

*Northwest Commission on Colleges and Universities*

**Columbia Basin College**  
**Pasco, Washington**

**Year Three Evaluation Report**

**October 21-23, 2009**

*A confidential report prepared by the  
Evaluation Committee for the  
Northwest Commission on Colleges and Universities*

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## **Introduction**

From October 21-23, 2009, a five-person evaluation team from the Northwest Commission on Colleges and Universities conducted a Year Three Evaluation Visit at Columbia Basin College (CBC), a pilot college for the revised accreditation standards. The visit covered Standards One and Two of Draft 4.0 of the revised standards for accreditation. The college had previously submitted a Year One Report which was accepted by the Commission in March, 2009.

The college's self-study document was extensive, substantive and well-written. Columbia Basin College faculty, staff, administration and students went out of their way to extend every courtesy to the visiting team. The team conducted individual interviews, held group meetings with faculty, staff and students and met with two members of the CBC Board of Trustees. In addition, evaluators reviewed numerous documents and records supporting the self-study report.

Evaluators noted that the Core Team (self-study steering committee) and college employees have embraced the challenge of piloting the revised standards and that the college demonstrates a commitment to self-reflection and self-evaluation.

## **STANDARD ONE – MISSION, CORE THEMES, AND EXPECTATIONS**

### **Mission**

Columbia Basin College has a mission statement that is appropriate for an institution of higher learning and that has been reviewed and approved by its Board of Trustees, most recently in August, 2008.

“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.”

The mission statement is widely published and understood by the college community. The mission has given direction for the college’s efforts and incorporates the essential elements that have become CBC’s core themes.

The college has begun discussions on defining expectations of itself in regard to mission fulfillment with faculty and staff and with trustees but has yet to complete that process. Evaluators noted that CBC had a relatively short time to meet the requirement of Standard 1.A.2 because of the compressed timeframe of the pilot evaluations. Further work is necessary to define mission fulfillment and to articulate the expectations that represent an acceptable threshold of mission fulfillment for the institution as a whole.

### **Core Themes**

Columbia Basin College has identified six core themes that are essential elements of the college’s mission—Access, Academic, Workforce, Basic Skills, Cultural Enrichment and Physical and Emotional Well-Being. These themes are widely understood and embraced by faculty, staff and students. In interviews, employees gave numerous examples of how these themes are emphasized throughout the college. In 1996, CBC adopted the Carver model of board governance, which calls for the adoption of end states. The college has adapted the end states to meet the core theme requirement of the revised standards for accreditation and has established a practice of reporting to the Board of Trustees with “End State Monitoring Reports” on a regular basis.

CBC has established goals for each core theme and indicators of achievement for each goal. The college is using the Nichols model and the Productivity Measurement and Enhancement System (PROMES) to measure and analyze end state performance. Considerable work has been done to develop a conceptual framework for the indicators. However, evaluators were unclear how some of the indicators would inform judgment of achievements. The rationale for the indicators, in some cases, did not provide a clear connection between the indicator and the achievement of the objectives. For example, Goal A for the Cultural Enrichment Theme states, “Students, staff, and the community engage in culturally enriching experiences involving music, theater, literature, and art.” Evaluators were unclear how indicator A5--the amount of funding

for arts and humanities provided by ASCBC-- would demonstrate evidence for engagement in culturally enriching experiences.

Interviews indicated that some faculty and staff were not familiar with the indicators. Evaluators again noted the short amount of time CBC has had to engage all parties in the process with the compressed timeframe for the pilot colleges. The evaluators suggest that increased involvement of college constituencies in the refinement of the indicators will enable the college to further identify meaningful and assessable measures of achievement.

Recommendations:

- While noting the college has started discussions on defining expectations of itself regarding mission fulfillment, the committee recommends that the college develop a definition of mission fulfillment and, within that definition, an interpretation of an acceptable threshold or extent of mission fulfillment. (1.A.2)
- Though Columbia Basin College has defined and embraced Core Themes, the committee recommends that the college establish a clear connection between the indicators and the achievement of the Core Themes. The committee also recommends the college further refine its indicators to provide direct evidence of achievements. (1.B.2)

## **STANDARD TWO – RESOURCES AND CAPACITY**

### **2.A Governance**

With its adoption of the Policy Governance model (Carver model), CBC has a system of clearly defined authority, roles, and responsibilities. A review of board policy and meeting minutes, as well as interviews with trustees, demonstrated a clear understanding of the role of the CBC Board of Trustees in setting broad-level policy and desired outcomes and of the role of the President in internal functions and processes to achieve the desired outcomes. CBC trustees and administrators demonstrated that they monitor the institution's compliance with the Commission's standards for accreditation and that they have linked Board governance policies to the accreditation standards to which they relate.

The decision-making structure at CBC makes provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have an interest. A widespread feeling of participation and shared governance was expressed at meetings with groups across the campus. A recent example, mentioned by many, was the Budget Reduction Committee that included representation from all constituencies and that openly discussed how to address the budget reductions as a college community. Classified staff representatives indicated some of their suggestions were ones that were chosen to be implemented. The budget reduction process, described as difficult because of the cuts that had to be made, was praised as being inclusive, fair and humane. Employees and students mentioned other examples of participation, including the President's "coffee talks" after Board meetings, electronic newsletters to keep everyone informed, and student and faculty representation on college committees.

#### **Governing Board**

CBC has a highly functioning governing board that establishes and regularly reviews necessary policies regarding its own operation, as well as policies relating to institutional quality, effectiveness, integrity, financial stability and viability. Trustees expressed appreciation for the End State Monitoring Reports that regularly provide them with achievement data on the core theme areas. Documentation supported that the trustees provide regular evaluation of the President and that the board evaluates its own performance. In fact, a self-evaluation had recently been completed by trustees.

Employees and students expressed appreciation for the involvement of trustees in college events and activities.

#### **Leadership and Management**

Columbia Basin College has an effective system of leadership with qualified administrators who have appropriate levels of responsibility and accountability. A chief executive officer, chief academic officer and chief financial officer, as well as other administrators, are charged with planning, organizing and managing the institution and assessing its achievements.

