Coastal Bend COLLEGE

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SACSCOC
Southern Association of Colleges and Schools Commission on Colleges
COMPLIANCE
Certification Report

Dr. Justin Hoggard
President

Alice
Beeville
Kingsville
Pleasanton

Reaffirmation
2024

COMPLIANCE CERTIFICATION
(Updated December 2022)

Name of Institution   Coastal Bend College

Date of Submission   2/27/2023

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Part 1. SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

1. That *Coastal Bend College* has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the Standards contained in the *Principles of Accreditation*.

2. That *Coastal Bend College* has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for Commission Reviews," and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.

3. That *Coastal Bend College* has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation as well as the date of Commission approval.

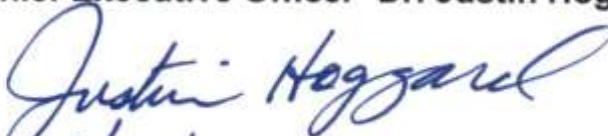### Accreditation Liaison

Name of Accreditation Liaison- Dr. Patricia A. Rehak

Signature *Patricia A. Rehak*

Date 2/27/23

Chief Executive Officer

Name of Chief Executive Officer- Dr. Justin Hoggard

Signature *Justin Hoggard*

Date 2/27/23

Part 2. LIST OF SUBSTANTIVE CHANGES APPROVED *SINCE THE LAST REAFFIRMATION*

Approval Date	Description of Substantive Change
8/21/2018	New Program-Associate of Applied Science Degree Program in Business Management and Level 1 Certificate
1/8/2020	OCIS 25-49% of Program at Devine High School, Devine TX; Freer High School, Freer TX; Hebbronville High School, Hebbronville, TX; Pearsall High School, Pearsall, TX; Poth High School, Poth TX; Raymondville Early College High School, Raymondville TX; Woodsboro Junior/Senior High School, Woodsboro TX
9/1/2020	OCIS 25-49% of Program at Academy High School, Kingsville, TX; Agua Dulce Secondary, Agua Dulce, TX; Banquete High School, Banquete, TX; Benavides Secondary School, Benavides TX; Bishop High School, Bishop TX; Falls City High School, Falls City, TX; Floresville HS, Floresville TX; Kaufer Early College High School, Riviera, TX; Kenedy High School, Kenedy TX; Lasara High School, Lasara, TX; Premont Collegiate High School, Premont TX
9/11/2020	OCIS 50% or More of Program-Hebbronville High School, Hebbronville TX
9/11/2020	OCIS 50% or More of Program-Raymondville Early College High School, Raymondville TX
9/11/2020	OCIS 50% or More of Program-Devine High School, Devine TX and Pearsall High School, Pearsall TX
1/27/2021	OCIS 25-49% of Program San Marcos High School, San Marcos, TX
5/7/2021	OCIS Closure Stevenson Prison Unit, Cuero, TX
7/2/2021	OCIS 50% or More of Program-San Marcos High School, San Marcos TX
4/1/2022	Program Closure AAS in Accounting, the Level 1 Certificate in Fundamentals of Accounting and the Level 2 Certificate in Accounting.
6/16/2022	OCIS 50% or More of Program-Freer High School, Freer TX
6/16/2022	OCIS 50% or More of Program-Karnes City Early College High School, Karnes TX
6/16/2022	OCIS 50% or More of Program-Premont Collegiate High School, Premont TX
6/16/2022	OCIS 50% or More of Program-San Diego Early College High School, San Diego TX
6/16/2022	OCIS 50% or More of Program-Academy High School, Kingsville TX; Bishop High School, Bishop TX; Kenedy High School, Kenedy TX
6/16/2022	OCIS 50% or More of Program-Agua Dulce High School, Agua Dulce TX; Ben Bolt High School, Ben Bolt TX; Benavides High School, Benavides, TX
6/16/2022	OCIS 50% or More of Program-Floresville High School, Floresville TX; H.M. King High School, Kingsville TX; Banquette High School,

6/16/2022	Banquette TX; Kaufer High School, Rivera TX; Lasara High School, Lasara TX OCIS 50% or More of Program-Mathis High School, Mathis TX; Falls City High School, Falls City TX; Poth High School, Poth TX; Refugio High School, Refugio TX
11/11/2022	New Program Approval-Associate of Applied Science in Industrial Mechanics, Certificate in Industrial Mechanics

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Part 3. INSTITUTIONAL ASSESSMENT OF COMPLIANCE

Section 1: The Principle of Integrity

1. **The institution operates with integrity in all matters.**
   (Integrity) **[CR; Off-Site/On-Site Review]**
   [Note: This principle is not addressed by the institution in its Compliance Certification.]

   Narrative:

Section 2: Mission

2.1 **The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.**
   (Institutional mission) **[CR]**

   _X_ Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College's (CBC) mission is provided in institutional Policy AD (Local) [1] "Coastal Bend College is a student-centered community college committed to delivering superb educational and life-enriching opportunities to its students and the communities it serves." CBC's vision is to be "a leader in providing quality education for lifelong learning by dedicating its resources to promoting a learning-centered environment that empowers its students to reach their highest potential and become responsible members of the global community."

The college mission statement defines the institution as being a community college comprehensive in scope, providing opportunities for students to earn academic degrees and/or credit hours towards transfer to a university, degrees and certificates in workforce occupations, and continuing education credits appropriate for an institution of higher education. As an open admissions community college, CBC provides an excellent opportunity for students to begin their educational journeys.

The U.S. Department of Education (USDOE) annually designates the institution as a Hispanic-serving institution (HSI)[2]. CBC serves a diverse population within a rural, nine-county service area [3], predominately Hispanic, economically disadvantaged student population. CBC provides public service through various strategies. In 2021, during the COVID-19 pandemic, the college provided an area to do vaccinations (Around the Bend, V1 E1) [4]. Additionally, many of the CBC nursing students assisted in communities within the college district.

CBC clearly defines its mission for serving the students of South Texas. In 2019, members of the Strategic Planning Steering Committee [5] reviewed and reaffirmed the college mission statement. This was conducted as a by-product of constructing Strategic Plan 2025 [6]. This mission was again reviewed in February 2022 [7] by the Board of Trustees, in which discussions led to a college-wide Mission Review Survey [8] soliciting feedback from all stakeholders being

created. These results were shared with the Board of Trustees who reaffirmed the mission statement in November 2022 [9].

The CBC mission is consistently and accurately published within the CBC College Catalog [10], the institution's website [11], and across various publications such as Strategic Plan 2025.

