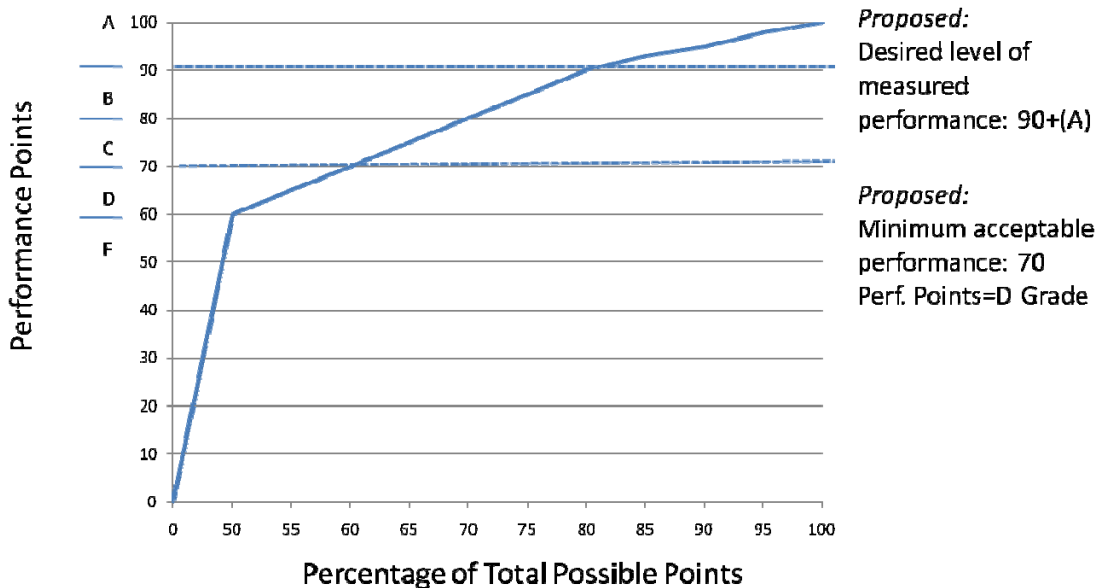
A second assumption is that transfer rates reflect an aspect of college performance, rather than contextual characteristics. If, for example, high transfer rates simply reflect a school's demographics or location then there is really no point in using transfer rate as a performance indicator. However, examination of the transfer rate data by college shows no clear pattern of higher transfer rates by urban vs. rural schools, by eastern vs. western Washington location, by size, or by ethnic composition. Consequently, the assumption that transfer rates reflect, to a significant extent, performance on the part of the community college seems to be a valid one

A third innovation in Core Theme measurement involved the process of rolling up individual indicator information into an overall measure of Core Theme performance. This involved a multi-step process. First, indicators were converted to a common metric to prepare for the rollup process. This was done by classifying indicator results as indicating "good", "neutral", or "poor" performance and assigning a corresponding point value of 2 for "good", 1 for "neutral", and 0 for "poor". By doing this, indicators related to transfer rates, survey item means, enrollment numbers, etc. ended up being scored on a common 2-1-0 scale. Some level of performance information was, unfortunately, sacrificed to achieve the goal of a common metric. Points for each of the indicators could then be added together to create a total number of points for the Core Theme. The maximum possible points for each Core Theme is defined as (number of indicators) X 2 (the maximum score on each indicator). So, with 10 indicators that maximum possible score would be 20. The minimum score is, of course, 0, which would occur if performance were poor on every indicator. Then, the percentage of points attained for the Core Theme is computed as: (number of total points achieved)/ (total possible points). Note that this ratio can be compared across Core Themes, given that the number of indicators and total possible points varies by Core Theme.

It would be possible to use "percentage of points attained" as the final metric, except for the fact that the ratio is not easily interpretable. For example, it is not immediately clear if 80% of possible points would represent "Very good" or "Good" performance. Consequently, the ProMES system was employed to define a "Performance Curve" with which to evaluate the computed percentages. In this curve, a CBC team defined, on an a priori basis, the performance level associated with each possible percentage value. That is, each percentage of possible points was associated with a value of "Performance Points" via the curve. The Performance Points curve was chosen to represent a 100-point scale that could be interpreted in a straightforward fashion. For example, 90+ Performance Points would indicate an "A" level of performance, 80-90 Performance Points a "B" performance, 70-80 a "C", 60-70 a "D", and below 60 an "F". The a priori Performance Curve is shown below, and an example using the curve is provided in the next section. The main feature of the curve is that a given value for percentage of possible points is related to a somewhat higher value for performance points. For example, 80% of total points equates to roughly 91 performance points (A- performance). The reasoning behind the curve is that it is very difficult to achieve a percentage of performance in the 90s, even if the performance is quite good, with a small number of indicators based on a three-point scale. For example, with seven indicators, if performance were excellent on six of the seven and poor on one of them, the percentage of points would be  $12/14 = 85.7\%$ . The curve essentially corrects for distribution problems associated with a relatively small number of indicators.



Figure 4-3. Performance Curve linking “Percentage of possible points” to Performance Points



**Example of Core Theme Measurement: Academic Core Theme**

The Academic Core Theme focuses on students who intend to transfer to a baccalaureate institution and complete a four-year degree. Consequently, this Core Theme includes indicators related to transfer and performance after transfer, faculty quality, and student satisfaction with their learning progress. In addition, given that many students are initially placed at a pre-college level in Math and/or English, this Theme includes indicators related to students’ moving to the college level in these areas.

Tables 4-2 through 4-5 provide an overview of the Goals, Indicators, Results, Outcomes, and Improvement Actions for the Academic Core Theme. A more detailed report and presentation of these results can be found in the Academic End State Monitoring Report available on the CBC web site. In the tables that follow, a Goal is provided at the top of the table. Column 1 lists the indicators for that Goal, Column 2 provides a brief summary of the results for that indicator, Column 3 provides an evaluation of the indicator result in terms of being good/neutral/poor, and Column 4 summarizes improvement actions to be taken to improve indicator performance.

The Outcome evaluation (Column 3) is based on a multi-step process in which Institutional Research provides an initial evaluation, based on a review of indicator results with the Deans and the VP for Instruction. The outcome assessments are then reviewed by the President, Vice Presidents, and by the Board of Trustees during a presentation of findings for the Core Theme. The Outcome ratings may potentially be modified based on feedback from these groups. Generally, the Outcome rating is fully supported by the reviewers, although in several cases the Board felt that the Outcome rating was unduly harsh and suggested a higher rating. For example, Indicator C5 (Student to faculty ratio) was initially rated as “Poor” by Institutional Research, but the President and Board felt that the ratio reflected a conscious policy on the class size, so the Outcome was modified to “Neutral.”

Outcomes for Goal A:

**Goal A: Students from CBC transfer to baccalaureate institutions and succeed after the transfer.**

Table 4-2. CBC Transfers to Baccalaureate Institutions

| <b>Indicators</b>  | <b>Results</b>   | <b>Outcomes</b> | <b>Improvement Actions</b>   |
|--|--|-----------------|--|
| A1: % of students who transfer , compared to other WA community colleges | CBC ranks 2 <sup>nd</sup> in State in transfers/ headcount ratio | <b>Good</b>     | None   |
| A2: CBC transfer student performance (GPA) at baccalaureate institutions | Quarter and Cum GPAs generally > 3.0 for UW, CWU, WSU            | <b>Good</b>     | None   |
| A3: Graduations rates from four-year institutions                        | NA   |                 | Set up collaborative study of CBC transfer student academic performance and completion rates |

Summary:

- Compared to other community colleges in Washington, CBC has a very high rate of student transfer to baccalaureate institutions. Nearly 75% of CBC transfers attend WSU (>60% of these students attend WSU Tri-Cities).
- The academic performance of CBC students after transfer is similar to that of students from other colleges and of native students, with mean quarterly and cumulative GPAs roughly 3.0. Note that Indicator A2 actually reflects multiple research efforts, involving data requests to CWU and WSU, analyses of datasets provided by each school, and drawing conclusions from the resulting findings.
- Although graduation rates at baccalaureate institutions of former CBC students were identified a priori as an important indicator, data was not as yet available.

Improvement Actions:

CBC has reached an agreement with Dr. James Roche, Associate Vice President for Enrollment Management, in which WSU has agreed to provide individual-level data on community college transfer student and native student semester grades, credit accumulation, and graduation rates. The WSU Office of Institutional Research is currently assembling this data set, which is anticipated to be available by late March, 2010. CBC has agreed to perform a detailed analysis of the data and provide feedback to WSU on the performance of its transfer versus native students.

Outcomes for Goal B:

**Goal B: Students transition from developmental Math and English courses to college level Math and English courses.**

Table 4-3. Developmental Math Transfers to Math and English Courses

| <b>Indicators</b>   | <b>Results</b>  | <b>Outcomes</b> | <b>Improvement Actions</b>   |
|---|---|-----------------|--|
| B1: % of developmental math students who transition to college level Math   | ~ 40% transition within 4- 6 years                        | <b>Neutral</b>  | Evaluate the current approach to dev. math placement and pedagogy; develop and evaluate at least one major modification    |
| B2: % of students transitioning from developmental to college level math who succeed in 1 <sup>st</sup> math course | ~ 75% succeed in college level math within 4-6 years      | <b>Good</b>     |  |
| B3: % of dev. English students who transition to college level English  | ~ 60% transition within 4-6 years                         | <b>Neutral</b>  | Evaluate the current approach to dev. English placement and pedagogy; develop and evaluate at least one major modification |
| B4: % of dev. English students who transition to college level and succeed in 1 <sup>st</sup> English course        | ~ 90% pass a college level English class within 4-6 years | <b>Good</b>     |  |

Summary:

- Students placed in Developmental Math experience considerable difficulty completing these courses and moving on to the college level. Only about 40% of Dev Math students make the transition to college coursework within 4-6 years.
- Once at the college level, over 75% pass their first Math course.
- Students placed in Developmental English also experience difficulty, with about 60% making the transition to college level within 4-6 years.
- Dev English students are generally successful once they attempt college level English (about 90% succeed within 4-6 years).

Outcomes for Goal C:

**Goal C: Effective and Qualified faculty.**

Table 4-4. Effective and Qualified Faculty

| <b>Indicators</b>   | <b>Results</b>   | <b>Outcomes</b> | <b>Improvement Actions</b>   |
|---|--|-----------------|--|
| C1: Full-time to part-time faculty ratio                          | 50% of faculty are full-time (ranks 16 <sup>th</sup> in State) | <b>Good</b>     | None   |
| C2: Faculty salaries as compared to other WA community colleges   | Fall, '06 salaries ranked 4 <sup>th</sup> highest in state     | <b>Good</b>     | None   |
| C3: Faculty diversity in age, ethnic group, and educational level | Faculty is 86% White, 3.9% Hispanic                            | <b>Neutral</b>  | Increase efforts to recruit minority faculty members. Evaluate CBC recruiting performance compared to similar CTCs |
| C4: % of faculty with a doctoral or terminal degree               | 15% of faculty have doctorates                                 | <b>Good</b>     | None   |
| C5: Student to faculty ratio                                      | 22.5 value ranks 22 <sup>nd</sup> in State                     | <b>Neutral</b>  | No action anticipated—this ratio is consistent with current strategy and vision                                    |

Summary:

- About 50% of CBC faculty members are full-time, roughly average for the state as a whole. A higher full-time percentage (60%) is desired, given the greater ability of full-time faculty to interact with students and colleagues, serve on committees, participate in professional development, etc.
- CBC faculty salaries, adjusted for cost-of-living, compare favorably with salaries of other community colleges.
- Faculty ethnic composition is lower than desired when compared to the community population, but-- based on 2008 applicant data-- representative of the number of minorities available in the applicant pool.
- Faculty educational levels, with about 65% having a Master's and 15% having a doctorate, are consistent with national-level values.
- Student-to-faculty ratios are about average for the state as a whole.

