Northwest Commission on
Colleges and Universities

Standard Two:
Resources and Capacity

A COMMUNITY OF LEARNING
Columbia Basin College
BUILDING FUTURES FOR CHANGING TIMES

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Introduction

Columbia Basin College's Standard Two Report concludes Section A, the first of the three parts of the new accreditation structure. In the Standard One Report, CBC articulated its institutional mission and the core themes contained within that mission, using the Commission's definition of core themes as a "manifestation of a fundamental aspect of institutional mission with an overarching common purpose that guides planning for programs and services, development of capacity, and application of resources to fulfill that aspect of the mission" (Northwest Commission on Colleges and Universities, 2009). In the spirit of this pilot study process, as well as the spirit of continuous improvement that the new accreditation process facilitates and encourages, CBC is currently revising the Standard One Report and is looking forward to the same level of rigorous review to help with improving this Report and its impact upon improving mission fulfillment.

This Standard Two Report examines the infrastructure of the institution—its resources, capacities, and functions—and prefigures the work that will be done in the Standard Five Report, in which CBC will examine its institutional viability and sustainability. The purpose now, however, is to provide, through the following Report, a description and evaluation of the College's ability to meet the institutional mission and the intended goals and outcomes expressed within the core themes by addressing each of Standard Two's criterion in draft 4.0.

Section I: Governance

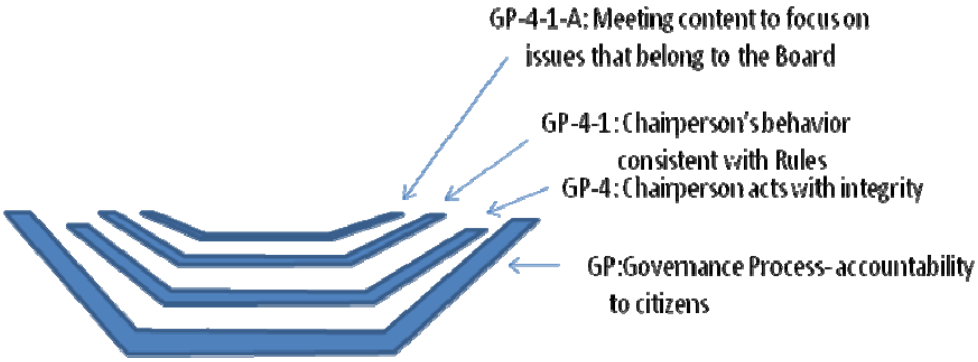
Columbia Basin College's governance process is built on the Policy Governance model developed by John Carver (Carver & Mayhew, 1994; Carver, 1997) and has been in place since 1996. Policy Governance differs considerably from more traditional governance models. The Columbia Basin College Board of Trustees (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 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 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 1. CBC End Statements

End Statement	**Summary**	**Sample of Associated Standards:**
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 <u>may not be done</u> 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. Table 2 also indicates the Accreditation Standards to which each limit is related.

Table 2. Executive Limitations Policies

Executive Limitations	**Example limitations**	**Sample of Related Standards**
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 3 summarizes each Board-Staff linkage policy at CBC and links each policy with relevant requirements from the Accreditation Standards.

Table 3. Board-Staff Linkage Policies

Board-Staff Linkage Policies	**Summary**	**Sample of Related Standards:**
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 4 lists each of the Governance policies, provides a brief summary, and indicates Accreditation Standards with which each policy is linked.

Table 4. Board Governance Policies

Governance Policies	Summary	Sample of Related Standards:
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.8 and 2.A.9)

The description of the Carver model has focused primarily on the roles of the Board of Trustees and the President. 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 all have a strong academic background (two Ph.D.'s, one J.D. one MBA, one Ph.D. candidate, and one M.N.) with 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.10)

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.11)

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.12)

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.13)

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 in included.

Admission and Placement Policies (2.A.14)

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.15)

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.16)

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.17)

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.18)

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.19)

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.19 and 2.A.23)

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.20)

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 <u>not</u>:

- 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.20)

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.21)

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.22)

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.24)

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.25 to 2.A.27)

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.28)

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. This new process will be started in

October 2009. 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. 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 starting Fall 2009. 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 begins 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 Fall Quarter 2009, faculty members will complete more frequent assessments of Course Level Outcomes and enter 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 5 with the minimum required credits according to the SBCTC policy manual.

Table 5: AA Degree General Education Requirements

General Education Requirement	CBC AA Credit Requirements	SBCTC Credit Requirements
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. Initial data will be available in Winter 2010.

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 6.

Table 6: AS-T Degree Requirements

Discipline	**CBC AS-T credit requirements for Biological Sciences, Chemistry, Environmental or Resources Sciences, and Geology or Earth Science. (Also SBCTC credit requirements)**	**CBC AS-T credit requirements for Engineering, Computer Science, Physics, and Atmospheric Sciences. (Also SBCTC credit requirements)**
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: 15 are general chemistry sequence 5 are 3rd quarter calculus or statistics 15 are general biology or a physics sequence 10-15 in additional science or math courses appropriate for the major	30 credits total of which: 15 are a physics sequence 5 are 3rd quarter calculus or statistics 5 are a computer programming course 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 7.

Table 7: AAS and Certificate General Education Credit Requirements

Discipline	**CBC AAS and Certificate Credit Requirements**
Psychology (Human Relations)	5 credits
Math	5 credits
English	5 credits
Communications	3-5 credits

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

Table 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 9 outlines the general education requirements for these degrees.

Table 9: AAS-T Degree Credit Requirements

General Education Requirement	**CBC AAS-T Credit Requirements**	**SBCTC Credit Requirements**
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 10.