Evidence
[1] CBC Board Policy AD (Local)
[2] U.S. Department of Education Designation Letter
[3] CBC Service Area Map
[4] CBC Around the Bend, V1, E1
[5] CBC Strategic Planning Steering Committee Minutes
[6] CBC Strategic Plan 2025
[7] CBC Board of Trustee Board Meeting Minutes February 2022
[8] CBC Mission Review Survey
[9] CBC Board of Trustee Board Meeting Minutes November 2022
[10] CBC College Catalog
[11] CBC Website

Section 3: Basic Eligibility Standard

[Note: A member institution is not required to provide a comprehensive narrative and supporting documentation for the standards in Section 3 unless something has changed since its last comprehensive review. Institutions should, however, affirm in writing that no changes have occurred that would warrant providing a response to these standards.]

3.1	**An institution seeking to gain or maintain accredited status**
	3.1.a **has degree-granting authority from the appropriate government agency or agencies.** *(Degree-granting authority)* **[CR]**

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) continues to have degree-granting authority from the State of Texas and the Texas Higher Education Coordinating Board (THECB). Nothing has changed since the last comprehensive review except in the authorization of out-of-state distance learning students. CBC enrolls a minimal number of out-of-state students exclusively in distance education courses and has been approved by the State of Texas to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA) [1]. Information regarding this agreement is posted on the CBC Distance Learning Website [2].

NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. CBC is a member in the National Council for State Authorization Reciprocity Agreements (NC-SARA). All of the United States, except for California, are members of NC-SARA. Authorization by NC-SARA allows member institutions to offer distance education to students residing in other member NC-SARA states.

CBC submits annual enrollment reports [3] of out-of-state students documenting compliance with the agreement. CBC has not had a student from California. If a student from California were to request to enroll in distance education, CBC would seek separate authorization from the state, or the student would be withdrawn.

Evidence
[1] NC-SARA Application and Approval Form
[2] CBC Distance Learning Website
[3] CBC NC-SARA Enrollment Reports

3.1.b **offers all course work required for at least one degree program at each level at which it awards degrees.** (For exceptions, see SACSCOC policy *Core Requirement 3.1.b: Documenting an Alternative Approach*.)
(Course Work for Degrees) **[CR]**

 X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) continues to offer all course work required for Associate of Arts (A.A.) [1], Associate of Science (A.S.) [2], and Associate of Applied Science (A.A.S.) [3] degree programs. Nothing has changed since the last comprehensive review. A list of degree programs and certificates and requirements are published in the Coastal Bend College Catalog and Student Handbook.

Transcripts for the A.A .[4], A.S. [5] and the A.A.S. [6] provide evidence that CBC offers all course work required for at least one-degree program at each level at which it awards degrees. Coastal Bend College does not offer Bachelor, Master, or Doctoral degrees.

Evidence
[1] CBC Catalog A.A. Degree
[2] CBC Catalog A.S. Degree
[3] CBC Catalog A.A.S. Degrees
[4] Transcript for A.A. Degree Awarded
[5] Transcript for A.S. Degree Awarded
[6] Transcript for A.A.S. Degree Awarded

3.1.c **is in operation and has students enrolled in degree programs.**
(Continuous operation) **[CR]**

 X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) has been in continuous operation since 1967 when (then) Bee County College (BCC) admitted the first students. The institution's name changed to Coastal Bend College in 1998. Accreditation was granted on January 1, 1969, and nothing has changed since the last comprehensive review in 2014.

Evidence
N/A

Section 4: Governing Board

> 4.1 **The institution has a governing board of at least five members that:**
>   (a)   **is the legal body with specific authority over the institution.**
>   (b)   **exercises fiduciary oversight of the institution.**
>   (c)   **ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.**
>   (d)   **is not controlled by a minority of board members or by organizations or institutions separate from it.**
>   (e)   **is not presided over by the chief executive officer of the institution.**
>   *(Governing board characteristics)* **[CR]**
>
>   **X** Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: The Coastal Bend College Board of Trustees governs Coastal Bend College (CBC). This board consists of seven members, each of whom attends meetings regularly as witnessed by the board meeting minutes [1] from 2020-2022. Each of the seven members serves a term of six years (Policy Manual, "Board Members Elections," CBC Policy BBB (Legal) [2]. The elected Board of Trustees "shall constitute a body corporate and shall have the exclusive power to manage and govern the college district" CBC Policy BA (Legal) [3]. The officers of the Board of Trustees are the Chair, Vice Chair, and Secretary. All board members are elected by the voters of Bee County, as it is the only taxing district. When a trustee vacates his/her position on the Board of Trustees, and their term has not expired, the Board appoints a replacement [4] to serve the unexpired term. The person that is appointed then must seek reelection if he or she so chooses (Policy Manual, "Board Members Vacancies and Removal from Office," CBC Policy BBC (Legal) [5]). Canvass returns for the November 2020 Coastal Bend College Trustee Election can be found in the Minutes [6] of November 2020. The current members of the Board of Trustees are listed with photographs on the CBC website along with the names, positions, and current addresses of all members of the CBC Board of Trustees.

(a) is the legal body with specific authority over the institution

In accordance with th*e* Texas Education Code sec 51.352 (e) [7]*,* the Board of Trustees is the legal body with authority to govern the college district (Policy Manual, "Board Legal Status," CBC Policy BA (Legal) [8]). The Board has specific authority over CBC. The specific authority is witnessed by the minutes of regular meetings where the Board must consider, discuss, and approve, among other issues, the budget for each new academic year, employment contracts for full-time and part-time employees, overload contracts, resignations and retirements, setting and adopting the tax rate [9], changes to tuition and fees [10], the CBC President's Report [11] on activities for each academic year, and to conduct the evaluation [12] of the CBC President.

Board Activity and Policy-Making

The Board of Trustees is active in holding meetings [13] every third Tuesday of each month at 5:30 pm in the Sandy Dirks Board Room at CBC, Robert J. Beasley Administration Building. Each meeting lasts as long as necessary to address each item on the agenda. Members also meet for special meetings and public hearings whenever the Chairperson of the Board or two board members request such a meeting (CBC Policy BD (Local) [14]). For example, a special

meeting was called on Wednesday, June 30, 2021 [15] for board training [16] with Dr. Phil Gore, a trainer from Texas Association of School Boards. The agenda of all board meetings are distributed via college email and published on the CBC website in the CBC BoardBook [17].

The Board of Trustees is active in making policies to govern the Board and the college (CBC Policy BAA (Legal) [18]). These policies "compile federal law, state law, and court decisions." According to the policy on "Policy and Bylaw Development," "The Board shall adopt such rules, regulations, and bylaws as it deems advisable" (CBC Policy BE (Legal) [19]).