Improvement Actions:

An increased effort will be made to recruit minority faculty applicants. This will involve expanding recruiting efforts to include a broader range of conferences and academic meetings, focusing on conferences where minority participation is likely to be high.

Outcomes for Goal D:

**Goal D: Students are satisfied with their educational experience at CBC and perceive an effective learning environment.**

Table 4-5. Perceptions of Effective Learning Atmosphere

| <b>Indicators</b>   | <b>Results</b>                                | <b>Outcomes</b> | <b>Improvement Actions</b>   |
|---|---|-----------------|--|
| D1: Students participate in active learning assignments.                      | Overall mean 2.44 (“Average” outcome)         | <b>Neutral</b>  | Share CCSSE findings with faculty.<br>Encourage use of active learning activities.     |
| D2: Student interactions with instructors                                     | Overall mean 2.01 (“Low” outcome)             | <b>Poor</b>     | Share this finding with faculty. Promote ways to improve student-faculty interactions. |
| D3: Students engage in higher-order thinking                                  | Overall mean 2.78 (“Excellent” outcome)       | <b>Good</b>     |  |
| D4: Contribution of CBC to student knowledge, skills and personal development | Overall mean 2.60 (“Good” outcome)            | <b>Good</b>     |  |
| D5: Student ratings of education  | 90% recommend, 80% rate CBC good or excellent | <b>Good</b>     |  |

Summary:

- Student survey data from the Community College Survey of Student Engagement (CSSE) indicate students are generally satisfied with the classroom learning processes, involvement in higher-order thinking (e.g., critical thinking), and the contribution of CBC to their knowledge, skills, and personal development.
- Students were less satisfied with the extent of interactions with the faculty, particularly outside of a classroom setting. CBC performance in this area was lower than that of similar colleges in the CCSSE database.

Improvement Actions:

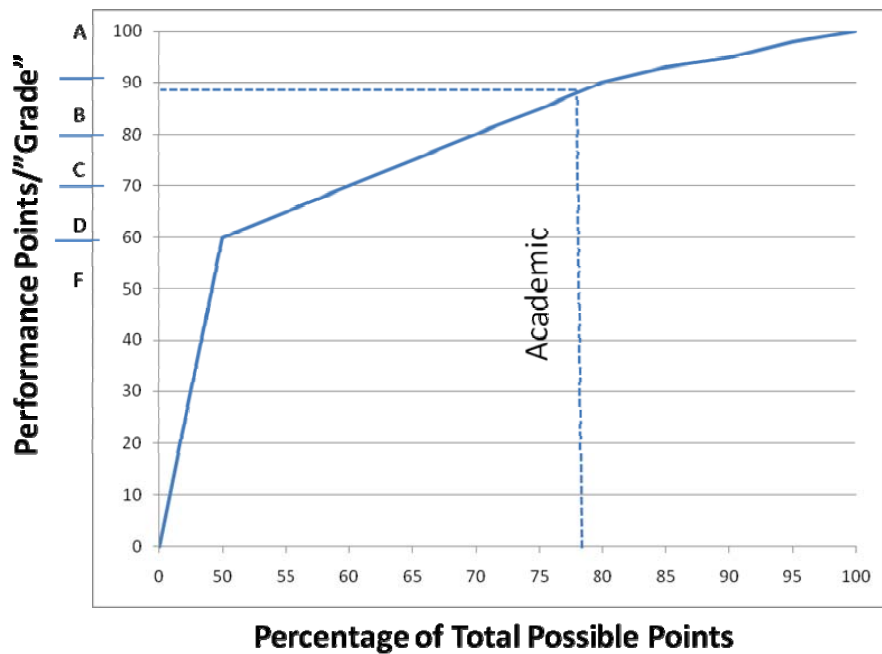
Findings from the recent CCSSE student survey will be shared broadly with faculty and students. Faculty will be asked to consider and implement ways to increase the use of active learning activities and methodologies. Survey findings will also be shared with students to solicit their ideas on improvement actions in these areas. A student and a faculty survey will be administered spring quarter, 2010, to further expand baseline performance data and to evaluate effectiveness of initial improvement efforts.

## Core Theme/Mission Area Fulfillment for Academic Core Theme

Additional analyses of the performance indicators were conducted to derive an overall performance index for this Core Theme, using a multi-step process (described in detail in Report 1).

- First, the Outcome ratings for each indicator was converted to a point value, with “Good” receiving two points, “Neutral” one point, and “Poor” zero points.
- Consequently, of the 16 indicators included in the Academic Core Theme, 10 received a rating of Good (totaling 20 points), five received a rating of neutral (5 points total), and one received a poor rating (0 points). This resulted in a total of 25 points out of a possible 32 points (78.1% of the possible points).
- Using the performance curve shown below, this percentage value was converted to a grade based on a 100-point scale. Here, the Academic Core Theme point percentage of 78.1% corresponded to 89 performance points, for an overall “B+” level of performance for the Academic Core Theme.

Figure 4-4. Assessment of Performance for the Academic Core Theme:



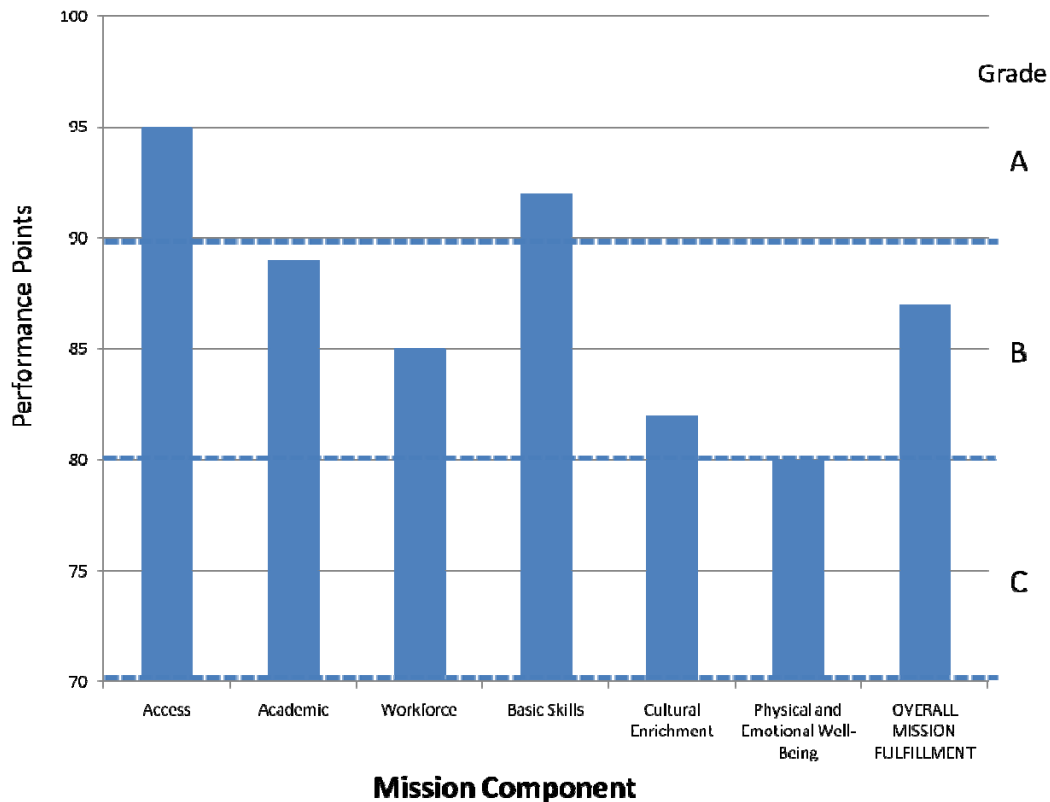
Overall Academic End State Performance: 89 points= B+

## Mission Fulfillment for the other Core Themes, Overall Mission

Mission fulfillment values have also been computed for each of the other Core Themes. See the [Mission Fulfillment Report](#) (2009) for a step by step explanation of these results. Given that Core Themes are assessed using a common metric and the same performance curve, the Core Theme performance values can be rolled up into a single assessment of Mission Fulfillment. Figure 4-5, taken from the 2009 report, shows mission fulfillment results for each Core Theme and for the overall College Mission. Access received the highest performance rating of 95 performance points (an A grade), followed by Basic Skills

with 92 points (A-). The remaining Core Themes received B grades. Overall, the college Mission Fulfillment was a B level of performance.

Figure 4-5. Overall Mission Fulfillment



### Introduction to Student Learning Assessment

Evaluation of programs and services is done on an ongoing basis. All evaluations are based upon clearly defined program goals or expected outcomes. Programs at Columbia Basin College are defined in several different ways. Workforce programs are generally defined by the profession or trade for which students are prepared. Examples include Nursing, Business, Computer Science, Automotive Technology, and Electrical Apprenticeship. In the transfer area, programs are typically defined by the title of the distribution list in the AA Degree. Examples include Humanities, Social and Behavioral Science, and Mathematical and Natural Science. In other areas, the programs and services are defined more by the services offered. Examples of these are Library, Tutor Center, Admissions and Registration, and New Student Center.

Educational programs are evaluated primarily by faculty, many of whom are using a system called TracDat. The college purchased this software program over two years ago. All faculty were included in workshops on the use of the software. The Teaching and Learning Committee, made up entirely of faculty members, guided implementation of the software for program and course assessment. During the first year all program outcomes were reviewed and revised and then entered into the TracDat system. Individual course outcomes were linked to program outcomes that they directly support. Program assessment plans were created that include a schedule of which program outcomes are reviewed each year to ensure each is done so in a timely manner. Each faculty member does a minimum of three course assessment reports which are linked to a program outcome being reviewed that year. Program faculty will meet once per year to review the aggregated course assessments for a given program outcome and to

develop action plans based upon any findings. Program assessment plans vary around campus but all program outcomes are assessed on three to five year cycles.

The data collection system in TracDat allows for faculty to utilize both quantitative and qualitative measures in their assessment process. This flexibility supports an improved utilization of the tracking system because it allows sufficient flexibility to support recording of data meaningful to the classroom and program level.