Faculty, staff and students have high praise for the leadership at CBC. Student representatives said they can approach any administrator on campus with any issue. Staff indicated that they are encouraged to initiate new, creative endeavors and are personally contacted by the President for their efforts. Employees indicated that morale is “better than ever” and that the tone is set by the President—a tone that is open and collaborative. Faculty described the President as a “good touchstone” and indicated he was “born for this job.” Employees described regular celebrations, and several said “we are a family.”

Employees also noted that the CBC leadership has made strong efforts to link the college to its constituencies including area elementary, middle and high schools, the business community and community groups. CBC leadership was also credited for its emphasis on diversity with an executive level administrative position, the development of the diversity courtyard, and the increased multi-cultural displays and presentations.

## **Policies and Procedures**

### Academics

Academic policies are clearly communicated to various constituencies through a number of readily-available documents, including the most recent Collective Bargaining Agreement (CBA), the Curriculum Committee Policies and Procedures booklet, and the website for Policies and Procedures, which houses a number of faculty and instructional documents, including Faculty Publications & Royalties, Curriculum Across the Curriculum Stipends, and Grade Reporting.

A series of on-campus interviews and a review of college documents, brochures, and the college Web site, demonstrate a high level of transparency in the published institutional policies and procedures. Student Services personnel are extremely knowledgeable in the content of the policies and the location of each policy, as evidenced by interviews with faculty, staff, administrators, and students. Columbia Basin College publishes academic policies, including all policies that relate to teaching, scholarship, service, research, and artistic creation on its Web site titled Instruction Policies and Procedures. Policies are equally accessed in the 2009-2011 college catalog, and a random review of course syllabi provides evidence that academic policies are included on syllabi.

All policies regarding access to and use of library and information resources are accessible on a library policies Web page. General information about resources available to faculty, staff and students, library hours, obtaining a library card, and remote access to electronic resources is published in the college catalog. Policies that affect a library user at point of use, (e.g. circulation policies, use of facilities and computers in the library, copying, printing, fines and fees), are explained in context and also in library instruction. Access to electronic resources via the Web requires authentication by user name and password.

The CBC Library Committee initiates most library policies. Policies are periodically reviewed and updated to reflect current requirements and/or conditions. The library committee meets



monthly during the academic year and includes representation from all constituencies: librarians, faculty, staff, administration and a representative appointed by the ASB.

Information concerning transfer policy is widely available and distributed through print and online resources (i.e., the college catalog, the current schedule, and dedicated Web pages that detail transfer).

Faculty rights, workload, and evaluation agreements are printed in the CBC Collective Bargaining Agreement between the Board of Trustees of Community College District No. 19 and the Association for Higher Education of Columbia Basin College, 2009-2011.

Transfer of Credit Policies is from the Washington State Transfer Student Bill of Rights, adopted by the Student Services Commission of the Washington State Board for Community and Technical Colleges. Appropriately placed in the college catalog and on the CBC Transfer Planning Web page, students can easily find all policies on and off campus. CBC counselors are available for student advising, and the Hawk Union Building provides a walk-in center and on-line assistance. Counselors and instructional faculty members easily advise students on where to find the appropriate assistance for transcript evaluation.

### Students

Columbia Basin College updated its Code of Student Rights and Responsibilities in the 2005-2006 academic year. Students can access this code, as well as other student information in the catalog, on the Web site, in the mandatory student orientations (SOAR), or during the first year introduction workshops (FYI). All student mailings, publications, and course syllabi include an ADA statement, as well as the contact information necessary to receive assistance. Student appeal processes are also published in the CBC catalog.

Columbia Basin College maintains an open-door admission policy and grants admission to applicants who are at least 18 years of age, and/or students who have graduated from an accredited high school or hold a GED certificate. Home school graduates and graduates from non-accredited high schools are admitted, based on the placement test scores. Potential students who do not meet the above criteria may petition a committee for special consideration.

CBC faculty and staff are committed to student success. All degree and certificate-seeking students are required to complete the COMPASS or ASSET assessments in writing, math, and reading. Test results are discussed with each student to ensure understanding and a high likelihood of success.

In addition to instructional faculty and Student Services personnel to assist students, the CBC catalog and Web site provide procedural information on admission to specialized programs within the college. Those programs include High School Completion, High School Enrichment, Running Start, College in the High School, International Program, English as a Second Language, General Educational Degree, and High School Equivalency.

Continued enrollment and dismissal policies and procedure for regular and specialized academic programs are widely disseminated. Evaluation committee members reviewed documents,

interviewed students, and discussed enrollment and dismissal issues with faculty and staff. While all individuals agreed that the college had a strong commitment to following policies, they also agreed that the college was about “service.” Several individuals indicated that “helping our community is what we are about.” Faculty, administrators and staff serve on a committee to review and make recommendations on matters of appeals, specialized program dismissal, and academic reinstatement.

“Physical and Emotional Well-Being” was selected as one of the core themes for CBC. In support of the theme, the college offers multiple opportunities for student engagement in co-curricular activities, which are supported by the use of student service and activities fee. The college supports five intercollegiate teams for women (basketball, golf, softball, soccer, volleyball) and four men’s teams (baseball, basketball, golf, and soccer). Student athletes follow the same academic standards as all students in the student body. Athletic-related financial aid, as mandated by the Northwest Association of Community Colleges, is limited to the number of grants-in-aid allowed per sport. Policies regarding co-curricular activities are maintained and published.

### Human Resources

Employees can access policies and procedures on the website, Human Resources Policies and Procedures. On-campus interviews with faculty demonstrated a high level of knowledge regarding policies and procedures that address working conditions, ethics, behavioral expectations, and benefits. Policies are developed by departments or programs, and vetted by the vice presidents. In several interviews, Human Resources personnel were mentioned by faculty and staff as “professional and knowledgeable” regarding employment policies, dispute negotiations, and general assistance for faculty, staff, and supervisors. Human Resources records are maintained in a secure environment in the Human Resources Office.