Policies are continually reviewed and revised in accordance with each new policy manual update submitted by Texas Association of School Boards (TASB) Policy. For example, at the regular board meeting on August 24, 2021 [20], the Board reviewed TASB update 40. There was only one change to be made to CBC Policy BBE (local) [21]. to delete references to "Board President" and replace the wording with "Board Chair".

(b) exercises fiduciary oversight of the institution

In its role of being ultimately responsible for financial oversight, the Board of Trustees sets and collects tuition, rentals, rates, charges, and fees considered necessary to efficiently support the institutional goals of providing a sound educational program. The Board also makes decisions on any purchases, investments, or contracts necessary to ensure that CBC is meeting its institutional goals. For example, at the February 15, 2022 [22] regular board meeting, two items were brought forth for consideration by the Board of Trustees; Item H: consideration and possible action to approve revised course fees for FY2023, and Item I: consideration and possible action to approve the recommended differential tuition increase per credit hour for Career and Technical (CTE) and Allied Health courses. Both items carried by vote of the Board.

For the CBC Board of Trustees, budget planning is "an integral part of overall program planning so that the budget effectively reflects the college district's programs and activities and provides the resources to implement them. In the planning process, general educational goals, specific program goals, and alternatives for achieving program goals shall be considered" ("Annual Operating Budget," CBC Policy CC (Local) [23]). Furthermore, the policy states that "Budget planning and evaluation are continuous processes and should be a part of each month's activities" ("Annual Operating Budget," CBC Policy CC (Local) [24]).

As part of this process, a budget workshop was held for the Board of Trustees On July 27, 2021 [25]. Then, at the August 24, 2021 [26] regular board meeting, item 7A in new business was consideration and possible action to approve proposed annual operating budget. This happened in a similar fashion in a workshop on July 26, 2022 [27] , and budget adoption on August 23, 2022 [28] . Every year before September 1, the Board meets to adopt and approve an "itemized budget covering the operation of the college district" for the next fiscal year ("Annual Operating Budget," CBC Policy CC (Legal) [29]). The proposed budget was unanimously approved, and the motion carried.

(c) ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution

CBC policy ensures that all of the trustees are free from contractual, employment, or personal or familial financial interest in the institution ("Ethics Conflicts of Interests Disclosure," CBC Policy BBFA (Legal) [30]). Each member adheres to the "Statement of Ethics" derived from the

National School Boards Association and found within BBF (LOCAL). If, by chance, the Board of Trustees must vote on an issue pertaining to any stock that a board member is a shareholder in, the member in question abstains from the vote. At the February 15th, 2022 [31] board meeting, trustee Elizalde abstained from voting on item 4A as she was not present or a board member at the time. Additionally, Trustee Lohse abstains from votes in which a local bank, Prosperity Bank, is brought forth within an item on the agenda. Disclosures of conflicts of interest can be found on the college website under Board of Trustees Required Postings [32].

When a new board member is voted into office, he or she takes an oath (CBC Policy BBB (Exhibit) [33]) witnessed by the rest of the Board of Trustees and members of the public in attendance. This Oath of Office was administered on November 17, 2020 [34] by Chair of the Board, Carroll Lohse following postponed elections due to COVID. Then back on the regular election cycle in May, 2022.

(d) is not controlled by a minority of board members or by organizations or institutions separate from it.

A minority of board members cannot control the Board of Trustees. According to the Board Operating Procedures [35], "The affirmative vote of a majority of all Board members shall be required to transact business. Each action of the Board supported by the majority is binding on the whole Board. Board members as individuals shall not exercise authority over the college district, its property, or its employees. Except for appropriate duties and functions of the Board Chair, an individual member may act on behalf of the Board only with the express authorization of the Board. Without such authorization, no individual member may commit the Board on any issue" ("Board Members Authority," CBC Policy BBE (Local) [36]). This policy was updated in February 2022 [37] in which Item 6L: Discuss and take possible action to amend board CBC Policy BBE (Exhibit) [38] was carried. This amendment now includes two pages added to the request form. Board members are to submit this form when they have a request. The college President now houses a Request for Information Log [39]in his office.

(e) is not presided over by the chief executive officer of the institution

The Chief Executive Officer (CEO) at CBC is the college President, as designated by the policies of CBC, which states that "The College President is the chief administrative officer" of the college (CBC Policy BFA Local) [40]. Each new president is selected by an "executive search committee" which is appointed by the Board of Trustees (BF Legal). In November 2019, Dr. Justin Hoggard was appointed president of Coastal Bend College (CBC).

The primary responsibility of the college President is to the institution, recommending to the Board of Trustees, "faculty and other personnel to be employed," providing a detailed report to the Board on the Fall/Spring enrollment each spring, and providing recommendations and updates to the Board that the faculty and personnel are fulfilling their duties in return for their contracted compensation ("College President Qualification and Duties," CBC Policy BFA (Legal) [41]). Additionally, the President provides a monthly report updating the board of trustees on college events. The President also provides guidance and makes recommendations through the board meeting (minutes [42]).

Thus, while the President of CBC is the "executive officer of the College," the president is not the presiding officer of the Board. Instead, the President works under the direction of the Board, serving as mediator between the community and the college and between the college and the Board, advising the Board but deferring to its rules and governances. See CBC Policy BFA (Local) [43] for a full list of how the President of CBC serves "as directed by the Board."

The Board of Trustees is presided over by its chair, a position currently held by Victor Gomez.

Evidence
[1] CBC Board Meeting Minutes 2019-2022
[2] CBC Policy BBB (Legal).
[3] CBC Policy BA (Legal)
[4] CBC Board Meeting Minutes - December 2021
[5] CBC BBC (Legal)
[6] CBC Board Meeting Minutes-November 2020
[7] Texas Education Code sec 51.352 (e)
[8] CBC Policy BA (Legal)
[9] CBC Board Meeting Minutes - August 2022
[10] CBC Board Meeting Minutes - November 2022
[11] CBC President's Report - December 2022
[12] CBC Board Meeting Minutes - November 2022
[13] CBC BoardBook
[14] Policy BD (Local)
[15] CBC Board Meeting Minutes - June 2021
[16] TASB Team of Eight Workshop
[17] CBC BoardBook
[18] CBC Policy BAA (Legal)
[19] CBC Policy BE (Legal)
[20] CBC Board Meeting Minutes-August 2021
[21] CBC Policy BBE (Local)
[22] CBC Board Meeting Minutes-February 2022
[23] CBC Policy CC (Local)
[24] Policy CC (Local)
[25] CBC Board Meeting Minutes-July 2021
[26] CBC Board Meeting Minutes-August 2021
[27] CBC Board Meeting Minutes-July 2022
[28] CBC Board Meeting Minutes-August 2022
[29] CBC Policy CC (Legal)
[30] Policy BBFA (Legal)
[31] CBC Board Meeting Minutes-February 2022
[32] CBC Board of Trustees Required Postings.
[33] CBC Policy BBB (Exhibit)
[34] CBC Board Meeting Minutes-November 2020
[35] CBC Board Operating Procedures
[36] CBC Policy BBE (Local)
[37] CBC Board Meeting Minutes-February 2022
[38] CBC Policy BBE (Exhibit)