#### CBC Student Learning Outcomes (SLO's):

Every course approved by the Curriculum Committee and taught at the College must have identified course learning outcomes. These course outcomes are included in the evaluation of student performance within the class. The master syllabus approved by the curriculum committee must include example evaluation methods. Students who graduate from Columbia Basin College will have been exposed to skills, concepts, and methods of inquiry in many different disciplines. The totality of their learning experience is expressed in a set of general Student Learning Outcomes (SLOs), which all students, regardless of program, are expected to demonstrate:

1. Think Critically
2. Reason Quantitatively and Symbolically
3. Communicate Effectively
4. Apply Information Tools and Resources
5. Develop Cultural Awareness
6. Master Program Learning Outcomes

These SLO's are included on each syllabus, along with an indication of which course outcomes are related to each SLO. These linkages are also integrated into the TracDat software to provide a simple method of compiling data from all areas of the campus while reviewing SLO achievement. During the 2010-2011 academic year, the Curriculum Committee and the Teaching and Learning Committee will conduct a review of the SLO's for the first time. Program learning outcomes are not included on syllabi since many courses satisfy requirements in more than one program. Instead, the program learning outcomes are included on the program web pages on the college website.



## Theme 1: Access

### Assessment of Achievement of Core Theme Objectives

Assessment of core theme objectives has been accomplished through an annual review and presented in the Access End State Monitoring Report. The report included three goals, each with associated indicators that were assessed using a point value described in the introduction to this section. The complete data associated with this assessment is available in the [2009-2010 Access End State Monitoring Report](#). A summary of the assessed points has been provided for each of the indicators in Table 4-6.

Table 4-6. Access End State Monitoring Report Summary

|  |             |
|--|-------------|
| Goal A: CBC achieves high rates of new and ongoing enrollment from the community   | Point Value |
| A1: FTE enrollment   | 2           |
| A2: High school graduate enrollment  | 2           |
| A3: Running Start enrollment   | 2           |
| Goal B: Students display educational progress, graduate in a reasonable amount of time, indicating ongoing access to education. Minority groups make progress at rates similar to that of Whites | Point Value |
| B1: Fall-to-winter, fall-to-fall retention   | 2           |
| B2: 3-year completion rates  | 2           |
| B3: SAI momentum points results (total points)   | 2           |
| Basic Skills   | 2           |
| Pre-College  | 2           |
| 1st 15 Credits   | 2           |
| 1st 30 Credits   | 2           |
| College Math   | 1           |
| Completions  | 2           |
| Goal C: The College provides effective support services and resources to prospective students in order to eliminate barriers to access and success   | Point Value |
| C1: % of students receiving financial assistance   | 2           |
| C2: Perceptions of student services  | 1           |
| Barriers to educational goals  | 2           |
| C3: Faculty perceptions of student services, barriers  | 2           |

Columbia Basin College's student enrollment demographics demonstrate a higher percentage of ethnic diversity than the geographic region. Since the inception of the College's First Year Introduction (FYI) transition workshop in 2004 which is mandatory for all new degree and certificate-seeking students, fall-to-winter retention increased by more than 20% and has continued on this successful trajectory ever since. The College also has shown continuing improvement in fall-to-fall retention, percentage of students demonstrating "substantial progress," and the accumulation of Student Achievement Initiative (SAI) points. Three-year completion rates have shown continuing improvement since 2000, especially since 2004. Minority group improvements have been similar to that of Whites. As a result of the success of the FYI program, at least three other colleges have been trained by CBC personnel and have implemented similar programs: Linn-Benton Community College (OR), Bellevue College (WA), and Blue Mountain Community College (OR).

Results of the Access End State Monitoring report, as a function of the Access Core Theme, are made available to the public through open meetings of the Board of Trustees where the results are first released.

The results are also available on CBC's web page to the campus, students, and general public. Starting February 2010, the End State Monitoring Reports presented by the President to the Board of Trustees (for each respective Core Theme) are being video recorded and also made available on CBC's web page.

### **Assessment of Achievement of Goals or Outcomes of Programs and Services**

Each student services unit has developed its own mission statement and vision for the future. Additionally, each unit is expected to assess one or two program services including showing how the program's services impact student learning. The following are examples of the assessments currently underway:

#### **Counseling and Student Development - Effectiveness of HDEV 100 (College Success):**

Pre- and post-test assessments allow students to compare and analyze what they have learned. Students write about the areas they improved and those they did not, why this happened, and what specific changes they want to make (if any). Greater student awareness of self, attitudes, values, and motivation may enable a student to make better choices. It is hoped that such personal insight would lead to increased student success. Sometimes, however, students recognize that they do not want to be in college at that time and some withdraw. Such action may temporarily decrease retention but is overall better for the individual student.

#### **Student Success and Retention - Self-reports of desired success characteristics:**

A self-report survey completed at the end of the FYI program asks students to rate themselves on the following desired success characteristics: (1) understanding of college vocabulary and CBC terminology; (2) understanding of their responsibilities as a student; (3) knowledge of where to find available College resources and services to help them be successful; (4) understanding the importance of diversity in the college environment; (5) feel comfortable using the Library; (6) developed relationships with other new students during FYI; (7) developed relationships with CBC faculty/staff during FYI; (8) found learning modules to be applicable to their college success; and (9) feel comfortable about transitioning to college.

Other assessments of the FYI program relate to the access core theme by measuring retention rates for all ethnic groups. Measurement outcomes include:

- a. 85% of all students who successfully complete FYI will be retained the following quarter and will be retained at a higher rate than students who did not successfully complete FYI.
- b. 60% of students who successfully complete FYI will be retained the following year and will be retained at a higher rate than students who did not successfully complete FYI.
- c. There will be fewer students who have successfully completed FYI in academic difficulty (probation/suspension/dismissal) within a year of their initial enrollment.
- d. Two- and three-year completion rates will be higher for students who have successfully completed FYI.
- e. In all the above assessments, retention rates will be similar by ethnic group.

### **Use of Results for Improvement**

The FYI curriculum, materials, and format change annually in response to student surveys, instructor/participant feedback, and student performance data. For example, the College recently analyzed an initial sampling of students' academic behaviors during FYI and found these to correlate with subsequent academic success. As a result of this research, CBC has altered its FYI remediation by requiring those who fail FYI to complete one of the following courses: HDEV 100 (College Success), HDEV 135 (College Major/Career Planning), or RDG 110 (Study Techniques). The progress of the remediation groups will continue to be compared. Sharing information about FYI failure prior to the start of students' matriculation also may improve the existing early alert process, by providing more timely and effective interventions within the first quarter or two. Educational planners and counselors are currently

re-designing academic performance interventions to engage students directly in making positive changes to improve attitudinal and motivational deficits.

Student perceptions of student support services, while positive, have room for improvement. The College plans to use student focus groups to identify and explain low scored items surveyed in the CCSSE instrument. CBC plans, too, to revise and use our own survey instrument to provide greater clarity about the services provided.

### **Core Theme Summary**

The Access Core Theme is central to the Columbia Basin College mission. It provides opportunities for post-secondary education without regard to academic or skill level, enabling thousands of individuals the tools to succeed as they further their education or enter the workforce. CBC values the rich diversity of its service region and purposefully plans processes, services and resources to attract a diverse student population and, thereafter, allow students to meet their individual goals. As state resources decline, efforts will need to be focused in more expeditious ways, not only in enrollment management but in providing interventions to improve student success. It is imperative that CBC continues to be designated as a Hispanic Serving Institution as state funding decreases.

## Theme 2: Academic

### Assessment of Achievement of Core Theme Objectives

Assessment of core theme objectives has been accomplished through an annual review and presented in the Academic End State Monitoring Report. The report included four goals, each with associated indicators that were assessed using a point value described in the introduction to this section. The complete data associated with this assessment is available in the [2009-2010 Academic End State Monitoring Report](#). A summary of the assessed points has been provided for each of the indicators in Table 4-7.

Table 4-7. Academic End State Monitoring Report Summary

| Goal   | Point Value        |
|--|--------------------|
| Goal A: Students from CBC transfer to baccalaureate institutions and succeed after transfer.                           |                    |
| A1: Percentage of students who transfer , compared to other Washington community colleges                              | 2                  |
| A2: CBC transfer student performance (GPA) at baccalaureate institutions   | 2                  |
| A3: Graduation rates from four-year institutions   | Data Not Available |
| Goal B: Students transition from developmental Math and English courses to college level Math and English courses.     |                    |
| B1: Percentage of developmental math students who transition to college level Math                                     | 1                  |
| B2: Percentage of students transitioning from developmental. to college level math who succeed in 1st math course      | 2                  |
| B3: Percentage of developmental. English students who transition to college level English                              | 1                  |
| B4: Percentage of development English students who transition to college level and succeed in 1st English course       | 2                  |
| Goal C: Effective and qualified faculty  |                    |
| C1: Full-time to part-time faculty ratio   | 2                  |
| C2: Faculty salaries as compared to other Washington community colleges  | 2                  |
| C3: Faculty diversity in age, ethnic group, and educational level  | 1                  |
| C4: Percentage of faculty with a doctoral or terminal degree   | 2                  |
| C5: Student to faculty ratio   | 1                  |
| Goal D: Students are satisfied with their educational experience at CBC and perceive an effective learning environment |                    |
| D1: Students participate in active learning assignments  | 1                  |
| D2: Student interactions with instructors  | 0                  |
| D3: Student engage in higher-order thinking  | 2                  |
| D4: Contribution of CBC to student knowledge, skills and personal development  | 2                  |
| D5: Student ratings of educational experience  | 2                  |

The results and accompanying scores show excellent progress for Goal A (Transfer Success). Goal B (Developmental Transitions) and Goal C (Faculty) have mixed results with both positive and neutral points. Goal D (Student Satisfaction) shows positive, neutral, and one area in need of significant improvement. Goals B, C, and D will have action plans developed to improve progress toward successful

completion of the indicators and overall objectives for the Academic Theme. It was noted that graduations rates of CBC students from the four-year colleges and universities lacked data to make a determination, and it is hoped that data will soon become available from Washington State University.

Results of the Academic End State Monitoring report, as a function of the Academic Core Theme, are made available to the public through open meetings of the Board of Trustees where the results are first released. The results are also available on CBC's web page to the campus, students, and general public. Starting February 2010, the End State Monitoring Reports presented by the President to the Board of Trustees (for each respective Core Theme) are being video recorded and also made available on CBC's web page.

## **Assessment of Achievement of Goals or Outcomes of Programs and Services**

### **Program, Degree, and Degree Assessment**

A variety of measures are utilized to conduct academic program assessment. Several years ago the academic area developed a new program review strategy. The decision was made to switch from individual discipline-based academic program review to one based on the distributions that make up the Associate of Arts and Sciences degree. Once that decision was made, the faculty from each of those distribution areas met and developed program outcomes for each area. The different degree distributions include: (a) communications, (b) quantitative/symbolic reasoning, (c) humanities, (d) social and behavioral science, (e) mathematical and natural science, and (f) health and physical education. Each course on the distribution is now linked back to that program distribution in TracDat. That linkage allows instructors to consider assignments that would demonstrate that the class is contributing to program outcomes as well as being linked to the Student Learning Outcomes.