### Institutional Integrity

Columbia Basin College represents itself accurately and consistently through its publications and Web site. All policies, regulations and collective bargaining agreements are reviewed regularly and are available on the CBC Web site. The college catalog and other academic publications indicate that a student can complete the college’s programs in a timely fashion.

CBC board policies and collective bargaining agreements reflect adherence to high ethical standards in the operations and management of the institution. The Human Resources Office sponsors workshops on ethics and ethical behavior for college employees. Interviews with employees indicated that complaints and grievances are addressed in a fair and timely manner.

The college has a clear policy regarding conflict of interest outlined in the Board Members Code of Ethics and in the college Code of Ethics Policy and Whistleblower Policy. The Vice President for Administration and the Vice President for Human Resources & Legal Affairs serve as ethics officers and as resources to employees who have questions about conflict of interest policies.

CBC policies clearly outline intellectual property rights. Faculty members who create intellectual property with no or minimal use of college resources retain full intellectual property rights. When intellectual property is created during their work and/or with college resources, the college retains the intellectual property.

A review of publications and the college Web site demonstrated that CBC accurately represents its accreditation status. Through policies and procedures in the Business Office, CBC demonstrates careful review of contracts both for personal services and for products. A review of sample contracts indicated consistency in maintaining adherence to the mission and goals of the institution.

### Academic Freedom

Policies on academic freedom are clear and published as part of the current CBA.

### Financial

In Columbia Basin College's "Carver Model" of governance, the associated governance policies regarding the Board and Presidential roles are clearly-defined, including a set of Executive Limitations policies. These policies include requirements for maintaining financial integrity, reducing liability, protecting property, limiting spending, and pursuing the pay off of college debt. All accounting policies and procedures used by CBC 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 who has a direct reporting line to the college President. Functions reporting to the Senior Vice President for Administration include cashiering, budgeting, accounts payable, accounting functions, internal audit, student financial aid administration, grants, contract administration, risk management, purchasing, and all payroll related functions. This reporting structure appears adequate for CBC.

## **2.B Human Resources**

Faculty, classified support staff, and administrators meet the expected standards for their positions, but in the majority of instances, employees exceed the minimum qualifications. The institution employs 126 full-time faculty, 99 administrative/exempt staff, 135 classified support staff, and 91 student workers.

Due to the current budget situation, the college is unable to replace some very important positions, but the planning process allows for further consideration of positions if and when the budget improves. The result of critical vacancies in the classified staff areas required members accepting additional responsibilities to meet the needs of CBC students and potential students.

The college implemented a business plan model for the approval of new instructional programs. One example of this program is the Nuclear Technology program, which has resulted in an extensive analysis of the resources needed to support the success of this program.

Evidence of job descriptions that clearly identify the scope and responsibility of the positions was evident during the evaluation visit. While a new employee begins employment with a job description, as position responsibilities change, the descriptions are updated.

Classified support staff are Washington civil service employees who are represented through a statewide collective bargaining agreement. Interviews during the evaluation visit confirmed the broad understanding of the Collective Bargaining Agreement By and Between The State of Washington Public Employees Association Higher Education (WPEA HE).

With recent budget issues, funding for professional development has been difficult, but the institution has placed an emphasis on in-service training opportunities. Faculty may use a number of contract days to attend professional conferences or licensure certification workshops that may or may not be required for their position.

## **Faculty**

Faculty qualifications are consistent with the requirements for the specific teaching assignments. Degrees are published in the CBC catalog, although the institution does not publish in their catalog specific licensure or certifications held by some faculty members. Reviewing the credentials required for specific teaching disciplines, instructional faculty do hold the appropriate certifications. Faculty responsibilities and workloads are contractual and include expectations for teaching, service, and scholarship. Due to the recent budget situation, many faculty have agreed to increase their class size or teach overloads.

Members of the evaluation team reviewed evaluation instruments used for classified staff, academic faculty, and administrators. All full-time faculty are evaluated at least once every five years, consistent with the standards set by NWCCU. Opportunities are provided for faculty and staff to evaluate supervisors. Part-time faculty evaluation appeared to be slightly inconsistent.

Forty-two percent of faculty is full-time, and the majority is hired based on published minimum requirements of a master's degree in the field and/or appropriate licensure. While the catalog lists academic faculty degrees, workforce faculty credentials and certifications are not listed.

The college publishes instructional policies and also makes academic policies available on the college Web site. The college's Curriculum Committee, comprised of elected faculty representatives and administration (there is a non-voting student representative as well), oversees curriculum as defined in Administrative Policy 5-060.

In the Self-Study (2.B.4), the college identified an area of concern: "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." This refers to the adoption of the *TracDat*

system, and the college is to be recognized for this effort. However, based on a review of the *TracDat* system and faculty interviews, it is clear the system is not yet fully implemented across all disciplines, but it is also clear that implementation is ongoing, and as the various parts of campus, both workforce and transfer, develop appropriate instructional and program outcome measures, a central outcome measures system will eventually be in place. This work necessitates ongoing, focused discussion on outcomes, and if the college as a whole continues to aggressively develop this system, the benefits may be stellar.

This quarter, 58% of CBC faculty members are adjunct. Though there is institutional policy pertaining to inclusion of adjunct faculty, after interviewing faculty representatives, in practice there appears to be uneven inclusion of adjunct faculty across departments.

Finally, the college reports in the Self-Study (2.B.4) that minimum qualifications for faculty include “proof of the ability to relate to students of varied ethnicity, ages, backgrounds and to cooperate with colleagues and students,” but the committee could not locate a description of what the proof entails. The committee suggests that if this is a measure of qualified faculty, perhaps a clear and published definition should be provided.

The faculty’s responsibilities and workloads are clearly delineated in several places (the CBA, in Policies and Procedures related to instruction, and in HR documents). Regular evaluation processes are also defined in these documents. Published policy meets requirements in 2.B.6.

## **2.C Education Resources**

Programs offered are delineated in the college catalog and on program area Web pages. A review of syllabi across disciplines supports that there is a common “base” of required information for syllabi, including citations of policies on academic dishonesty, disabilities, privacy, SLO, and attendance. Additionally, syllabi reflect discipline and instructor uniqueness.