Form edited December 2022

[39] CBC Request for Information Log	
[40] CBC Policy BFA Local	
[41] CBC Policy BFA (Legal)	
[42] CBC Board Meeting Minutes- August 2022	
[43] CBC Policy BFA (Local)	

4.2   **The governing board**
4.2.a   **ensures the regular review of the institution's mission.** *(Mission review)* **X Compliance** ___ **Non-Compliance** ___ **Partial Compliance** **Narrative:** In 2019, members of the Coastal Bend College (CBC) CBC Strategic Planning Steering Committee [1] reviewed and reaffirmed the CBC mission statement [2], "Coastal Bend College is a student-centered community college committed to delivering superb educational and life enriching opportunities to its students and the communities it serves." This was conducted as a by-product of constructing Strategic Plan 2025 [3]. This mission was again reviewed in February 2022 [4] by the Coastal Bend College Board of Trustees in which discussions led to a college-wide Mission Review Survey soliciting feedback from all stakeholders. These results were shared with the Board of Trustees who reaffirmed the mission statement in November 2022 [5].

Evidence
[1] CBC Strategic Planning Steering Committee Membership
[2] CBC Strategic Planning Steering Committee Minutes
[3] CBC Strategic Plan 2025
[4] CBC Board Meeting Minutes-February 2022
[5] CBC Board Meeting Minutes-November 2022

Form edited December 2022

4.2.b **ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy.**
(Board/administrative distinction)

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Narrative: There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. Coastal Bend College (CBC) has a defined role for policy making and carrying out policy decisions from the CBC Board of Trustees. The Board shall have the exclusive power to manage and govern the college district as authorized by CBC Policy BA (Legal) [1]. The Board is the keystone of the governance structure for the college and is expected to defend its right to manage its own affairs through chosen administrators and employees, enhance the public image, interpret the community to the campus and the campus to the community, to nurture the college district, and insist on clarity of focus and mission of the college district as addressed in CBC Policy BAA (Legal) [2].

The Board of Trustees is the policy-making body and shall adopt such rules, regulations, and bylaws as it deems advisable and consistent with law as set forth in CBC Policy BE (Legal) [3], and the college district shall be guided by board-adopted policies that are distributed and are assessable to staff members, parents, students, and community residents. Any policies and policy amendments may be initiated by the college president, board members, college personnel, students, or community citizens, but is usually recommended for the Board's consideration by the college president as indicated in CBC Policy BE (Local) [4].

The college president is the Chief Executive Officer (CEO) and works under the direction of the Board per the CBC Organizational Chart [5]. The college president directs the administration, faculty, and staff, and is the CEO, and as such, all personnel employed by the college are responsible to the Board through the college president. The college president recommends to the Board, the faculty, and other personnel to be employed, which is authorized by CBC Policy BFA (Legal) [6], has the authority to adjust the administrative organization and personnel assignments, offices, titles, and duties, and is the official voice for communication with the Board in accordance with CBC Policy BFA (Local) [7].

CBC Policy BFA (Legal) [8] authorizes the board "to appoint or employ such agents, employees, and officials as deemed necessary or advisable to carry out any power, duty, or function of said board; and to employ a president, dean, or other administrative officer, and upon the president's recommendation to employ faculty and other employees of the junior college." CBC Policy EE (Local) [9] provides the CEO the authority to establish the procedures for curriculum development; although, most curriculum changes will be initiated by faculty members. All administrators of the college have specific duties which are described in the job description for that position. The Board encourages faculty involvement in the planning of courses offered by the college and faculty initiative to search for new techniques for meeting student learning outcomes, as stated in CBC Policy EE (Local) [10].

Example: Board and Policy

Board Policy BBE (Local) Board Members Authority was updated in February 2022 [11] in which Item 6L, to discuss and take possible action to amend CBC Board Policy BBE (Exhibit) [12] was carried. This exhibit is a request form which now includes rationale for requesting

information to provide accountability of the Board and ensure all information requests are pertinent to their duties as members of the Board of Trustees.

Example: Faculty Initiation of Curriculum Change

CBC Policy EE (Local) [13] Curriculum Development policy explains the role faculty has in curriculum development, who comprises the committee, and the authority of the president or designee to establish procedures for curriculum development. "The Board encourages faculty involvement in the planning of course offerings and in the exploration of new techniques for meeting course objectives/outcomes." The CBC Faculty Handbook [14] and Faculty Job Description [15] detail faculty responsibility to carry out curriculum change.

The curriculum committee shall consist of the Chief Academic Officer (CAO) as chair and six other members of the voting faculty to include one coordinator from each of the academic divisions (Career and Technical Education, General and Transfer Education, Nursing and Allied Health) and six "at large" members, two from each academic unit. Ex-officio members will be added as recommended by the CAO. This process of curriculum development is detailed further in the CBC Curriculum Handbook [16] and CBC Curriculum Minutes [17]. This example provides clear distinction between roles and responsibilities of board members, administration, and faculty. Additionally, it provides an example of shared governance.

Evidence
[1] CBC Policy BA (Legal)
[2] CBC Policy BAA (Legal)
[3] CBC Policy BE (Legal)
[4] CBC Policy BE (Local)
[5] CBC Organizational Chart
[6] CBC Policy BFA (Legal)
[7] CBC Policy BFA (Local)
[8] CBC Policy BFA (LEGAL)
[9] CBC Policy EE (LOCAL)
[10] CBC Policy EE (LOCAL)
[11] CBC Board Meeting Minutes-February 2022
[12] CBC Board Policy BBE (Exhibit)
[13] CBC Policy EE (LOCAL)
[14] CBC Faculty Handbook
[15] CBC Faculty Job Description
[16] CBC Curriculum Handbook
[17] CBC Curriculum Committee Minutes

4.2.c **selects and regularly evaluates the institution's chief executive officer.**
(CEO evaluation/selection)

 X Compliance ___ **Non-Compliance** ___ **Partial Compliance**

Narrative: Coastal Bend College's current Chief Executive Officer (CEO) was selected by the Coastal Bend College (CBC) Board of Trustees on November 1, 2019, and started work in Fall 2019.