The new model also includes a program review for each distribution area that ultimately rolls up into the assessment of the academic transfer degrees. Many of the data points from the Academic End State Monitoring Report are also elements of the program review and the academic degree assessment. To keep this process manageable, the six distribution program reviews are staggered so that one is done each year. Once CBC begins the new seven year process, with the full seven years available as opposed to the pilot timeline of two years, the program reviews will be assigned to one of the first six years of the next accreditation cycle. Since the cycle will be iterative and recursive, the program reviews will still be available for the year five report. The seventh year of the accreditation cycle will allow time for the program reviews to inform the seventh year report.

An additional data point for CBC is how the transfer students perform once they arrive at their chosen college or university. Since CBC has one of the highest student transfer rates for the Washington Community and Technical College system it is an important area for feedback. In a typical year, 55% to 60% of those CBC students transferring within the year transfer to Washington State University. Baccalaureate institutions in Washington State used to provide excellent feedback on student post-transfer success, however the frequency of this data has diminished in recent years due to FERPA guidelines and interpretations. Washington State University discontinued sharing information; however, recent efforts of the CBC Institutional Research office are promoting increased access to transfer information once again. It is hoped that once WSU begins to share transfer information again, other Washington colleges and universities will follow.

In addition, the CBC Institutional Research Office has been collecting research information through survey data for the academic program. The research design is developed around a three year cycle in which one year the survey is a nationally normed document, the next year is a locally designed survey, and every third year there is no survey administered. The resulting survey information is analyzed and

information is provided to the academic program for review and possible inclusion in the annual Academic End State Report.

As a part of the governance structure of CBC, the President provides an annual report to the Board of Trustees on the performance of each of the end states (core themes) associated with the mission of the College. The above noted common measures for the academic programs were included within the 2009-2010 report to the Board of Trustees. A summary of the data was also included in the Monitoring Report, and has been provided below for reference. The following strengths and weaknesses were identified related to CBC's Academic Theme and associated programs.

- Strengths:
- High rates of student transfers compared to other Washington community colleges
  - High levels of student performance after transfer
  - High percentage of students transitioning from developmental level to college level math and English who succeed in first math and English courses
  - Effective and qualified faculty including good full-time to part-time faculty ratio and percentage of faculty with a doctoral or other terminal degree
  - Faculty salaries as compared to other Washington community colleges
  - High degree of student satisfaction with their educational experience related to higher-order thinking and a belief that CBC has contributed to their knowledge, skills and personal development
- Weaknesses:
- Low percentage of developmental English and Math students that transition from the developmental level to college level courses
  - Level of faculty diversity in age, ethnic group, and educational level
  - Level of student to faculty ratios
  - Low level of student/faculty interaction outside the classroom

The CBC Curriculum Committee provides an additional layer of assessment related to the academic degrees campus. The Curriculum Committee actions and recommendations are published campus-wide showing modifications to any certificate or degree.

### **Student Learning Assessment**

Student learning assessment happens regularly throughout the Academic Core Theme. Assessments take on a variety of forms depending on the class and materials covered, and vary depending on course outcomes. Academic programs throughout the College maintain syllabi linked to college-wide Student Learning Outcomes. Programs enter assessment data into TracDat on a quarterly basis. TracDat provides the ability to aggregate the assessment of student learning by program as well as college-wide SLO. Examples of academic program student assessments in TracDat from Business and Social Science are provided in Tables 4-8 and 4-9 .

Table 4-8. Business Student Learning Assessment Sample

| Assessment Element   | Assessment Activity, Data, and Actions   |
|--|--|
| Course Outcome   | <b>Program</b> (Academic) - Business<br>ACCT& 201-Principles of Accounting I 1. Concepts & Principles–<br>Summarize and apply basic financial accounting concepts, principles,<br>and terms.   |
| Assessment Activities & Desired Level of Achievement / Tasks | <b>Description of Assessment Method:</b> In-class one-hour exam over chapters 1 and 2. These chapters include the base knowledge that students will require to be successful in the rest of the course.<br><b>Assessment Method Type:</b> Chapter Test<br><b>Desired Level of Achievement:</b> Class average of 75% on the test. |
| Data & Results   | 10/30/2009 – Class averaged 75% on the chapter test.<br><b>Data &amp; Result Type:</b> Desired Level Met<br><b>Action Status:</b> Active<br><b>Related Documents:</b> 201f09ch12exam   |
| Action & Follow-up   | <b>Action Status:</b> Instructors will meet and discuss test results and consider options to improve students’ performance on test.  |

Table 4-9. Social Science Student Learning Assessment Sample

| Assessment Element   | Assessment Activity, Data, and Actions  |
|--|---|
| Course Outcome   | <b>Program</b> (Academic) - History – HIST& 146- U.S. History I<br>Students will be able to apply social science methodologies as a means of interpreting, analyzing, and marshalling relevant data to make written and verbal arguments.   |
| Assessment Activities & Desired Level of Achievement / Tasks | <b>Description of Assessment Method:</b> Writing Assignments<br><b>Assessment Method Type:</b> Writing Assignments – Scores of students on primary document analysis, specifically comparison of grades from week #1 in relationship to week #8.<br><b>Desired Level of Achievement:</b> 80 % achievement on the week eight writing assignment  |
| Data & Results   | 11/25/2009 - 58% was the average score on the first writing assignment and 74% was the average score on the second writing assignment.<br><b>Data &amp; Result Type:</b> Although there was significant improvement the results were not at the predetermined minimum level<br><b>Action Status:</b> Active and instructor will seek ways to improve students’ learning that will result in better mastery of the program learning outcome<br><b>Related Documents:</b> Fall 2009 History 146 Assessment.xlsx |
| Action & Follow-up   | <b>Action Status:</b> Active & Action Plan Required   |

Each distribution group within the transfer degrees maintain [program outcomes](#) utilized in organizing student learning and assessment by faculty in the transfer area.

The assessment results from student learning are compiled annually and included within the Academic Monitoring Report. As previously mentioned, the Monitoring Reports are made public at the initial presentation of data to the Board of Trustees, posted to CBC’s web page, and video recorded and made available to the public on the web page as well.

## **Use of Results for Improvement**

Assessment in the Academic Core Theme and programs has provided valuable results necessary to make modifications to programs and administrative processes. Several goals in the CBC Strategic Plan have resulted from review of the Academic End State Monitoring report.

There is insufficient data to report on Goal A3 (Graduation rates from four-year institutions) results on the Academic End State Monitoring Report. The College will continue to seek this information from Washington State University and other baccalaureate institutions to which CBC students transfer.

The weaknesses noted in the Academic End State Monitoring Report have been targeted for improvement. With respect to Goal B (Students transition from developmental Math and English courses to college level Math and English courses), CBC noted less than excellent performance and is in the process of exploring options to improve student success in developmental math. Goal B1 (Percentage of developmental math students who transition to college level math) has been adopted as one of the CBC strategic goals.

Although the CBC Strategic Plan does not have a strategic goal related to Goal C (Effective and qualified faculty), a high priority is placed on recruiting and retaining effective and qualified faculty. This priority has resulted in high performance in several areas within Goal C. When a faculty position becomes available, a strategy is developed to advertise in locations that will result in the best applicant pool. Competitive salaries and CBC's high quality existing faculty encourage successful candidates to accept a job offer. Over a period of time, as new openings become available, the level of faculty diversity is likely to increase as the applicant pools become more diverse as well. When the current economic crisis begins to abate, more full-time faculty can be hired to bring the student to faculty ratio in line with the campus expected levels. CBC's Vice President for Human Resources and Legal Affairs and Vice President for Outreach and Diversity also attend diversity hiring fairs to increase the visibility of CBC as a quality and viable option to prospective faculty and staff.

Related to Goal D (Students are satisfied with their educational experience at CBC and perceive an effective learning environment) the Academic End State Monitoring Report identified an unsatisfactory level of student interactions with instructors (D2) and a lower level of student participation in active learning assignments (D1). In response to the Academic End State Monitoring report the CBC Strategic Plan has identified the goal of increasing faculty/student interactions outside the classroom (Goal 14). In addition to Goal 14, the Strategic Plan also identifies several related goals including developing an honors program (Goal 3), develop and implement a capstone course (Goal 4), development and implement a Leadership Institute (Goal 5), and expand faculty and student use of Web 2.0 technologies (Goal 15).

## **Core Theme Summary**

The Academic Core Theme and related programs have strong monitoring related to common measures assessed through the End State Monitoring Report conducted annually. Classroom level assessment is progressing and the utilization of TracDat is helping to aggregate data related to class, program, and college-wide Student Learning Outcomes. Additional assessment needs to be conducted on program outcomes, which will be phased into a new model of program assessment during Spring 2010.



### Theme 3: Workforce

#### Assessment of Achievement of Core Theme Objectives

Assessment of core theme objectives has been accomplished through an annual review in the Workforce End State Monitoring Report. The report included four goals, each with associated indicators that were assessed using a point value described in the introduction to this section. The complete data associated with this assessment is available in the [2009-2010 Workforce End State Monitoring Report](#). A summary of the assessed points has been provided for each of the indicators in Table 4-10.

Table 4-10. Workforce End State Monitoring Report Summary

|  |                   |
|--|-------------------|
| Goal A: CBC workforce students learn and develop program skills          | Point Value       |
| A1: Student perceptions of learning via survey                           | 2                 |
| A2: Performance on standardized exams and certifications                 | 2                 |
| Goal B: Workforce programs demonstrate enrollment and viability          | Point Value       |
| B1: Program enrollments  | 2                 |
| B2: Projected job growth   | 2                 |
| Goal C: Students complete workforce programs                             | Point Value       |
| C1: AAS completions versus other Community and Technical Colleges in WA  | 1                 |
| C2: Completion rates   | 0                 |
| Goal D: Workforce students obtain jobs, earn a good salary, perform well | Point Value       |
| D1: Employment rates by program  | 2                 |
| D2: Employment rates for completers                                      | 2                 |
| D3: Employment rates for non-completers                                  | 2                 |
| D4: Median annual pay by program   | 1                 |
| D5: Student perceptions of CBC impact on job preparation                 | 2                 |
| D6: Employer satisfaction with CBC graduates                             | Insufficient Data |

The results and accompanying scores note excellent progress in Goals A (CBC workforce students learn and develop program skills) and B (Workforce programs demonstrate enrollment and viability). Goal C (Students complete workforce programs) is in need of improvement and action plans will be developed to improve progress toward successful completion of the indicators and objectives for the Workforce Core Theme. Goal D (Workforce students obtain jobs, earn a good salary, perform well) has mixed results with both positive and neutral points. More importantly, it was noted that employer satisfaction with CBC graduates lacked sufficient data to make a determination of goal accomplishment and additional plans will be developed for further assessment in the next assessment cycle.

Results of the Workforce End State Monitoring report, as a function of the Workforce Core Theme, are made available to the public through open meetings of the Board of Trustees where the results are first released. The results are also available on CBC's web page to the campus, students, and general public. Starting February 2010, the End State Monitoring Reports presented by the President to the Board of Trustees (for each respective Core Theme) are being video recorded and also made available on CBC's web page.