The college publishes degree outcomes and a general set of statements that give global expectations for CBC students as evidenced in the catalog. For instance, Student Learning Objectives (SLO) are published in the catalog, in literature for current and prospective students, and all course syllabi reviewed. The college promotes academic expectations for new students through mandatory programs in orientation (Student Orientation to Advising and Registration: SOAR) and transition (First Year Introduction: FYI); both programs are published and on dedicated college Web sites.

Faculty has direct input into the “design, approval, and implementation of the curriculum, and has an active role in the selection of new faculty. Teaching faculty takes collective responsibility for fostering and assessing student achievement of identified learning outcomes.” This is verified through interviews with faculty--both members and non-members of the Curriculum Committee--as well as published information on the Curriculum Committee (under Instruction Policies and Procedures).

Information about degrees and certificates meet requirements from state agencies, specifically, criteria and guidelines promoted by the Washington State Higher Education Coordinating Board

(HEC Board), SBCTC, and the ICRC. Unit completion and other requirements are listed in the college catalog at degree/certificate, program, and course levels.

Library resources are adequate and in some ways more than adequate for instructional needs. Faculty makes use of growing online and extant physical resources in instruction, and library staff and faculty communicate effectively to make sure the institution's instructional needs are met. Health Sciences faculty at the Richland campus indicated that the health-related library holdings (electronic and physical) are outstanding and serve as a resource for medical professionals from local and regional health sites.

One of the Student Learning Outcomes established by CBC is Outcome 4: Apply Information Tools and Resources. This implies that students will be able to evaluate their information needs, select from an array of potential resources (print or electronic), search for and retrieve the information that fulfills the need. The expectation that graduates will acquire these skills sets the stage for collaboration between librarians and teaching faculty. A Library Assignment module is part of the First Year Introduction program required for all new degree and certificate seeking students. That module and an additional Library Research module are accessible to registered students in WebCT to be used independently or linked to other courses.

Faculty can request course-related library instruction sessions by contacting librarians directly or by submitting a request online. Librarians interview faculty about their assignments or instructional objectives. The Epicenter classroom in the Pasco campus library allows librarians to address course-related library instruction in a setting that incorporates hands-on practice for students. Hands-on practice with individual assistance or feedback on search strategies is especially helpful when students are unfamiliar with the variety and scope of electronic resources. Librarians also deliver instruction in classrooms outside the library. This is occasionally necessary when class size exceeds the seating capacity of the Epicenter (26 workstations). Specific courses mentioned during the visit as typically requesting instruction include: English 101, 102, Speech, Biology, Nursing, Human Services, Sociology, History, and Computer Science. Librarians document the sessions they teach, and requests for instruction appear to be increasing.

The library at the Health Science Center in Richland supports faculty and students in nursing and allied health occupations. Reference and training sessions for medical materials and online databases are provided by professional staff at that location.

The college meets the requirements for credit for prior learning, identified at CBC as Prior Experiential Learning (PEL). Information and procedures are listed in the catalog. Working with the appropriate discipline faculty, the Registrar oversees this process and maintains pertinent records and documentation.

The college has state-wide articulation agreements with sister institutions for transfer degrees. These articulation agreements are informed by the Inter-College Relations Commission (ICRC) guidelines for direct transfer degrees.

## **Undergraduate Programs**

CBC meets various degree requirements and guidelines set forth by the NWCCU, as well as the Washington State Board for Community and Technical College (SBCTC) standards. The degrees offered are the Associate of Arts and Sciences, the Associate of Science – Transfer, the Associate of Applied Science, the Associate of Applied Science –Transfer, and the Bachelor of Applied Science. General education components are appropriate and related to the college mission, educational philosophy, and pertinent learning outcomes; specific degree requirements are published in the college catalog.

General education core classes and appropriate related instruction for degrees offered at CBC are clear and widely published. However, application of *TracDat* and outcomes processes vary between departments/disciplines. There is evidence based on interviews with faculty that there are positive aspects to this necessary flexibility (i.e., collegial conversations on program direction and focus), but the *TracDat* system is new, and it is not yet at full implementation. It yet falls short of clear identification of program outcomes across instruction, and it lacks an explanation of how data will be used to inform instructional review and revision as needed. Even though an evaluation of the complete system or its effectiveness at this time is not possible, CBC is to be praised for its commitment to implementing this comprehensive outcomes assessment system.

## **Continuing Education and Non-Credit Programs**

CBC continuing education and non-credit classes are related to the college's mission of educational service to the communities it serves, "upgrading skills for current or future jobs, and providing opportunities for cultural enrichment as well as physical and emotional well-being." Courses in these areas are designed by departmental faculty, and in the case of workforce classes, advisory and appropriate State Board approvals are secured. Continuing education classes are approved by the college curriculum committee.

Continuing Education Units (CEU) and non-credit instruction meet the standard requirements. As with other classes and as appropriate, the Office of the Registrar monitors registration and completion of credits. The college maintains printable records of all non-credit continuing education classes and students enrolled in those classes.

## **2.D Student Support Resources**

Columbia Basin College places students at the center of mission. Student Services plays a key role in the success of new and returning students. They provide a learning environment that supports the social, emotional, academic, and physical well-being of CBC students.

Strong leadership is evidenced throughout the Student Services organization. Staff and administrators are committed to student success, and they are held in high regard by other groups throughout the college. The same caring environment that they have designed for students is also demonstrated in their respect and support of one another.

## **Learning Environments**

Columbia Basin College provides access (Institutional Core Theme) through a variety of student learning opportunities. Instructional programs co-exist with learning opportunities that occur outside the classroom, including tutoring, intercollegiate athletics, a large fitness center, e-Learning, collaborative spaces for group study and socialization, cultural diversity events, and a number of student activities and services. As part of the college planning process, an outdoor athletic facility will also be completed in the near future.

The college library was recently renovated to create multiple learning environments that include quiet study areas, group study rooms, and a larger space for group projects. Opportunities exist to attend short workshops or participate in year-long activities. During the evaluation committee visit, several events were being sponsored on campus, as well as electronic messages that appeared on monitors advertising activities, such as a brown bag lunch discussion on real life. Students expressed confidence in the knowledge and qualifications of Student Services personnel.