Responsibility of Selection of Chief Executive Officer

CBC Policy BAA-(Legal) Section # 15 [1] of the Board policy manual states the board shall: "Appoint and evaluate the college president and assist the college president in the achievement of performance goals" and the Texas Education Code 51.352(d)(e) [2], which stipulates that governing boards appoint the presidents and other chief executive officers of institutions under their control.

The selection and appointment process at the college includes national advertisement, inclusion of the college and service area community members though open forums to discuss the required and desired qualities of the college president as well as direct email access to search consultants, on-campus interviews, and open forums for all finalists. Selection and appointment of the new president, however, is solely the responsibility of the board and is based on the board's estimation of the candidates' abilities to fulfill the duties and responsibilities of the president, which is described in CBC Policy BFA (Local) [3].

The hiring of the current CBC president is a prime example of this process. The process began in July of 2019 [4] when the Board of Trustees approved the posting of the position of President and CEO. With the assistance of the institution's law firm, Karczewski, Bradshaw & Spalding, the position was posted [5] with qualifications for the position. This position is different from other hiring procedures at the institution, as it includes open forums and multiple activities embedded in the process to allow members of the college community and service area communities to participate in a wide-ranging discussion about the qualities and qualifications sought after for a new president.

The position was advertised locally, as well as in national publications such as *HigherEd Jobs*, *Inside Higher Education*, and *The Chronicle of Higher Education.* The board made the decision to select the current CBC president during a closed session of the October 2019 meeting [6].

Periodic Evaluation

Texas Education Code 51.352(d) [7] requires that the governing board evaluate the chief executive officer of the institution and assist the officer in the achievement of performance goals. Further, Policy BAA-(Legal) # 15 (pg. 2) [8] stipulates that the Board must periodically evaluate the president's performance. CBC Policy BFD (Local) [9] states: "The Board shall prepare a written evaluation of the College President at annual or more frequent intervals and may at any time conduct and communicate oral evaluations to augment its written evaluations. The written evaluation shall be based on the College President's job description [10] and other criteria identified by the Board."

The president's full range of duties and responsibilities are outlined in CBC Policy BFA(Local) [11]. Evaluation of the president is outlined in CBC Policy BFD (Local) [12] of the policy manual. To date, the current CBC President has been evaluated three times [13], and the Board signed the last evaluation [14] on October 2022.

Evidence
[1] CBC Policy BAA-(Legal)
[2]Texas Education Code 51.352(d)€
[3] CBC Policy BFA (Local)
[4] CBC Board of Trustee Meeting Minutes-July 2019
[5] CBC President, CEO Job Posting

[6] CBC Board of Trustee Meeting Minutes, October 2019
[7]Texas Education Code 51.352(d)
[8] Policy BAA-(Legal)
[9] CBC Policy BFD (Local)
[10] CBC President, CEO Job Description
[11] CBC Policy BFA(Local)
[12] CBC Policy BFD (Local)
[13] CBC Board of Trustee Meeting Minutes-President's Evaluation
[14] CBC Board of Trustee October 2022 Evaluation of CBC President, CEO

4.2.d **defines and addresses potential conflict of interest for its members.**
(Conflict of interest)

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: The Coastal Bend College (CBC) Board of Trustees is not controlled by a minority of board members or by organizations or interests separate from it. CBC Board Policy BBFA (Legal) [1] defines conflict of interest for its members. Examples of conflicts of interests defined include: a trustee abstains from votes in which a local bank is brought forth within an item on the agenda. Disclosures of Conflicts of Interest can be found on the college website under Board of Trustees Required Postings [2]. Further, Texas Government Code 572.058 [3] requires elected officials to publicly disclose any personal or private interest in a measure, proposal, or decision pending before a board and stipulate that they may not vote or otherwise participate in the decision. An official who violates this statute is subject to removal from office.

Board members are educated on these and other responsibilities by the college attorney. A board workshop meeting was held on June 30, 2021 [4], and again on Sept. 8, 2022 [5] in which the TASB Team of Eight Workshop was presented by the Division Director of Texas Association of School Boards (TASB) Leadership Team Services.

During this meeting, board members were provided with a copy of the Board Operating Procedures [6] and board policies. At the workshop, the college attorney reviewed the duties and responsibilities of the Board, including the CBC Statement of Ethics [7]. Meeting minutes from February 2020 [8] demonstrate a time when a Board of Trustee member abstained from voting due to a conflict of interest.

Evidence
[1] CBC Board Policy BBFA (Legal)
[2] Board of Trustees Required Postings
[3] Texas Government Code 572.058
[4] CBC Board of Trustee Meeting Minutes – June 2021
[5] CBC Board of Trustee Meeting Minutes Sept. 2022
[6] CBC Board Operating Procedures
[7] CBC Statement of Ethics
[8] CBC Board of Trustee Meeting Minutes- February 2020

4.2.e **has appropriate and fair processes for the dismissal of a board member.**
(Board dismissal)

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) champions the need for a strong governing body because the "Board has the final authority to determine and interpret the policies which govern the College District," but at the same time, ensure that "Board members as individuals shall not exercise authority over the College District," as stated in CBC Board Policy BBE (Local) [1]. CBC Board Policy BBC (Legal) [2] below documents the procedure for the involuntary removal of a governing board member from office and lists the reason for dismissal from office. By request, the Attorney General or the county District Attorney may petition the district court for leave to file an action in quo warranto to remove a board member for any inappropriate activities:

- usurps, intrudes into, or unlawfully holds or executes a public office or

- a public officer does an act or allows an act that by law causes forfeiture of office.

- a resident of the state which meets the qualifications of residency and is not under indictment   may file a petition to remove a public officer. A proceeding will follow for removal by the filing of a written petition in a district county court in which the officer resides. Reasons for removal include:

- incompetency

- official misconduct, intoxication

- conviction of any felony

- conviction for a misdemeanor involving official misconduct

- or nonattendance of Board meetings

CBC Board Policy BBC (Legal) [3] also documents the authority to dismiss a board member "who is convicted of a purchasing offense" and for "official misconduct." To date, no board member has been removed through these processes.

Evidence
[1] CBC Board Policy BBE (Local)
[2] CBC Board Policy BBC (Legal)
[3] CBC Board Policy BBC (Legal)

4.2.f   **protects the institution from undue influence by external persons or bodies**.
(External influence)

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) is protected from any external influence by its policy. Governing board members are "public servants" with specific restrictions and are prohibited from certain activities, which are listed in CBC Board Policy BBFB (Legal) [1], such as bribery, acceptance of illegal gifts, acceptance of an honorarium, abuse of the office, and nepotism. CBC Board Policy BBFA (Legal) [2] requires a board member to abstain from further participation in certain situations.