## **Assessment of Achievement of Goals or Outcomes of Programs and Services**

### **Program, Degree, and Certificate Assessment**

A variety of measures are utilized to conduct program assessment. Common measures implemented for all campus workforce programs include student enrollments, student retention, student graduation/completion rates, surveys, performance on certification examinations required for licensure (where applicable), job growth in the respective career fields, student performance in the job market, employment rates (for completers and non-completers), and income level after completion.

Surveys conducted through a variety of the programs include employer satisfaction, graduate satisfaction, alumni satisfaction, and the College Survey of Student Engagement (CSSE) participation.

As a part of the governance structure of CBC, the President provides an annual report to the Board of Trustees on the performance of each of the end states (core themes) associated with the mission of the College. The above noted common measures for each of the workforce programs were included within the 2009-2010 report to the Trustees. A summary of the data was also included in the Monitoring Report, and has been provided below for reference. The following strengths and weaknesses were identified related to CBC's workforce theme and associated programs.

- |             |   |
|-------------|---|
| Strengths:  | <ul style="list-style-type: none"><li>• Generally high and increasing enrollments</li><li>• High levels of student performance on certification exams</li><li>• High rates of employment</li><li>• Generally good or at least living wage salaries</li><li>• Very high student satisfaction with programs</li></ul> |
| Weaknesses: | <ul style="list-style-type: none"><li>• Ongoing problems with accurate coding of student program and student status</li><li>• Low completion rates in a number of programs</li><li>• Lack of indicators of community involvement and satisfaction with workforce programs</li></ul>                                 |

Degree and certificate assessment occurs through the utilization of CBC's advisory committees for each of the workforce programs. Advisory committees represent industry leaders and constituencies able to provide valuable feedback on a regular basis about skills students need as they enter the workplace. Degree, certificate, or course modifications are often made throughout the academic year as a result of feedback obtained by advisory committees. The proposed modifications are considered by the CBC Curriculum Committee, which provides an additional layer of assessment related to each of the degrees and certificates on campus. Curriculum Committee actions and recommendations are published campus-wide showing modifications to any certificate or degree.

## Student Learning Assessment

Student learning assessment happens throughout the Workforce Core Theme on a regular basis. Assessments take on a variety of forms depending on the class and materials covered, and vary depending on course outcomes related to didactic, laboratory, clinical, and externship requirements. Workforce programs throughout the College maintain syllabi linked to college-wide Student Learning Outcomes. Programs enter assessment data into TracDat on a quarterly basis. TracDat provides the ability to aggregate the assessment of student learning by program as well as college-wide SLO. Three examples of workforce program student assessments in TracDat have been provided in Tables 4-11 through 4-13, including Nursing, Welding, and Engineering Technology.

Table 4-11. Nursing Student Learning Assessment Sample

| Assessment Element   | Assessment Activity, Data, and Actions  |
|--|---|
| Course Outcome   | <b>Program (Workforce)</b> - Nursing-ADN - NRS 211 - Nursing IV - NRS 211.4 – Students will integrate nursing research into client teaching plans.  |
| Assessment Activities & Desired Level of Achievement / Tasks | <b>Description of Assessment Method:</b> Grades from teaching plan.<br><b>Assessment Method Type:</b> Course Assignment<br><b>Desired Level of Achievement:</b> 90% of sophomore students will achieve a score of 75% or better on their teaching plans.  |
| Data & Results   | 12/07/2009 - 86.5% of sophomore students achieved a score of 75% or better of their teaching plans.<br><b>Data &amp; Result Type:</b> Desired Level Not Met<br><b>Action Status:</b> Action Plan in Progress<br><b>Related Documents:</b><br>Teaching Plan Guidelines.docx<br>Teaching Plan Evaluation Tool<br>Results Fall 2009.docx   |
| Action & Follow-up   | 12/07/2009 - A survey was given to students to find out what their perceptions of how well the teaching plan met the objectives described in program and course outcomes.<br>Follow-Up:<br>02/01/2010 - The survey indicated that students felt the teaching plan was a worthwhile assignment. Faculty to discuss the survey at faculty meeting and changes, if needed, to be determined. |

Table 4-12. Welding Student Learning Assessment Sample

| Assessment Element   | Assessment Activity, Data, and Actions   |
|--|--|
| Course Outcome   | <b>Program (Workforce)</b> - Welding Technology - WT 101 - Oxy-Acetylene Process – Safety & Housekeeping - Know how to safely use the oxy-acetylene process.   |
| Assessment Activities & Desired Level of Achievement / Tasks | <b>Description of Assessment Method:</b> Fill-in the blank question on Final regarding proper gauge pressure. Because of inherent dangers and volatility of acetylene gas used in the oxygen/acetylene processes of flame cutting and welding, safety is extremely important. The working gauge pressure is something that should not be surpassed.<br><b>Assessment Method Type:</b> Exam - Common Final<br><b>Desired Level of Achievement:</b> 100% of students get the correct answer to a question regarding working gauge pressure |
| Data & Results   | 01/20/2010 - 100% of students answered the working gauge pressure question correctly.<br><b>Data &amp; Result Type:</b> Desired Level Met<br><b>Action Status:</b> No Action Plan Required   |
| Action & Follow-up   | <b>Action Status:</b> No Action Plan Required  |

Table 4-13. Engineering Technology Student Learning Assessment Sample

| Assessment Element   | Assessment Activity, Data, and Actions  |
|--|---|
| Course Outcome   | <b>Program (Workforce)</b> – Engineering Technology - ENT 1161 - Basic Drafting - Projection Types - 3. Distinguish between methods of object presentation: such as orthographic, isometric, oblique, and auxiliary view drawings (SLO: 1,4)  |
| Assessment Activities & Desired Level of Achievement / Tasks | <b>Description of Assessment Method:</b> Determine if the students are effectively learning to use the different methods of object presentation. Review three of the major problems on the Final which represent isometric, oblique and auxiliary view drawings. Orthographic was tested earlier. Evaluate if method was performed correctly, not evaluating individual errors. Some construction error OK if general method obviously performed.<br><b>Assessment Method Type:</b> Exam - Common Final<br><b>Desired Level of Achievement:</b> Desired 100% able to perform at least one method correctly. Desired 90% able to perform two or more methods correctly. Desired 60% able to perform three or more methods correctly. |
| Data & Results   | 12/15/2009 - 21 of 21, or 100%, of the students were able to perform at least one projection method correctly. 21 of 21, or 100%, of the students were able to perform at least two projection methods correctly. 17 of 21, or 81%, of the students were able to perform all three projection methods correctly.<br><b>Data &amp; Result Type:</b> Desired Level Met<br><b>Action Status:</b> No Action Plan Required   |
| Action & Follow-up   | <b>Action Status:</b> No Action Plan Required   |

Each of the workforce programs maintain [program outcomes](#) utilized in organizing student learning and assessment by faculty in each respective program area.

The assessment results from student learning are compiled annually and included within the Workforce Monitoring Report. Again, the Monitoring Reports are made public at the initial presentation of data to the Board of Trustees, posted to CBC's web page, and video recorded and made available to the public on the web page as well.

### **Use of Results for Improvement**

Assessment in the Workforce Core Theme and programs has provided valuable results necessary to make modifications to programs and administrative processes associated with the Workforce Core Theme.

The weaknesses noted in the End State Monitoring Report for Workforce have allowed for targeted efforts in improving data collection and administrative processes associated with the coding of students. With respect to Goal C (Students complete workforce programs), CBC noted less than excellent performance and identified improved coding processes, which will track students better throughout their degree or certificate program and support their application for graduation with appropriate status coding to reflect their completion. In addition to the additional effort noted for improving the coding and tracking of students, CBC will revise the processes required for students to complete certificate and degree graduation applications to remove barriers, if any, to successful completion.

Related to Goal D (workforce students obtain jobs, earn a good salary, and perform well) CBC identified insufficient data to support conclusions on employer satisfaction with CBC graduates. As a result, a broader employer survey will be conducted in 2010 to provide additional data regarding student placement and employer satisfaction.

As a result of the findings of the Workforce End State Monitoring Report, an additional goal has been added to reflect external satisfaction and perception of CBC's workforce programs. Goal E has been added for future assessment, and is summarized below.

#### Table 4-14. Goal E, Workforce Theme

Goal E: Community support for workforce programs

E1: Advisory committee members express satisfaction with types of programs at CBC

E2: Advisory committee member perceptions of CBC program quality

E3: Advisory committee members' perceptions that CBC is responsive to community needs

Assessment methods will be developed for each of the indicators related to Goal E, and the scoring matrix presented with Goals A through D will be applied to this goal in future assessment cycles.

### **Core Theme Summary**

The Workforce Theme and related programs have strong monitoring related to common measures assessed through the End State Monitoring Report conducted annually. Classroom level assessment is progressing and the utilization of TracDat is helping to aggregate data related to class, program, and college-wide Student Learning Outcomes. Additional assessment needs to be conducted on program outcomes, which will be phased into a new model of program assessment during Spring 2010.

## Theme 4: Basic Skills

### Assessment of Achievement of Core Theme Objectives

Assessment of Core Theme objectives is accomplished annually through the Basic Skills End State Monitoring Report. The 2009-2010 Monitoring Report will be completed and presented to the Board in Spring, 2010, following the deadline for this Year Five accreditation report. As a result, the Core Theme Goals, associated indicators, and performance outcomes from the 2008-2009 Monitoring Report are presented here. Note that only four of the Core Theme Goals from the 2008-2009 Monitoring Report have been provided below with the indicators and their assessed point value. Indicators for the two remaining goals (Goal E: Students are satisfied with the program and their progress and Goal F: Faculty are well-qualified) are still under development. For the complete data associated with this assessment, see the [2008-2009 Basic Skills End State Monitoring Report](#).

Table 4-15. Basic Skills End State Monitoring Report Summary

|  |             |
|--|-------------|
| Goal A: Students enroll in Basic Skills programs in increasing numbers | Point Value |
| A1: ESL enrollment since '04   | 2           |
| A2: ABE enrollment since '04   | 2           |
| A3: GED enrollment since '04   | 2           |
| A4: Basic Skills FTEs since '04 (vs. Transfer, Workforce, Dev Ed)      | 2           |
| Goal B: Students demonstrate progress through their programs           | Point Value |
| B1: % students with CASAS level gains                                  | 2           |
| B2: SAI points/student for Basic Skills                                | 2           |
| B3: SAI points/student for ESL   | 2           |
| B4: SAI point/student for ABE/GED                                      | 2           |
| Goal C: Students transition to higher-level programs                   | Point Value |
| C1: Transition of students to Dev Ed within 5 years of ESL completion  | 1           |
| C2: Transition of students from ABE/GED to Dev Ed within 5 years       | 1           |
| C3: Transition of students from ABE/GED to College level               | 1           |
| Goal D: Students enroll in I-BEST programs and demonstrate progress    | Point Value |
| D1: I-BEST annualized FTEs   | 1           |
| D2: Number of I-BEST programs  | 2           |

Overall these results, using the Nichol's Model scoring matrix and ProMES curve, show the Basic Skills Core Theme earned an overall grade of A-. There was clearly demonstrated achievement in goal A (Enrollment) but this growth will not be sustained as institutional redirection related to budget reductions has led to a decrease in class offerings in 2009-2010. Goal B (Progress) also showed positive results, especially for student achievement of ABE/GED/ESL level gains. There was a lower level of success in Goal C (Transition) which scored a neutral grade after comparison with other statewide programs. As a result, performance related to student transitions will be reviewed and further action plans identified for improvement. Goal D (I-BEST Enrollment) was ranked high for several programs areas, but neutral for the number of FTEs generated. I-BEST Programs, with the exception of I-BEST Early Childhood Education, have limited capacity within the Allied Health and Administrative Office Technology Workforce programs, limiting the overall capacity of FTE possible generated in those areas.