## **Student Safety and Security**

Consistent with the Core Themes adopted by CBC, the college provides on-campus safety and security assistance at the main Pasco campus, the Health Science Building in Richland, and the Chase Center in Pasco. As required by the Clery Act, the college publishes crime statistics and security policies to faculty, staff, and students through the college Web site and the Campus Security Annual Report, which is widely distributed.

During the evaluation visit, electronic messages described fire safety behavioral recommendations, as well as a series of brown bag lunches, centering on issues of wellness and mental health. Messages repeated throughout the day and evening. The college has also posted hand-washing recommendations to control the spread of infectious disease. These postings are in every college restroom. Staff and faculty were aware of the Emergency Management Plan, and most faculty and staff have been trained on campus violence and threats. “Well-being” is a priority at this institution.

## **Recruitment, Admission, and Matriculation**

The Office of Diversity and Outreach recruits potential students throughout the Mid-Columbia Basin. A group of fifteen student ambassadors, the director, assistant director, and outreach specialist regularly visit middle and high schools. During the evaluation visit, the college sponsored a college fair, which brought in hundreds of excited middle school students, who were offered information about CBC and many other colleges and universities.

The college has an open-door policy, and it admits students who meet minimum age and education requirements. Outreach personnel strongly encourage excellent academic preparation, especially in mathematics. High school juniors are offered the ASSET test to improve college-readiness.



All certificate and degree seeking students must take the COMPASS placement test in math, writing, and reading. The Vice President of Student Services is a proponent of intrusive student success strategies, which have improved student and retention rates. Students are required to complete a three hour Student Orientation to Advising and a twelve hour transition workshop titled First Year Introduction (FYI).

Once a student has completed a degree or certificate with a 65% completion rate, students are invited to meet with a counselor to plan the completion of their program and the potential transfer to another institution. Other triggers for counselor intervention include excessive withdrawals or faculty referrals.

### **Program Elimination**

Information is quickly disseminated to students when program changes or eliminations are necessary. Teach-Out Agreements are completed to ensure that students can complete degree programs or certificates with the least amount of disruption. Students are assigned instructional faculty advisors or counselors to assist with academic planning, possible course substitutions, and a timeline for completion.

### **Current and Accurate Information**

All academic policies, tuition and fees, calendars, and program requirements are published in the CBC catalog, as well as several student publications, and the college Web site. The list of policies and practices, including student learning outcomes, program outcomes, and the academic calendar, is easy for students to access, and students who were interviewed during the evaluation visit had an easy time directing evaluators to the list.

Periodic review has kept the student policies current and accurate, although several staff shared with members of the evaluation committee that policies are often updated as a result of testing the policies and recognizing the need to modify for clarity and accuracy of practice.

CBC offers selective admissions programs, including nursing, dental hygiene, nursing assistant, phlebotomy, medical assistant, surgical technology, emergency medical technician, paramedic, and automotive technology. Selective entry requirements are listed on the Web page for each program and in the application materials offered to all students. Specific licensure criteria, prerequisites, and requirements for the profession are linked to each program.

### **Records Retention**

In 2007, the Records Retention (RR) Committee, lead by the Dean/Registrar, developed a Records Retention Policy, as well as an RR database. Record Retention coordinators received training in archive processing and management. The system, which also provides secure back-up, may be used as a model for best practices. FERPA training is offered on an annual basis, and student rights to privacy are published in the CBC catalog, the Code of Students Rights and Responsibilities, and posted on the Web site.

## **Financial Assistance**

Helping students afford a college education is supported by the first Core Theme of the institution: **Access**. Students are offered financial assistance, to the extent that funding is available, and requirements are met by students. In addition to the federal financial assistance offered by the Student Financial Services Office, the CBC Foundation solicits scholarship donations, and the college offers a student tuition easy payment plan. All student loan applicants are required to complete a debt-salary exercise before a loan will be certified. The most recent loan default rate (2007) was 13%. The recent budget crisis has not only increased the number of applicants, but it has also increased the number of students who qualify for financial assistance. It has also increased the number of students who are experiencing problems with loan repayment, although CBC staff make consistent efforts to work with delinquent payees.

## **Academic Advisement**

Counselors are given the official assignment of academic advising, and many other well-qualified and competent Student Services personnel and instructional faculty are involved in the student advising process. All certificate and degree-seeking students must complete assessment testing and meet with an advisor. College programs are discussed in the SOAR and FYI Orientation Programs. One of the FYI assignments for all new students is the completion of a two-year college plan.

During the evaluation visit, faculty and students praised the energetic, helpful, and knowledgeable Student Services personnel. Advising information is available in every office, and it is also in print form in many hard copy publications, as well as the college Web site. During the evaluation committee on-campus visit, many workshops with academic themes were advertised on campus. Workshops included skill building in note taking, time management, test anxiety, and study skills.

CBC Student Services personnel practice intrusive intervention strategies to help a student succeed in his academic pursuit. With a highly-qualified, energetic team of Student Services personnel, CBC students benefit from a comprehensive service that places “students first.”

## **Co-Curricular Activities**

The CBC mission statement supports cultural enrichment and physical and emotional well-being through the diversity of art, music, drama, athletics, and student activities that enrich the community. While ASCBC is self-governing, the group is also advised by the Director and Assistant Director of Student Success and Engagement, and the group reports to the Board of Trustees. Clear policies and procedures direct the group that provides an extensive calendar of activities and learning opportunities for students, staff, and faculty. During the on-campus visit, the college sponsored a college fair, which was attended by hundreds of middle school students and assisted by CBC student leaders.

## **Auxiliary Services**

The College Bookstore and Food Service are operated by Administrative Services. The college has a contract with a local restaurant, Country Gentlemen, to provide an on-campus small dining service. The food service operation is both convenient and less expensive than other local restaurants, although it is closed most evenings.