The CBC Board of Trustees [3] consists of seven elected members elected by the voters of Bee County and each member serves a six-year term. One-third of the members are elected at large at regular elections; therefore, with a seven member board, two of the members shall be elected in two consecutive even-numbered years and three shall elected in the following even-numbered years as outlined in CBC Board Policy BBB (Legal) [4]. None of the board members have contractual, employment, personal, familial, religious, or financial interest in the institution. However, due to familial relations of board members and their spouses' employers, board members abstain from voting when such perception of conflict of interest arises when conducting the business of the college, as reflected in the minutes [5] of the Board Meeting held in February 2022.

Individual board members do not exercise authority over the college district, its property, or its employees except for appropriate duties and functions, and individual members may act on behalf of the board only with prior authorization of the board as directed by CBC Board Policy BBE (Local) [6].

The Texas Ethics Commission: A Guide to Ethics Law for State Officers and Employees [7] provides standards of conduct, questions of conflict of interest, acceptance of gifts, and abuse of office. CBC Board Policy BBD (Legal) [8] and CBC Board Policy BBD (Local) [9] require new board members to attend at least one training program established by the Texas Higher Education Coordinating Board (THECB), and for the board and college president to provide an orientation for new members to become familiar with board functions, policies, and procedures. Each board member must take the oath of office and within ninety days after the election, and each member shall complete training regarding the responsibilities under Texas Government Code Chapter 551 and Texas Government Code Chapter 552 which is presented during Board of Trustee training [10].

Board members are educated on these and other responsibilities by the college attorney. A board workshop meeting was held on June 30, 2021 [11], at which the TASB Team of Eight Workshop [12] was presented by the Division Director of TASB Leadership Team Services.

During this meeting, board members were provided with a copy of the Board Operating Procedures [13] and board policies. At the workshop, the college attorney also reviewed the duties and responsibilities of the board, including the CBC Statement of Ethics found in CBC Board Policy AD (LOCAL) [14].

Evidence
[1] CBC Board Policy BBFB (Legal)
[2] CBC Board Policy BBFA (Legal)
[3] CBC Board of Trustee Website Page
[4] CBC Board Policy BBB (Legal)
[5] CBC Board of Trustee Meeting Minutes – February 2020
[6] CBC Board Policy BBE (Local)
[7] The Texas Ethics Commission: A Guide to Ethics Law for State Officers and Employees
[8] CBC Board Policy BBD (Legal)
[9] CBC Board Policy BBD (Local)
[10] TASB Team of Eight Workshop Training
[11] CBC Board of Trustee Meeting Minutes-June 2021

[12] TASB Team of Eight Workshop
[13] Board Operating Procedures
[14] CBC Board Policy AD (Local)

4.2.g   **defines and regularly evaluates its responsibilities and expectations.**
(Board self-evaluation)

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: The Coastal Bend College (CBC) Board of Trustees recognizes the responsibility and trust placed in the governing board of the institution and takes an active role in the culture of data-informed decisions making and continuous improvement CBC Board Policy (BCG) Local [1]. As such, the Board of Trustees participate in professional development and continuous improvement planning which includes a CBC BOT Self-Evaluation Process [2].

Each member of the Board of Trustees receives a CBC Board of Trustees Operating Procedures Manual [3] upon their appointment. This manual contains processes and procedures related to the responsibilities and behaviors expected of board members.

Members of the Board of Trustees participate in an annual workshop in which board members are provided a copy of the *Board Operating Procedures Manual* and board policies. At the workshop, the college attorney reviews and details the duties and responsibilities of the board. Additional training may come from external entities, such as the TASB Team of Eight Workshop [4], which was presented by the Division Director of Texas Association of School Boards (TASB) Leadership Team Services on June 30, 2021. During this meeting, board members were provided with a copy.

The board evaluates themselves on twenty-nine criteria statements. Each member provides their own evaluation, and the results are aggregated to provide a collective score for the board. The Board of Trustee Self-Evaluation results [5] for 2019 were approved at the March 2019 board meeting [6]. The Board of Trustee Self-Evaluation results [7] for 2021 were discussed and approved in executive session in September 2021 [8] per the board meeting minutes.

These results are then used in conjunction with other data points pertaining to the institution, such as the annual planning priorities and progress of the institution's strategic plan, to inform the planning and continuous improvement goals of the Board of Trustees. The Board of Trustee planning goals for 2020, 2021, and 2022 [9] show a progression of learning and training to bring about a more informed collective for the betterment and success of the institution.

Evidence
[1] CBC Board Policy BCG (Local)
[2] CBC Board of Trustee Self-Evaluation Process
[3] CBC Board Operating Procedures
[4] TASB Team of Eight Workshop
[5] CBC Board of Trustee Self-Evaluation 2019
[6] CBC Board of Trustee Meeting Minutes - March 2019
[7] CBC Board of Trustee Self-Evaluation 2021

[8] CBC Board of Trustee Meeting Minutes - September 2021
[9] CBC Board of Trustee Annual Planning Goals

4.3 **If an institution's governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure: (a) institution's mission, (b) fiscal stability of the institution, and (c) institutional policy.**
(Multi-level governance)

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College's governance structure does not have multiple levels. Coastal Bend College (CBC) is in compliance with Principle 4.3 Multi-Level Governance.

Section 5: Administration and Organization

5.1 **The institution has a chief executive officer whose primary responsibility is to the institution.** (For exceptions, see SACSCOC policy *Core Requirement 5.1: Documenting an Alternative Approach*.)
(Chief executive officer) **[CR]**

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) operates within an organizational structure [1] demonstrating an appropriately credentialed administration who provide leadership to various aspects of the institution and report to the Chief Executive Officer (CEO) of the institution. CBC does not operate within a system. This structure affords CBC President, as CEO, to possess appropriate control and oversight of all services and departments at the institution.

The current CBC president began in Fall 2019. Based on the job description for the president [2] and the president's resume [3], the CEO of CBC is well qualified and credentialed to hold the current position. Duties of the president include:

   I. serve the college in the capacity of president and CEO and perform such services, duties, and functions described in the Texas Education Code, the Coastal Bend College Board Policy Manual [4] and Board Operating Procedures [5].
  II. perform such other services, duties, and functions as may be lawfully assigned by the Board of Trustees and which are consistent with the services, duties, and functions customarily performed by one holding a similar position in a comparable college district; and
  III. report directly to the Board of Trustees.