Results of the Basic Skills Monitoring report, as a function of the Basic Skills Core Theme, are made available to the public through open meetings of the Board of Trustees where the results are first released.

The results are also available on CBC's web page to the campus, students, and general public. Starting February 2010, the End State Monitoring Reports presented by the President to the Board of Trustees (for each respective Core Theme) are being video recorded and also made available on CBC's web page.

### **Assessment of Achievement of Goals or Outcomes of Programs and Services Program, Degree and Certificate Assessment**

As part of the governance structure of CBC, the President provides an annual report to the Board of Trustees on the performance of each of the Core Themes associated with the mission of the College. The data included in the monitoring report, outlined above, provides program assessment and allows Board participation in discussion of program concerns and issues. A variety of other internal measures are used to conduct program assessment across campus. These include student progress, retention, student satisfaction, graduation rates, and workforce placement. In addition, the Basic Skills department has an external assessment process specifically designed for Adult Education programs within Washington State.

Student enrollment and progress information is entered into the Washington Adult Basic Education Reporting System (WABERS). The WABERS System was developed by the Washington State Board for Community and Technical Colleges to facilitate data collection with the intention of helping to plan, research, and develop programs, and to demonstrate the progress of students and their success in the workplace and other educational areas. The data elements included come from State and Federal reporting requirements and provide a quarterly snapshot of the ABE/GED/ESL program at CBC. It includes student information on entering educational level, educational gains, GED completions, goals, attendance, employment status, ethnicity, gender, and age. The data is also divided into program type and levels allowing internal and external reports to be generated on a wide variety of program aspects.

### **Student Learning Assessment**

All students enrolled in the Basic Skills program are required by SBCTC to take standardized Comprehensive Adult Student Assessment System (CASAS) pre- and post-tests to measure their progress. Post-testing can be administered after 45 hours of instruction. The data is recorded in the Washington Adult Basic Education Reporting System (WABERS). CASAS testing assesses adult basic reading, math, listening, writing, and speaking skills within a functional context based on the critical competencies and skill areas required for success in the workplace, community, and family. CASAS testing determines class level placement as well as progress within the class. Students earn a Student Achievement Initiative (SAI) momentum point related to Washington State SBCTC student progression initiatives each time they make a significant gain in a CASAS test score.

Class syllabi detail student learning outcomes linked to college-wide Student Learning Outcomes (SLOs). Additionally, ABE/GED/ESL instruction reflects National Adult Education standards based components for each ABE/GED/ESL level. For example, ABE Reading Level 1 is intended to develop SLOs #1 (Think Critically) and #3 (Communicate Effectively) when teaching the National Adult Education Reading Standard components "determine the reading purpose" (SLO #3), "select reading strategies appropriate to the purpose" (SLO #1 and #3), "monitor comprehension and adjust reading strategies" (SLO #1 and #3). Program faculty enters assessment data into TracDat on a quarterly basis and reviews the results with the intention of improving student learning outcomes.

Table 4-16. Basic Skills Example of Student Assessment

| Assessment Element   | Assessment Activity, Data, and Actions   |
|--|--|
| Course Outcome   | Program (Basic Skills) - ESL - Level 1 - Read With Understanding - Read and comprehend learned words in a few simple phrases and basic personal information slowly and with some effort but with few errors, to independently accomplish simple, well defined, and structured reading activities in a few comfortable and familiar settings. |
| Assessment Activities & Desired Level of Achievement / Tasks | <b>Description of Assessment Method:</b> CASAS Post-test.<br><b>Assessment Method Type:</b> CASAS<br><b>Desired Level of Achievement:</b> 45% of students who post-test will make a 3- point gain.   |
| Data & Result  | 05/11/2009 - 11 students were post tested at the end of winter quarter 2009 and 10 made a 3-point gain; therefore, 91% made a significant gain and transitioned into level 2.<br><b>Data &amp; Result Type:</b> Desired Level Met<br><b>Action Status:</b> No Action Plan Required   |
| Action & Follow-up   | 03/07/2010 - Explore reasons so few students post-tested   |

Table 4-17. ABE/GED Example of Student Assessment

| Assessment Element   | Assessment Activity, Data, and Actions   |
|--|--|
| Course Outcome   | Program (Basic Skills) – ABE/GED – Level 1 Use Math to Solve Problems and Communicate. Math Level 1 is intended to develop SLOs 1, 2, 3, and 4.  |
| Assessment Activities & Desired Level of Achievement / Tasks | <b>Description of Assessment Method:</b> 50% of Level 1 students will make a 5 point gain on the Math CASAS Post Test.<br><b>Assessment Method Type:</b> CASAS post test<br><b>Desired Level of Achievement:</b> 100% of the students who post tested at Level 1 Fall quarter achieved significant level gain. |
| Data & Result  | Desired Level Met  |
| Action & Follow-up   | No Action Plan Required  |

Programs within the Basic Skills area maintain [program outcomes](#) that organize student learning and assessment in each of the respective program areas.

### Uses of Results for Improvement

Assessment in the Basic Skills Core Theme and programs has provided valuable results necessary to make modifications to programs and administrative processes.

The weaknesses noted in the End State Monitoring Report for Basic Skills have led to some targeted efforts for improvement. Goal C, which focuses on student transitioning to higher level educational programs, has been of particular concern. The ESL program will focus on reading as it provides a direct pathway for ESL transition. ESL faculty members plan to look at student progress on CASAS reading post tests and identify those test items that a significant number of students answer incorrectly and create direct instruction to address these. The faculty will revisit these test items and note the change in student progress. This process will be repeated to expand teaching strategies at each level and to see the long term effects of the changes implemented.



The ABE/GED program will focus on math as it is a stumbling block to transition for most Basic Skills students. Basic Skills faculty will focus on math tests where students have failed to demonstrate the mastery of basic math skills in designated test units and work on teaching strategies that will bring the achievement level to 65% or greater. In addition, preliminary meetings have been held where faculty have discussed changes in pedagogy in the math classes and plan to follow up on success rates in developmental and college level classes for students exiting Basic Skills math classes.

Related to Goal C, which focuses on increased I-BEST annualized FTEs and increased number of I-BEST programs offered, the Basic Skills department is planning to offer a two quarter 10 credit I-BEST Solid Modeling for Manufacturing Short-Term Certificate that will introduce students to SolidWorks® Design Software. The addition of this short-term certificate is intended to attract more male I-BEST students and to start a workforce area program with more capacity to serve I-BEST students than currently exists in Health Sciences or Administrative Office Technology. Existing I-BEST programs are heavily focused in health care and office technology, attracting a larger percentage of female students than male students.

Two goals listed in the Monitoring Report were not adequately addressed. Therefore, a student survey is planned to evaluate how satisfied students are with the program and their progress. Additionally there will be research done on the qualifications of the faculty, including the percentage of faculty with doctoral or masters degree and the percentage of faculty with more than five years of teaching experience.

Finally, because of institutional redirection, the Basic Skills Goal A, which currently states that Basic Skills students will enroll in increasing numbers, will be changed to show that Basic Skills enrollment reflects institutional FTE target range.

Each Basic Skills program is required by SBCTC to participate in an annual Data for Program Improvement (DPI) process, which requires demonstrated planning for improvement for an area of program concern selected by program staff after studying WABERS data. The focus for 2009-2010 has been on student goal setting at orientation and its effect on student retention and progress.

### **Core Theme Summary**

The Basic Skills Core Theme has strong monitoring and assessment components as demonstrated by the annual End State Monitoring Report, and by the quarterly WABERS data snapshots provided by SBCTC. Classroom level assessment, documented in TracDat, is being conducted by all faculty members. Additionally a Data for Program Improvement (DPI) inquiry project is conducted annually as a requirement of SBCTC for all Basic Skills programs.

## Theme 5: Cultural Enrichment

### Assessment of Achievement of Core Theme Objectives

Assessment of core theme objectives has been accomplished through an annual review and presented in the Cultural Enrichment End State Monitoring Report. The report included two goals, each with associated indicators that were assessed using a point value described in the introduction to this section. The complete data associated with this assessment is available in the [2009-2010 Cultural Enrichment End State Monitoring Report](#). A summary of the assessed points has been provided for each of the indicators in the Table 4-18.

Table 4-18. Cultural Enrichment End State Monitoring Report Summary

| Goal A: Student, staff and the community will engage in culturally enriching experiences involving music, theater, literature, and art. | Point Value |
|---|-------------|
| A1: Number of cultural events offered per year; attendance at events  | 2           |
| A2: Community satisfaction with event facilities  | 2           |
| A3: Summer Showcase attendance.   | 0           |
| A4: Number of students enrolled in fine arts and humanities classes within Arts & Humanities Division                                   | 1           |
| A5: Amount of funding from ASCBC specifically for arts and humanities.  | 2           |
| Goal B: Students engage in diversity-oriented education and cultural programs and activities.   | Point Value |
| B1: Events per year considered multicultural or with a diversity theme; student attendance.   | 1           |
| B2: Number of diversity-related courses.  | 2           |
| B3: Number of students enrolled in Diversity/Multicultural courses.   | 2           |
| B4: Students involvement in diversity, as shown by student survey responses (CCSE)  | 1           |

The results above demonstrate that, overall, either an Excellent (2) or Good (1) score has been achieved on most of the indicators under both Goals A and B. The only negative score reflects a lower than usual attendance during the CBC's summer showcase. However, this negative score is also due to comparing the 2009 summer season against the 2010 season. The venue in 2009 was an outdoor production. The outdoor production can accommodate a significant larger audience capacity. In 2010 the production was staged in the College's indoor facility. The indoor facility would not be able to accommodate the same number of patrons; therefore, the attendance numbers would show a decrease. In fact, the indoor performance in 2010 was essentially sold out and was a major success. Ways to have data collected for A1 to reflect these kinds of changes in venue will be examined. While the scores are positive overall, in an effort to increase all of the indicators to excellent, various programs and divisions (Art and Humanities, Diversity & Outreach, ASCBC) within the college are continually increasing the variety and quality of programs available for students, staff, community members, and alumni.

Results of the Cultural Enrichment End State Monitoring report are shared with the public through a presentation of the results publicly open meeting of the Board of Trustees. The results are available through the CBC website.