The Bookstore is a college-owned and operated enterprise. Profits from the Bookstore support construction projects and contribute to the learning environment and intellectual growth at the college. While students are not pleased with the average cost of a college textbook, students who were interviewed by members of the evaluation committee expressed satisfaction with the Bookstore and with the hours of operation.

Profits from both of the above operations support building additions and expansions, parking improvements, security lighting upgrades, and the sports complex.

## **Intercollegiate Athletics**

CBC sponsors five intercollegiate athletic teams for women and four intercollegiate athletic teams for men. Athletes are held to at least a 2.0 grade point average, and they must be enrolled in a minimum of 12 quarter credits per quarter. Athletic related financial aid is limited in the number of grants-in-aid allowed per sport, as mandated by the Northwest Athletic Association of Community Colleges. A full-time Educational Planner oversees academic advising for all athletes and works closely with the athletic coaches to encourage academic success and provide intrusive strategies for participants that may experience academic difficulty. Student Services personnel are commended for their commitment to student success and well-being, which is demonstrated in the transparent policies, innovative strategies to educate and support CBC students, and the programs and activities designed to support student engagement and connection with the college. Staff and administrators model the behavior of professional concern for student well-being, and they equally demonstrate concern for the well-being of co-workers.

## **2.E Library and Information Resources**

The libraries at CBC provide an array of collections, digital assets, access points and physical facilities that support the instructional programs and information needs of the college. The information landscape has changed dramatically in recent years with new tools and resources that greatly expand the resources available to students and faculty anywhere, anytime. Library staff members, individually and collectively, employ digital technology to provide seamless open access. The library Web page is designed to serve as an effective portal and starting point for library users. The physical facilities and collections at CBC in Pasco and the Columbia Basin Regional Medical Library in Richland appear to be user-friendly in terms of space and anticipated research/information needs. The book collection has sufficient depth and breadth to cover academic, as well as career/technical interests. Online subscription databases include broad general periodical collections and specialized products such as CINAHL (for Nursing and

Allied Health), Ovid Books and Journals (also for Nursing and Allied Health), and Naxos (Music). The library resources Web page has a complete list.

Access to electronic journals, books, and databases is available from any computer with Internet access. For those who don't have a computer or Web access from home or workplace, there are computers in both libraries. Although budget reductions affected the total number of open hours at the Pasco campus library, closing earlier in the evening does not appear to have generated concerns from students. The campus wireless network and other open labs are still available.

There is extensive involvement in planning for the continued development of library and information services that most effectively meet the needs of the college, its students, faculty and staff. The Library Committee plays a major role. The committee meets monthly during the academic year. Representation on the committee includes librarians, administrators, faculty, a classified staff person appointed by that group, and a student appointed by the ASB. The Library Committee is intended to enhance communication between the library staff and important user groups, discuss improvements to library services, review and approve library policies, and recommend resources for the library. The Law Library (Pasco) and the Medical Library (Richland) each have their own advisory groups that include library staff and professionals in legal and medical fields.

Planning is also affected by needs identified through annual user surveys. Recent examples include implementing a laptop checkout program, dedicating additional space for group study, and designating zones for quiet study.

Librarians serve on the Curriculum Committee. This is a good venue for gleaning information about changes in curriculum and programs. This committee work facilitates conversations with teaching faculty in areas for which the librarians have subject area collection development responsibilities.

The First Year Introduction (FYI) program required for all new degree and certificate-seeking students includes a Library Assignment. The module is available through WebCT. It includes a virtual library tour, specific information about library facilities, services, and information resources (print and digital), and a quiz to assess what students learn. The quiz has recently been revised. This Web-based instruction module may also be used independently.

In addition to the basic introduction included as part of FYI, librarians offer course related instruction sessions in the library (Pasco and Richland) at the request of faculty to cover specific disciplines or research assignments. Resource guides (paper handouts and online) are also available. There is a Library Research module available in WebCT (accessible to all registered students) and a blog "Topic of the Week" with examples of database searches.

Training for faculty members is available during in-service and the Faculty Showcase. The library is included in new faculty orientation, and faculty may also schedule a one-on-one session for additional information relevant to their own subject discipline or courses they teach.

During the campus visit, it was readily apparent that library staff members were available to help library users at the reference desk, circulation desk, and the technology help desk. Members of the evaluation team reported widespread appreciation of the library from meetings with faculty and students.

Analysis of usage statistics is essential for library planning and budgeting, as well as for assessing the quality and adequacy of materials and services. Librarians routinely analyze subscription database usage by the number of sessions, the number of searches, and the number of full-text retrievals. An observation of low use does not automatically lead to cancellation. Librarians use their statistical data to inform faculty and discuss factors that affect usage. Although digital formats expand the volume, range, and availability of resources, individual products come up for renewal throughout the fiscal year. Database vendors pricing models continue to evolve but price increases are probably part of the budget picture going forward. CBC does participate in consortia that negotiate better pricing for members. A prime example is the consortium through the Pacific Northwest Chapter of the Medical Library Association, which includes health care organizations and libraries in the region. Participating in this group allows CBC access to medical resources that benefit students, as well as faculty and the regional health care community.

Circulation reports for the print materials collection show which subject areas (by LC classification) are most frequently checked out, and these data can be compared year to year. The pattern of use generally reflects high usage related to coursework in lower division transfer areas.

The annual survey of students provides a useful tool for feedback about library services and collections. It might usefully be expanded to an electronic survey to obtain additional information about user needs.

#### Commendation:

- The library is commended for responsiveness to the campus communities. The library staff proactively seeks feedback from students, engages advisory groups in policy and collection development, and effectively uses digital technology to provide seamless open access.

## **Standard 2.F – Financial Resources**

### **Financial Stability**

With the changing financial situation for all community colleges, CBC has worked very hard to find creative ways to supplement state funding shortages with other financial resources. These other financial resources are pursued and developed to fund projects, activities, and services that further help serve and develop the college's mission and related core themes. These alternative sources of revenue include such items as grants, contracts, donations, special programs, and public and private partnerships, which CBC has been very creative and successful in both

pursuing and obtaining. Outside grants, combined with public and private partnerships, have resulted in helping support additional capital project costs and also enhance the related teaching and learning processes. These additional funding sources are considerable and have become a great revenue enhancer for CBC. The college is financially stable and demonstrates that with favorable audit reports for the last sixteen consecutive years without an audit finding. Following good business practices that require monthly reconciliations be done within a reasonable time period, the Business Office staff perform numerous reconciliations each month monitoring revenues, bank balances and expenditures. Local cash balances have grown over the last five years to ensure that sufficient cash reserves are available for debt payments and possible unforeseen expenditures or to offset the loss of state revenues.