As the CEO of CBC, the president is responsible for the general organization and administration of the college by providing leadership and supervision. In this capacity, duties include the

development of qualified administrative organization, recommending to the board for employment and assignment of faculty members, associate administrators, and staff. Under the president's direction, the annual budget will be prepared and submitted to the board for approval. CBC agrees to afford the president with all the rights, privileges, duties and responsibilities as may be consistent with the position of president of the college. Except as provided in this contract, the president agrees to devote his/her time and energy to the performance for these duties in a faithful, diligent, and efficient manner.

Evidence
[1] CBC Administrative Organizational Chart
[2] CBC President Job Description
[3] CBC President Resume
[4] Coastal Bend College Board Policy Manual
[5] Board Operating Procedures

5.2	**The chief executive officer has ultimate responsibility for, and exercises appropriate control over, the following:**
	5.2.a **The institution's educational, administrative, and fiscal programs and services.** *(CEO control)* **X Compliance** ___ **Non-Compliance** ___ **Partial Compliance** **Narrative:** Coastal Bend College (CBC) has an organizational structure in place where administrative leadership report directly to the president of the college. The president of the college is the Chief Executive Officer (CEO) of CBC. This organizational structure allows the CEO (college president) to have the appropriate control over all educational, administrative, and fiscal services. The CBC Board Policy BFA (Local) [1] allows the college president to delegate responsibilities but remain accountable to the Board of Trustees for the performance of all duties, delegated or otherwise. Internal memos and Cabinet meeting notes show delegation of responsibilities. The college president has the ultimate responsibility for, and exercises the appropriate control over, the college's educational, administrative, and fiscal programs and services as evidenced [2] through minutes from Cabinet meetings. The president's contract [3] lists his duties as CEO. His contract states that "As the Chief Executive Officer of the College, the President is responsible for the general organization and administration of the College by providing leadership and supervision. In this capacity, his duties include the development of qualified administrative organization, recommending to Board for employment and assignment of faculty members, associate administration, and staff. Under the President's direction, the annual budget will be prepared and submitted to the Board for approval." The CBC Administrative Organizational Chart [4], which is posted on the college's website [5], identifies the President's Direct Reports by the names and titles of the college's executive and

administrative staff. Job descriptions for the administrative positions indicate that they are subordinate to the college CEO as indicated in the job descriptions for the Provost/Chief Academic Officer (CAO) [6] and the Executive Director of Institutional Effectiveness and Research [7]. The president holds monthly President's Cabinet Committee meetings [8], which includes the President's Direct Report. These direct reports raise, discuss, and present to the president issues related to the college's operations and policies during the Cabinet meeting.

Educational
The CEO presides over the educational functions of the college. The college's educational programs are overseen by the college deans. The deans report directly to the Provost/CAO, and they all ultimately report to the CEO, as shown in the job descriptions of the Provost/CAO [9] and deans [10]. The CEO makes the final decision to hire any new faculty member as shown in the Human Resources Information System (HRIS) Job Offer approval process [11]. The Provost/CAO is responsible for academic changes and curriculum updates with presidential approval before submitting to the Board of Trustees. Faculty are credentialed by the faculty Division Coordinators with the approval process transitioning from the Deans to the Provost/CAO, with the ultimate approval [12] being with the president.

Administrative
The CEO is responsible for all administrative aspects of the college. The college is administered by the Provost/CAO, deans, and directors who all ultimately report to the CEO, as indicated in the CBC Administrative Organizational Chart [13]. The president retains ultimate administrative authority on all college business. The president, or his designee, has signing authority for all agreements [14], contracts [15], and MOUs [16]. The grant approval process [17] shows the final approval is with the president. The internal process and controls identify the roles of the president as the final approver.

Fiscal
The president's contract [18] assigns responsibility of the college's fiscal operation to the president of the college. The college's budget and finances are overseen by the Vice President of Finance and Business Operations who reports directly to the president. This delineation of responsibilities is indicated on the job description [19] of the Vice President of Finance and Business Operations. The zero-based budget process [20] shows the shared governance with the president as the final approver before being submitted to the Board of Trustees. While budget preparation is institution-wide, ultimately, it is the president who presents the final annual budget for approval to the CBC Board of Trustees during Budget Workshops and CBC Board of Trustee meetings [21]

Evidence
[1] CBC Board Policy BFA (Local)
[2] CBC President's Cabinet Meeting Minutes
[3] CBC President, CEO Contract
[4] CBC Administrative Organizational Chart
[5] CBC Website Administration Page
[6] CBC Provost, CAO Job Description
[7] Executive Director of Institutional Effectiveness and Research Job Description
[8] CBC President's Cabinet Meeting Minutes
[9] CBC Provost, CAO Job Description

[10] CBC Deans Job Description
[11] Human Resources Information System (HRIS) Job Offer Process
[12] Faculty Credential Form Approval Examples
[13] CBC Administrative Organizational Chart
[14] CBC Agreements Provost Approval
[15] CBC Contracts Provost Approval
[16] CBC Memorandums of Understanding Provost Approval
[17] CBC Grant Approval Process and example
[18] CBC President, CEO Contract
[19] CBC Vice President of Finance and Business Operations Job Description
[20] CBC Unit Plan & Department Budget Instruction Manual
[21] CBC Board of Trustee Budget Workshop and Meeting Minutes

5.2.b   **The institution's intercollegiate athletics program.**
(Control of intercollegiate athletics)

X Compliance ___ **Non-Compliance** ___ **Partial Compliance**

Narrative: The President/Chief Executive Officer (CEO) of Coastal Bend College (CBC) has ultimate responsibility for and exercises appropriate control over CBC's intercollegiate program, including active responsibility for administrative and financial control of the entire Department of Athletics. CBC Board Policy BFA (Local) [1] allows the college president to delegate responsibilities but remain accountable to the Board of Trustees for the performance of all duties, delegated or otherwise.

The Director of Athletics [2] reports directly to the president reflected in the CBC Organizational Chart [3] and is "responsible for the overall management of the Intercollegiate Athletics Program within the policies and guidelines established by the Coastal Bend College Board of Trustees, the members and leadership of Region XIV, the membership and leadership of the National Junior College Athletic Association (NJCAA)."

Compliance is specifically included as an essential job function: "ensures compliance with college, NJCAA, and Region XIV rules and regulations, including financial transactions, academic eligibility, code of conduct, etc." In addition to the Director of Athletics, the Assistant Athletic Director [4] is responsible for ensuring compliance with all applicable rules and regulations and has a reporting relationship to the president.