**Assessment of Achievement of Goals or Outcomes of Programs and Services**

The Office of Diversity and Outreach organizes and puts on a number of events and programs through the school year in connection with the various Heritage Months (Native American, Black History, Hispanic Heritage, etc.), celebrations in Washington State and the nation. Programs are continuously evaluated based on attendance and informal feedback. Additionally, this data is also integrated into the Cultural Enrichment End State Monitoring Report for a more holistic institutional analysis.

Table 4-19 is an example of how the Arts and Humanities Division collects data on a year to year basis. This information is evaluated and is included as part of the decision making process on where the energy is placed for continuation of a particular event or series.

Table 4-19. Arts and Humanities Events

|                | Year          |                   |               |                   |               |                   |
|----------------|---------------|-------------------|---------------|-------------------|---------------|-------------------|
|                | 2005-06       |                   | 2006-07       |                   | 2007-08       |                   |
| <b>Events:</b> | <b>Events</b> | <b>Attendance</b> | <b>Events</b> | <b>Attendance</b> | <b>Events</b> | <b>Attendance</b> |
| Concerts       |               | 2989              | 15            | 5660              | 25            | 6891              |
| Exhibits       |               | 3790              | 5             | 2745              | 7             | 2655              |
| Lectures       |               | 948               | 20            | 1281              | 9             | 810               |
| LitFest        |               |                   |               |                   | 5             | 422               |
| Outreach       |               | 17112             | 27            | 19532             | 9             | 17220             |
| Plays          |               | 6067              | 5             | 8541              | 5             | 4888              |
| Workshops      |               |                   |               |                   | 1             | 50                |
| <b>Total:</b>  |               | 30906             | 72            | 37759             | 61            | 32936             |

**Program, Degree, and Certificate Assessment**

A variety of measures are utilized to conduct program assessment. Common measures implemented for all campus programs that include Cultural Enrichment components include student enrollments, student retention, student graduation/completion rates, and surveys. Additionally, the Cultural Enrichment End State contains the phrase “to enhance educational programs.” Students who are completing AA transfer degrees and are preparing to transfer to a baccalaureate institution as a Theatre major (as an example) are also actively involved in Theatre productions which adds to the success of the Cultural Enrichment Core Theme. Along with providing cultural activities for faculty, staff and community to experience, the Cultural Enrichment Core Theme adds significant educational experiences for students.

Surveys conducted through a variety of the programs include employer satisfaction, graduate satisfaction, alumni satisfaction, and the College Survey of Student Engagement (CSSE) participation.

**Use of Results for Improvement**

Assessment in the Cultural Enrichment Core Theme programs and courses has provided valuable results necessary to make modifications to programs and administrative processes associated with them. For example, as a result of tracking this in A1, programs with low attendance will be dropped. Despite budget

cuts, Diversity/Multicultural Courses such as Chicano History, History of the Middle East, and Survey of African American Culture are continuing to be offered in support of indicator B3. As a result of low scores on B4 (Students involvement in diversity, as shown by student survey responses), there will be an expanded focus on the cultural awareness student learning outcome.

## Theme 6: Physical and Emotional Well-Being

### Assessment of Achievement of Core Theme Objectives

Assessment of core theme objectives has been accomplished through an annual review in the Physical and Emotional Well-Being End State Monitoring Report. The report includes three goals, each with associated indicators that were assessed using a point value described in the introduction to this section. The complete data associated with this assessment is available in the [2009-2010 Physical and Emotional Well-Being End State Monitoring Report](#). A summary of the assessed points has been provided for each of the indicators in Table 4-20.

Table 4-20. Physical and Emotional Well-Being End State Monitoring Report Summary

|  |             |
|--|-------------|
| Goal A: Students, staff and community members engage in activities that improve their physical and emotional well-being.   | Point Value |
| A1: Interest in campus wellness activities   | 0           |
| A2: Perceptions of current wellness status   | 1           |
| A3: Enrollment in academic health/wellness-related courses   | 1           |
| A4: Student-athlete success  | 1           |
| A5: Student self-efficacy beliefs regarding learning and career goals  | 2           |
| Goal B: The College promotes emotional well-being by providing information on emotional health issues and mental health assistance to students, staff and faculty. | Point Value |
| B1: ASCBC activities and events on emotional health issues   | 2           |
| B2: Enrollment in coursework related to psychosocial health, and student success   | 1           |
| B3: Counselors update their knowledge and skills   | 2           |
| B4: Per capita number of counselors providing mental health services   | 2           |
| B5: Student usage of Counseling/Advising Center  | 1           |
| B6: Use of Employee Assistance Program (EAP) services  | 0           |
| Goal C: The College protects students and staff from physical threats and harm.  | Point Value |
| C1: Improvements in College safety/risk management processes and capabilities  | 2           |
| C2: Student Behavior Intervention Team cases with intervention strategies  | 2           |
| C3: Student discipline cases   | 2           |
| C4: Criminal activity on campus (Clery Act Reporting)  | 2           |

The physical and emotional well-being end state is arguably the most difficult of the end states to define and, thus, evaluate. Nonetheless, using the Nichols' Model, the College has identified key indicators for each goal. As the College assesses this End State (Core Theme) yearly, areas of improvement are identified and action plans are developed.

To collect data regarding Goal A (Students, staff and community members engaged in activities that promote their physical and emotional well-being), CBC's Wellness Committee developed and conducted a survey for staff, faculty, and students. In general, the survey provided good data regarding the interest and usage of events, course, and activities that promote physical and emotional well-being. The survey also demonstrated that for those individuals over the age of 30, they feel generally fit physically and demonstrate even greater emotional well-being. The surveyors received feedback from participants that clear examples of activities and events were not provided in the survey, so as a result, participants were

unclear and some elements of the survey lack sufficient reliability. Additional efforts will be made in the future to provide a more valid survey instrument for similar data collection.

Enrollment in health-related classes is generally stable although enrollments predominantly occur in the Fitness Center courses. Student-athlete academic performance is frequently better than the performance of the general student population. Among student athletes, academic performance is somewhat dependent on the sport. In general female athlete academic performance outshined their male counterparts except in softball and women's soccer. Since student autonomy and responsibility for their own education are values the intake and transition programs stress, it is important that students believe they are masters of their future. The 2007 CBC Student Survey demonstrated the students have high levels of persistence and that they can achieve their goals. Unfortunately, in this same survey, students self-reported a weak ability to apply knowledge they receive in the classroom and a weak ability to serve as an effective team member.

With regard to Goal B (The College promotes emotional well-being by providing information on emotional health issues and mental health assistance to students, staff and faculty), student activities programming increased with the Associated Students of Columbia Basin College (ASCBC) taking the primary role in planning and implementing events and activities. In 2007-2008 the number of emotional health-related activities/events increased from 12 to 18 and total student participation increased 40%. Enrollments in HDEV 100 (College Success) and HDEV 135 (College Major & Career Planning) was mixed - College Success enrollments remained constant and the College Major & Career Planning course enrollment increased 27%. The latter can be explained by the fact that in 2007-2008 the Counseling and Student Development Department developed a pilot program requiring the HDEV 135 course for all students who were identified during post-COMPASS testing without any college major or career plans. When compared with the other community and technical colleges in the State, CBC's counselor to student ratio was established at 0.067%, ranking at the third highest in the system.

CBC counselors and associated professional staff who deal with physical and emotional issues were provided numerous opportunities to participate in professional development learning experiences such as career development facilitator training, emotional intelligence training, suicide prevention training, mindful brain training, and a host of other topics. In previous years, 20% of total student contacts with counselors were for non-academic concerns. Beginning in 2007-2008, CBC has seen an increase to 27% of counselor visits for non-academic concerns. The additional professional development offered to counselors has helped significantly in their preparedness for dealing with the variety of non-academic concerns students seek help for today.

Goal C (The College protects students and staff from physical threats and harm) is primarily focused on the establishment of a safe and secure college campus. In fall quarter 2008, the College encouraged a number of administrators to obtain NIMS certification and, in conjunction with the Washington Sheriff's Association, Rapid Response, and Washington State Patrol, the College completed a campus mapping project and increased its previous security/safety events and activities. Following distribution of the CBC 911 Guide, a guide for staff and faculty dealing with student crises, and meetings with individual departments, the Counseling Immediate CARE phone referral line was implemented. Within the first nine months of implementation, the CARE line received 22 referred cases, with depression and anxiety being the most common reasons for student concern referrals. Faculty and staff use of the Employee Assistance Program showed a 92.4% decline in total sessions. At this time, however, there is no explanation for the decline.

Results of the Physical and Emotional Well-Being End State Monitoring report, as a function of the Physical and Emotional Well-Being Core Theme, are made available to the public through open meetings of the Board of Trustees where the results are first released. The results are also available on CBC's web

page to the campus, students, and general public. Starting February 2010, the End State Monitoring Reports presented by the President to the Board of Trustees (for each respective Core Theme) are being video recorded and also made available on CBC's web page.

### **Assessment of Achievement of Goals or Outcomes of Programs and Services**

The Physical and Emotional Well-Being Core Theme is being carefully assessed in an effort to identify additional relevant and germane goals in an educational setting. Positive psychology, emotional intelligence, and strengths-based concepts are among the philosophies/theories being considered in developing a well-articulated end state relative to physical and emotional well-being. CBC staff are participating in literature reviews and courses offered at a variety of universities across the nation to improve the understanding of physical and emotional well-being at the campus, and thus implement additional programs, services, and assessments to support this core theme.

### **Use of Results for Improvement**

This Core Theme centers around three goals: (1) the College provides activities and resources that improve physical and emotional health; (2) the College promotes emotional well-being via information and services; and (3) the College guards students and staff from physical threats and harm. Using self-reports and data on enrollment, athletic department activities, student tracking, counseling information, and Student Behavior Intervention Team (SBIT) and student discipline database information, the College has been able to demonstrate progress in a very positive direction. Indicator results from last year range from very low (interest in campus wellness activities; use of Employee Assistance Program) to excellent (counselors update their knowledge and skills; improvements in College safety/risk management processes and capabilities). The very low marks on the two indicators noted earlier are not believed to be an accurate or reliable assessment of the indicators; rather, the recommended action steps for improvement focus on improving the survey instruments. Further improvement plans will be evaluated once reliable survey instruments have been implemented.

Data reported on the above indicators demonstrate accomplishment of the core theme's goals. Action plans for continued improvement include the following: (1) implementation of Wellness Committee to implement College-wide activities and events to improve camaraderie and connections among staff; (2) revision of the College survey to clarify terms for more accurate reporting of staff satisfaction with and interest in wellness opportunities; (3) increase coach responsibility for monitoring and referring student-athletes who appear in academic difficulty; (4) compare College usage of counseling services to other colleges in the system with similar demographics; and (5) monitor college-wide table-top safety/security exercises and develop action plans for improvement.

### **Core Theme Summary**

The Physical and Emotional Well-Being Core Theme and related programs have many elements currently being monitored throughout the College. Continuing efforts are being made to improve the understanding of the importance of and ability to assess overall physical and emotional well-being in faculty, staff, and students. Future assessment results should provide more meaningful data as the College continues to make progress in this Core Theme.