The College Administration also provides quarterly updates to the Board of Trustees on cash balances, budget balances, all revenue sources including enrollment and FTE projections. Also, each summer the Board of Trustees receives a detailed extensive report on the overall financial picture of the college, which is explained and discussed with the College Administration.

### **Resource Planning and Development**

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 Vice President. The Vice Presidents collect all of the budget requests and then work with the other Vice Presidents and the President to develop the fiscal year budget. The Senior Vice President for Administration then supervises the budget development, recommends to the President the revenue levels to use for the year, and makes necessary changes until the budget is balanced.

Tuition revenue is an important element of the budget process. Enrollment levels are predicted, tracked, and reported by the Office of Institutional Research. An Enrollment Management Committee meets weekly during each quarterly registration period. The committee keeps a careful eye on enrollment levels, course availability, and reports when classes have reached the level that tuition covers the cost of offering the course.

Other similarly related revenue sources are the student fees attached to various lab courses and distance learning classes. Additional revenue is generated by the Running Start program and various grants the college receives, which provide the ability to offer extra services, equipment, and projects. 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 for all of the campus grants.

### **Policies, Guidelines, and Processes**

CBC uses accounting systems that are established and set up by the Washington State Community and Technical College system for all of its accounting processes and procedures. The Statewide Administrative and Accounting Manual also clearly defines policies, guidelines, and processes for financial planning and related budget development. Local business procedures and internal controls have been developed throughout the years and are regularly reviewed for

effectiveness. CBC's budget process provides for opportunity for staff input in the development process phase.

### **Timely and Accurate Financial Information**

CBC ensures timely and accurate financial information through its use of the state computerized accounting system. All Departments can access monthly reports electronically and can access 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 respective expenditures and can reconcile those with the campus accounting system for another level of internal control. Requisitions are signed by departmental supervisors and are reviewed by the Business Office for appropriate coding and assurance that funds are available.

### **Capital Budgets**

CBC follows an established statewide process for making capital budget requests that support the college's mission. Decisions are made whether to pursue a capital request at the local level as identified through the college's 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 local decision is made to pursue capital funding, the college continues through a well-defined process to prepare documents for state consideration. A capital budget is developed which considers 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 drain on college resources. Once the capital project is funded, there is a six year process that has budget review each year.

### **Auxiliary Enterprises**

CBC's two primary auxiliary enterprises consist of the college Bookstore and the Food Services operations. At CBC, auxiliary operating funds are not used to balance general fund operational budgets from either of these operating units. The Food Service operations are contracted out through a formal bid process, and the Bookstore is college owned and operated. Net revenue from the Bookstore operation, however, does provide funding for campus projects that serve students. Examples of these projects include assisting in several construction projects, such as the W-building, the Thornton building and other campus improvement projects like security lighting and some print room equipment.

The Washington state accounting system, however, does consider the Associated Students as 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 operational funds to balance the ASCBC account nor does the college use auxiliary funds to balance the general fund operational budget.

## **Audits**

As is practice in Washington, CBC undergoes a bi-annual state of Washington external financial audit conducted by the Washington State Auditor's office. The last bi-annual audit was conducted during the 2008-2009 academic year. A team of three auditors was assigned to the audit which began in October and ended during the middle of March with an exit interview. Results from the exit interview are then shared with the college campus during the exit interview with an official written management letter of recommendations following by mail. These results are then discussed with the President, the Vice Presidents and Board of Trustees at the next full Board meeting. The Senior Vice President for Administration then discusses the results with the Business Office staff and considers operational changes that might be indicated.

In addition to the bi-annual audit, the State Board of Community and Technical Colleges (SBCTC) also conducts an "annual operations review". 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 applicable federal laws, regulations and grant provisions. Annual protocols of the various audit areas are developed in advance, reports are reviewed prior to arrival, and the SBCTC staff spends about three total days on campus reviewing fiscal operations. As with the State Auditor's review, entrance and exit interviews are conducted and a written report follows. The Business Office staff then meets and reviews the report and takes any necessary action that may be required.

## **Fundraising**

The college's fundraising activities are 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 of Directors have signed a "Quid Pro Quo" agreement to guide the relationship in writing between the Foundation and the college. The Foundation is under the direction of an Executive Director and related staff.

### Recommendation/Concern:

- Although the college has demonstrated good financial planning and stability with sufficient cash flow over the last several years to support its various programs and services, it is recommended the college complete and adopt their draft "Reserves Policy." (Standard 2.F.1)

## **Standard 2.G – Physical and Technical Infrastructure**

### **Physical Infrastructure:**

CBC has been extremely visionary in the planning and acquisition of capital dollars necessary to accomplish growth, replacement and renovation projects. CBC invested in a new position to



focus solely on capital projects, which has lead responsibility to develop capital requests for the campus. During a recent funding request cycle, CBC was awarded one replacement building, one building remodel project, and one growth project.

Over the last ten years, CBC has experienced a significant growth in the physical infrastructure at both the Pasco and Richland campuses. 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. All of this equates to over 304,000 additional square feet of space for various campus activities.

In addition, other creative funding has been added to leverage the state capital funds. These other funds include students taxing themselves to pay for the Gjerde Center auditorium and student union remodel, the CBC Foundation capital fund drive, grants, certificates of participation and public and private partnerships to help fund new buildings through rental and lease payments. In an effort to support student study areas, 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 examples where space has been added for students to congregate, study, converse and work together.

Also, as part of the Thornton Center project, a 67,000 square feet Health Science Center was built at the CBC Richland Campus site. This building houses all of the health science education programs and contains additional shell space for future growth.