Table 10: BAS Degree General Education Requirements

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

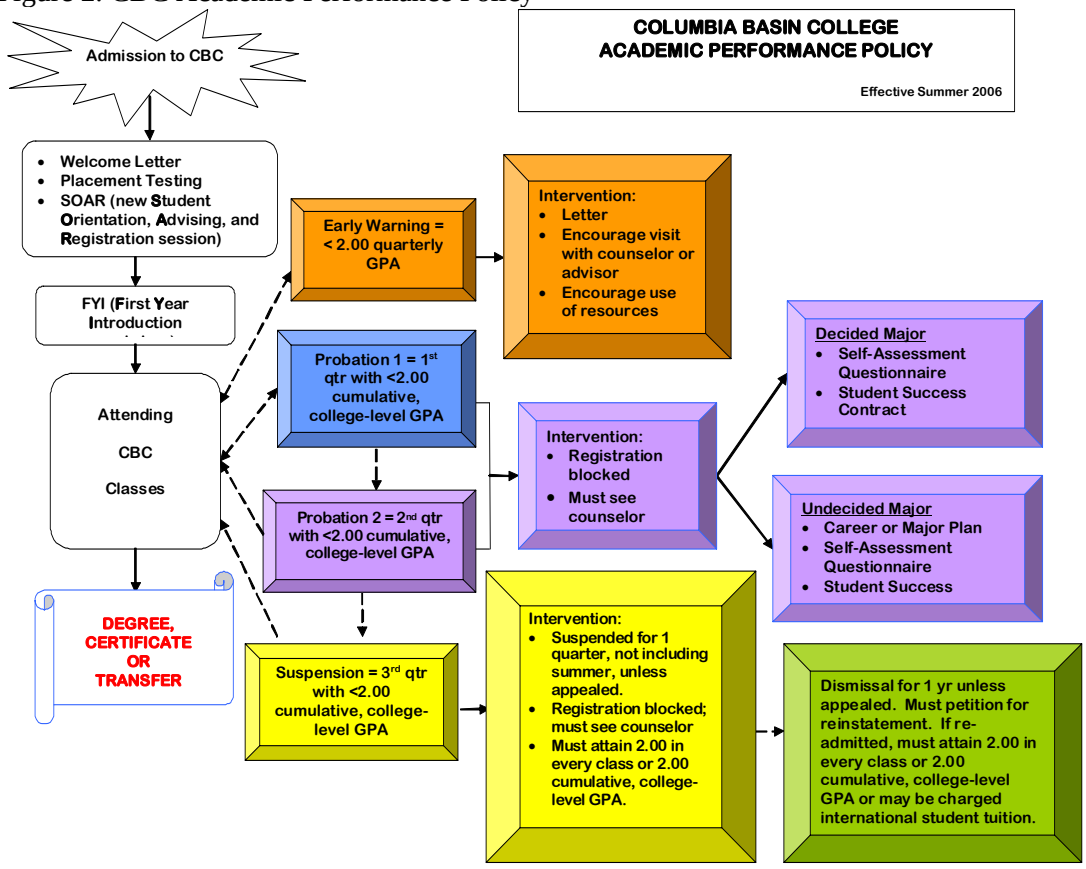
All certificate and degree-seeking students must take the COMPASS math, writing and reading assessments to ascertain placement in college-level courses. The Assessment Center encourages new students to utilize a pre-COMPASS study guide and, as a Title V pilot, the math faculty recently offered summer 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 demonstrates CBC's academic performance policy.

Figure 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. The pathways materials will be finalized during Fall 2009 for broad distribution.

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.

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 much 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.

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 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 11. Financial Highlights

	2005	**2006**	**2007**	**2008**	**2009**	**2010**
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 12 provides an example of the variety and funding provided by various grants throughout the institution.

Table 12. Federal Grants List 2008-2009

Federal Grant Grant Name	Timeline	Number of Years	Total Dollars	Current Year Dollars
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

Pass Through Grants Grant Name	Timeline	Number of Years	Total Dollars	Current Year Dollars
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

Other Grants Grant Name	Timeline	Number of Years	Total Dollars	Current Year Dollars
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 though the different supervisorial 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 polices, 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 13 identifies the investment and increase in square footage added to the campus since 2000.

Table 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 and 2.G.6)

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.7)

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.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.

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. As such, the College is anxiously anticipating the October 2009 site visit to help improve the work done in Standards One and Two as a launching pad for the important work of Standards Three, Four, and Five.

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Appendix A: Full URLs Used in Report

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
Code of Ethics Policy http://www.columbiabasin.edu/docs/hr_code-of-ethics.pdf
Whistleblower Policy http://www.columbiabasin.edu/docs/hr_whistleblower-policy.pdf
Nepotism Policy http://www.columbiabasin.edu/docs/nepotism_3-170.pdf
Classified Staff Personnel Selection Policy 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
Kiosk https://www.columbiabasin.edu/kiosk/

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
CBA	Collective Bargaining Agreement
CSRE	Community Service Recreational Education
EL	Executive Limitations
FERPA	Family Educational Rights and Privacy Act
FYI	First Year Introduction
HOBET	Health Occupations Basic Entrance Test
ICRC	Intercollege Relations Commission
IRB	Institution Review Board
IS	Information Services
LEED	Leadership in Environmental and Energy Design
NWAACC	Northwest Athletic Association of Community Colleges
NWCCU	Northwest Commission on Colleges and Universities
PEL	Prior Experiential Learning
RCW	Revised Code of Washington
ROI	Release of Information
S&A	Service & Activities
SAAM	State Administrative and Accounting Manual
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
WAC	Washington Administrative Code
WPEA	Washington Public Employees Association
WSUTC	Washington State University Tri-Cities