## **Section II. Chapter Summary**

As shown in this chapter, the assessment methodology used by Columbia Basin College allows for measurement of mission fulfillment through assessment of core theme goals and objectives. The system also creates a mechanism for continuous improvement by drawing attention to indicators that have not met the desired level of performance and creating improvement actions around these areas.

These assessment results are made available to a wide audience through the End State Monitoring reports, which are made available to the public through open meetings of the Board of Trustees where the results are first released. The results are also available on CBC's web page to the campus, students, and general public. Starting February 2010, the End State Monitoring Reports presented by the President to the Board of Trustees (for each respective Core Theme) are being video recorded and also made available on CBC's web page.



## **Report Summary**

The Year 5 Report, encompassing Standards 3 and 4 has provided a focused opportunity for Columbia Basin College to review existing institutional planning processes and to articulate the variety of assessments occurring across the campus. The Year 5 Report also includes updated Standards 1 and 2, noting modifications necessary for the continuous flow of the overall accreditation report.

CBC continues to find the new accreditation process and standards useful for facilitating institutional processes and movement toward an improved culture of assessment. The relation of assessment back to the institution's Core Themes has also been helpful. While one level of assessment regarding the College's End States has been a common practice for years, the added depth of studying Core Theme assessment for the new standards has prompted useful modifications to the daily operations of CBC.

Continued efforts will be made for the wide implementation of TracDat as a tool for aggregating course and program level data as related to CBC's Student Learning Outcomes. The College continues to review best practices for assessment that should be reflected in any modifications in future reports.

We look forward to feedback regarding the Year 5 Report and to going forward with the Year 7 Report and visit focused on a comprehensive review of our mission fulfillment, adaptations, and sustainability.

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## Appendix A: Full URLs Used in Report

### Chapter Two:

#### Section I: Governance

Library Policies <http://columbiabasin.edu/libpolicies>  
Transfer Planning <http://www.columbiabasin.edu/transferplan>  
Transfer Web Sites <http://www.columbiabasin.edu/transfersites>  
New Student Center <http://www.columbiabasin.edu/nsc>  
Student Policies & Guides <http://www.columbiabasin.edu/studentpolicies>  
CBC Catalog <http://www.columbiabasin.edu/catalog>  
Human Resources Policies and Procedures <http://columbiabasin.edu/hrpolicies>  
Human Resources Forms <http://columbiabasin.edu/hrforms>  
Standards of Conduct Policy [http://www.columbiabasin.edu/docs/standards\\_of\\_conduct.pdf](http://www.columbiabasin.edu/docs/standards_of_conduct.pdf)  
Code of Ethics Policy [http://www.columbiabasin.edu/docs/hr\\_code-of-ethics.pdf](http://www.columbiabasin.edu/docs/hr_code-of-ethics.pdf)  
Whistleblower Policy [http://www.columbiabasin.edu/docs/hr\\_whistleblower-policy.pdf](http://www.columbiabasin.edu/docs/hr_whistleblower-policy.pdf)  
Nepotism Policy [http://www.columbiabasin.edu/docs/nepotism\\_3-170.pdf](http://www.columbiabasin.edu/docs/nepotism_3-170.pdf)  
Classified Staff Personnel Selection Policy [http://www.columbiabasin.edu/docs/personnel\\_selection.pdf](http://www.columbiabasin.edu/docs/personnel_selection.pdf)

#### Section II: Human Resources

Instructional Policies <http://www.columbiabasin.edu/instructionpolicies>  
Academic Policies <http://www.columbiabasin.edu/academichonesty>

#### Section III: Education Resources

Teaching and Learning Committee <http://www.columbiabasin.edu/teachinglearning>  
CBC Catalog <http://www.columbiabasin.edu/catalog>  
Courses and Programs <http://www.columbiabasin.edu/coursesprograms>  
BAS Application <http://www.columbiabasin.edu/basapp>  
BAS Degree Information <http://www.columbiabasin.edu/BAS>  
Topic of the Week Plus! <http://cbclibtopic.blogspot.com/>

#### Section IV: Student Support Resources

Courses and Programs <http://www.columbiabasin.edu/coursesprograms>  
CBC Catalog <http://www.columbiabasin.edu/catalog>  
Code of Students Rights and Responsibilities <http://www.columbiabasin.edu/srr>

#### Section V: Library and Information Resources

Library Resources <http://www.columbiabasin.edu/library/resources>

#### Section VII: Physical and Technical Infrastructure

Safety Manual [http://www.columbiabasin.edu/docs/103742292005ad\\_safety\\_manual.pdf](http://www.columbiabasin.edu/docs/103742292005ad_safety_manual.pdf)  
Kiosk <https://www.columbiabasin.edu/kiosk/>

### **Chapter Three:**

CBC Strategic Plan

[http://columbiabasin.edu/docs/cbc\\_strategic\\_plan\\_march\\_2010.pdf](http://columbiabasin.edu/docs/cbc_strategic_plan_march_2010.pdf)

Action Plan for Developmental Math

[http://columbiabasin.edu/docs/action\\_plan\\_developmental\\_math.pdf](http://columbiabasin.edu/docs/action_plan_developmental_math.pdf)

Action Plan for Bachelor's of Applied Science Degree

[http://columbiabasin.edu/docs/action\\_plan\\_bas.pdf](http://columbiabasin.edu/docs/action_plan_bas.pdf)

Academic Program Outcomes

[http://www.columbiabasin.edu/docs/transfer\\_degree\\_program\\_outcomes\\_example.pdf](http://www.columbiabasin.edu/docs/transfer_degree_program_outcomes_example.pdf)

Workforce Program Outcomes

[http://www.columbiabasin.edu/docs/workforce\\_program\\_outcomes\\_example.pdf](http://www.columbiabasin.edu/docs/workforce_program_outcomes_example.pdf)

Basic Skills Program Learning Outcomes

[http://www.columbiabasin.edu/docs/workforce\\_program\\_outcomes\\_example.pdf](http://www.columbiabasin.edu/docs/workforce_program_outcomes_example.pdf)

### **Chapter Four:**

Mission Fulfillment Report

[http://www.columbiabasin.edu/docs/mission\\_fulfillment\\_march\\_3\\_2010.pdf](http://www.columbiabasin.edu/docs/mission_fulfillment_march_3_2010.pdf)

Access End State Monitoring Report

[http://www.columbiabasin.edu/docs/access\\_end\\_state\\_monitoring\\_report\\_2009-10-05.pdf](http://www.columbiabasin.edu/docs/access_end_state_monitoring_report_2009-10-05.pdf)

Academic End State Monitoring Report

[http://www.columbiabasin.edu/docs/academic\\_end\\_state\\_monitoring\\_report\\_2009-12-14.pdf](http://www.columbiabasin.edu/docs/academic_end_state_monitoring_report_2009-12-14.pdf)

Academic Program Outcomes

[http://www.columbiabasin.edu/docs/transfer\\_degree\\_program\\_outcomes\\_example.pdf](http://www.columbiabasin.edu/docs/transfer_degree_program_outcomes_example.pdf)

Workforce End State Monitoring Report

[http://www.columbiabasin.edu/docs/workforce\\_end\\_state\\_monitoring\\_report\\_2010-02-08.pdf](http://www.columbiabasin.edu/docs/workforce_end_state_monitoring_report_2010-02-08.pdf)

Workforce Program Outcomes

[http://www.columbiabasin.edu/docs/workforce\\_program\\_outcomes\\_example.pdf](http://www.columbiabasin.edu/docs/workforce_program_outcomes_example.pdf)

Basic Skills End State Monitoring Report

[http://www.columbiabasin.edu/docs/basic\\_skills\\_end\\_state\\_monitoring\\_report\\_2008-12-10.pdf](http://www.columbiabasin.edu/docs/basic_skills_end_state_monitoring_report_2008-12-10.pdf)

Basic Skills Program Outcomes

[http://www.columbiabasin.edu/docs/basic\\_skills\\_program\\_outcomes\\_example.pdf](http://www.columbiabasin.edu/docs/basic_skills_program_outcomes_example.pdf)

Cultural Enrichment End State Monitoring Report

[http://www.columbiabasin.edu/docs/cultural\\_enrichment\\_end\\_state\\_monitoring\\_report\\_2009-03-09.pdf](http://www.columbiabasin.edu/docs/cultural_enrichment_end_state_monitoring_report_2009-03-09.pdf)

Physical and Emotional Well-Being End State Monitoring Report

[http://www.columbiabasin.edu/docs/physical\\_emotional\\_well-being\\_end\\_state\\_monitoring\\_report\\_2009-05-11.pdf](http://www.columbiabasin.edu/docs/physical_emotional_well-being_end_state_monitoring_report_2009-05-11.pdf)

## Appendix B: Acronyms Used in Report

|        |  |
|--------|--|
| AAUP   | American Association of University Professors        |
| ADAAG  | ADA Accessibility Guidelines                         |
| AHE    | Association for Higher Education                     |
| ASCBC  | Associated Students of Columbia Basin College        |
| BAS    | Bachelor of Applied Science                          |
| CASAS  | Comprehensive Adult Student Assessment System        |
| CBA    | Collective Bargaining Agreement                      |
| CSRE   | Community Service Recreational Education             |
| CCSSE  | College Survey of Student Engagement                 |
| EL     | Executive Limitations                                |
| FERPA  | Family Educational Rights and Privacy Act            |
| FYI    | First Year Introduction                              |
| HOBET  | Health Occupations Basic Entrance Test               |
| HSI    | Hispanic Serving Institution                         |
| IBEST  | Integrated Basic Education and Skills Training       |
| ICRC   | Intercollege Relations Commission                    |
| IRB    | Institution Review Board                             |
| IS     | Information Services                                 |
| LEED   | Leadership in Environmental and Energy Design        |
| MESA   | Mathematics, Engineering, Science Achievement        |
| NWAACC | Northwest Athletic Association of Community Colleges |
| NWCCU  | Northwest Commission on Colleges and Universities    |
| PEL    | Prior Experiential Learning                          |
| ProMES | Productivity Measurement and Enhancement System      |
| RCW    | Revised Code of Washington                           |
| ROI    | Release of Information                               |
| S&A    | Service & Activities                                 |
| SAAM   | State Administrative and Accounting Manual           |
| SAI    | Student Achievement Initiative                       |
| SARS   | Student Advising and Registration System             |
| SBCTC  | State Board for Community and Technical Colleges     |
| SLO    | Student Learning Outcome                             |
| SMS    | Student Management System                            |
| SOAR   | Student Orientation to Advising and Registration     |
| SR&R   | (Code of) Student Rights and Responsibilities        |
| STEPP  | Student Tuition Easy Payment Plan                    |
| SVPA   | Senior Vice President for Administration             |
| TABE   | Test for Adult Based Education                       |
| TEAS   | Test of Essential Academic Skills                    |
| TRIDEC | Tri-City Development Council                         |
| WABERS | Washington Adult Basic Education Reporting System    |
| WAC    | Washington Administrative Code                       |
| WPEA   | Washington Public Employees Association              |
| WSUTC  | Washington State University Tri-Cities               |