The construction of the brand new Career and Technical Education building began in the summer of 2009. This 79,500 square foot building will replace the 41,000 square foot V-building. 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.

The athletic programs have also experienced new facilities in the last ten years. These include baseball, softball, soccer fields, and a new concession area. The Fitness Center has also been expanded to support the athletic programs, the instructional program, and campus health and wellness for students, staff and community use.

CBC also works collaboratively with community partners by sharing space on campus. Examples include New Horizon's High School on the Pasco campus and Delta High School on the Richland campus.

All CBC campus facilities are compliant with Section 504 of the Americans with Disabilities Act (ADA) requirements and also the related State of Washington code requirements. The college also complies with regular audits conducted by the Office of Civil Rights to maintain access to individuals with disabilities and special needs. CBC has also been innovative in incorporating safety and emergency preparedness items into most of its campus facilities both inside and out.

## **Hazardous and Toxic Materials**

The campus maintains Hazardous Materials Procedures within their annually updated Safety Manual. This includes requirements for warning labels, compliance, a hazard communication program, Material Safety Data Sheets, and responsibilities for compliance among purchasing, plant operations and all campus-wide offices. The Math and Science division, the Career and Technical Education division, and the Health Science division maintain contracts with third-party vendors to dispose of their hazardous wastes in an appropriate and safe manner. Reduction of hazardous waste is also a significant portion of CBC's sustainability goals. 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**

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 overall campus facilities. In addition to the Master Campus Facilities Plan, CBC tracks facilities usage through the Washington State Community College Capital Analysis Model (CAM). CBC has also been environmentally conscious with its newly remodeled B-building, which is designed for Gold Leadership in Environmental and Energy Design (LEED) level certification. Examples include solar panels and energy saving heating and air-conditioning systems.

## **Equipment**

As with any college campus, having sufficient equipment is a challenge. Equipment budgets have been protected as much as possible through varying state budget levels. Special equipment funding uses a request process that is group reviewed for funding recommendations. The campus also uses creative ways to supplement the equipment budgets through donations, federal surplus opportunities, grants, special state funding, and public and private partnerships. This approach has provided for thoughtful review of equipment needs and the funding of those needs to limit, as much as possible, the impact on current instructional programs. With these combined efforts, the equipment needs on campus are addressed and managed to maintain the levels required to support the college mission in an acceptable and appropriate manner.

## **Technical Infrastructure**

The campus network supporting the technology infrastructure has a 25/Mb/s bandwidth, over 1,300 computers in staff offices and student labs, and 1.61 terabytes of storage space for the nightly backup of required information. To support the instructional teaching processes, 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. Classrooms either have a computer or allowances are made for laptop connections to support PowerPoint presentations, Web browsing and video streaming. 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 several computers for student use, and the campus also maintains two open computer labs for students. In 2006 a wireless network serving the entire Pasco campus was installed, which serves both staff and students. A similar wireless network was installed on the Richland campus in the summer of 2009.

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.

CBC purchased software which allows departments to update their own pages to keep information current and flowing. The year the site was launched it won a national Web page competition for design and usability. Beginning winter quarter of 2010, the CBC catalog and class schedule will be primarily Web based only. The Web pages continue to be updated and recently social networking options, such as Twitter, Facebook, and Delicious have been added for the campus community's use.

CBC is part of a statewide system that provides for shared applications, data collection, registration, financial aid, business department activities, and other related processes. This common platform provides the college with the ability to track the entire system and gives comparative information for local and state use as needed.

### **Training and Support**

The Information Services department staffs a Help Desk and sends staff to offices and labs as needed to trouble shoot hardware and software problems when they arise. They are a valuable resource to provide quick and prompt service to students, staff, and faculty alike.

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. Also, a staff consisting of a Webmaster and a technology assistant are available daily with afterhours monitoring of voicemail and email.

### **Planning**

CBC has several committees that provide formal opportunities for technology planning and stakeholder feedback which include Instructional Technology, Web Development, Technology Fee, and Title V committees. With the use of email, file sharing, online teaching, electronic library resources, the staff and students rely heavily on technology to do their jobs and complete their coursework every day. Technology has become a tool that is a natural extension for accomplishing each part of the college mission.

## **FINDINGS AND CONCLUSIONS**

Columbia Basin College has identified and embraced six core themes that reflect essential components of the college mission. The college is in the process of defining mission fulfillment and further refining the indicators of achievement for its objectives. The CBC self-study demonstrates and the evaluation visit confirms that the college has the resources and capacity to achieve its mission and core themes.

## **Commendations and Recommendations**

### **Commendations**

1. The Evaluation Committee commends Columbia Basin College for its enthusiasm and drive in being a pilot school for the Commission's revised standards and septennial model. The committee found at all levels—student, staff, faculty, and administration—a sense of pride and shared intent to use this opportunity to excel. The committee further commends CBC for the extreme effort put forth working through the compressed timeframe of the pilot process.
2. The Evaluation Committee commends the college for its effective leadership and system of shared governance that has created a positive working and learning environment and a decision-making structure that provides consideration for the views of faculty, staff, students and administrators. The committee commends the efforts of the leadership to establish and maintain on-going and open communication with all constituencies regarding college matters.
3. The Evaluation Committee commends the college for its strong commitment to community partners and for its demonstrated advocacy for the well-being of all members of its Columbia Basin College communities.
4. The Evaluation Committee commends the college for its creative and innovative ideas in planning and obtaining funding to renovate and build new campus facilities which are attractive and well maintained. Furthermore, the committee commends the college's entrepreneurial spirit and partnerships that leverage funds to create and maintain a very comfortable and functional environment for students, employees and the community.

### **Recommendations**

1. While noting the college has started discussions on defining expectations of itself regarding mission fulfillment, the committee recommends that the college develop a definition of mission fulfillment and, within that definition, an interpretation of an acceptable threshold or extent of mission fulfillment. (1.A.2)
2. Though Columbia Basin College has defined and embraced Core Themes, the committee recommends that the college establish a clear connection between the indicators and the achievement of the Core Themes. The committee also recommends the college further refine its indicators to provide direct evidence of achievements. (1.B.2)