The Department of Athletics [5] is subject to the same fiscal and administrative policies and procedures as all other departments on campus. Fiscal matters — including budgets, purchase orders, check requests, and expense reimbursements — are processed through the college's Business Office. Employee-related matters are subject to the policies and procedures of the Human Resources Department. Fund-raising activities are coordinated with the Coastal Bend College Foundation.

The Department of Athletics follows CBC Board of Trustee approved policies and follows the same CBC college processes and procedures as all other departments at the institution. The

CBC board approved policies must be submitted to the CBC Board of Trustees for consideration. Reclassifications [6] also follow this process.

The Department of Athletics maintains eligibility [7] through the collection of information from the student-athlete's transcripts, the college's Registrar Office, as well as directives provided by the National Junior College Athletic Association (NJCAA). The Department of Athletics also publishes a Student-Athlete Handbook [8], which details college and department policies and procedures relevant to student-athletes. This includes institutional, NJCAA and Region XIV policies and bylaws concerning eligibility and conduct of student athletes.

Evidence
[1] CBC Board Policy BFA (Local)
[2] Director of Athletics Job Description
[3] CBC Organizational Chart
[4] CBC Assistant Athletic Director Job Description
[5] CBC Organizational Chart - Athletics
[6] Coastal Bend College Board of Trustees Meeting Minutes-Sept. 2021
[7] Fall 21 M/WBK Eligibility Form and appropriate legislation from 2021-2022 NJCAA Manual – Article V.
[8] Student Athlete Handbook

5.2.c **The institution's fund-raising activities.**
(Control of fund-raising activities)

X Compliance ___ **Non-Compliance** ___ **Partial Compliance**

Narrative: The president serves as the institution's Chief Executive Officer (CEO) and has ultimate responsibility for and exercises control over all areas of the institution, including fund-raising activities. The president's responsibility and authority for fund-raising activities are delineated in the Foundation/College Memorandum of Understanding [1] and by Foundation Board By-Laws [2].

The Coastal Bend College (CBC) Foundation is the clearinghouse for fund-raising activities of the college and has the president's delegated authority, as outlined in the Organizational Chart [3]. The Executive Director of the Coastal Bend College Foundation is a member of the president's cabinet and regularly meets [4] with the president on issues related to college development and fund-raising, as detailed further in the job description [5].

Under the direction of the college president, the Executive Director of the CBC Foundation is responsible for conducting activities to support the mission of the institution and is in compliance with the college's gift policies, including Policy CAM (Local) [6] and Policy CAM (Legal) [7], and according to the same fiscal and administrative policies and procedures that apply to the other divisions of the college. All fiscal records are available for review on-site. The Board of Trustees reviews and approves [8] (item 7K) all naming opportunities for buildings and other facilities per Policy CAM (Local) [9] and Policy CAM (Legal) [10], and use of gifts per Policy CAM (Local) [11] and Policy CAM (Legal) [12].

Since November 2019, the current college president has participated in several donor engagements, fundraising meetings, and community events. Many of the community events are in participation with organizations such as Rotary Club and the Chamber of Commerce. These organizations allow an elevated level of networking with community donors and supporters.

The mission [13] of the institution states, "Coastal Bend College is a student-centered community college committed to delivering superb educational and life enriching opportunities to its students and the communities it serves." In support of this mission, the CBC Foundation solicits funds from CBC alumni, friends, community members, and parents of current CBC students. Donors can choose [14] to support an academic and/or athletic program; create an endowment fund; support a naming opportunity; or fund a scholarship.

An example of the college president's leadership in fundraising and development is highlighted by the recent gift of $120,000 [15] designed to assist CBC's Automotive Program students learn about the maintenance and repair of electric vehicles, as well as provide an endowed scholarship for students from that program.

Evidence
[1] CBC Foundation/College Memorandum of Understanding
[2] Foundation Board By Laws
[3] Coastal Bend College Administrative Organizational Chart
[4] Cabinet Meeting Minutes
[5] CBC Executive Director of Foundation Job Description
[6] Policy CAM (Local)
[7] Policy CAM (Legal)
[8] CBC Board of Trustees Meeting Minutes
[9] Policy CAM (Local)
[10] Policy CAM (Legal)
[11] Policy CAM (Local)
[12] Policy CAM (Legal)
[13] CBC Mission
[14] CBC Website-Give to CBC
[15] CBC Board of Trustee Meeting Minutes

5.3	**For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs:**
	(a) The legal authority and operating control of the institution is clearly defined with respect to that entity.
	(b) The relationship of that entity to the institution and the extent of any liability arising from that relationship are clearly described in a formal, written manner.
	(c) The institution demonstrates that (1) the chief executive officer controls any fund-raising activities of that entity or (2) the fund-raising activities of that entity are defined in a formal, written manner that assures those activities further the mission of the institution.

Form edited December 2022

(Institution-related entities)

X Compliance ___ **Non-Compliance** ___ **Partial Compliance**

Narrative: Coastal Bend College (CBC) ensures that for any entity organized separately from the institution for the purpose of supporting the institution or its programs, that the legal authority and operating control is clearly defined with respect to that entity. CBC ensures that the relationship of that entity to the college and extent of any liability arising from that relationship is clearly outlined in a formal, written manner. CBC demonstrates that the Chief Executive Officer (CEO) controls any fundraising activities of that entity or that the fundraising activities of that entity are defined in a formal, written manner that assures that those activities advance the mission of the institution.

   a. **The legal authority and operating control of the institution is clearly defined with respect to that entity.**

There is one independent foundation with 501(c)(3) status related to Coastal Bend College (CBC): the Coastal Bend College Foundation. The Foundation has a formal agreement (Coastal Bend College Foundation Memorandum of Understanding) [1] with the college that outlines the relationship, liabilities, and expectations of the arrangement as described in the standard.

Under Texas state law, Texas Government Code, Subtitle F, Chapter 2255 [2], the institution must follow specific rules governing the relationship between the donor or organization and the agency and its employees. This includes all aspects of the conduct of the agency and its employees in the relationship. In addition, CBC Policy CAM (LEGAL) [3] states: A state agency, including a college district, which is authorized by statue to accept money from a private donor or for which a private organization exists that is designed to further the purposes and duties of the agency shall adopt rules governing the relationship between:

   1. The donor or organization; and
   2. The agency and its employees

The legal authority and operating control of the institution is clearly defined with respect to the entity in the Coastal Bend College (CBC) Foundation Memorandum of Understanding (MOU) [4] between the college and the Coastal Bend College Foundation specifically addresses legal authority and operating control. The College Governance section of the MOU [5] states that:

   1. The Board of Trustees of the college is responsible for overseeing the mission, leadership, and operations of the college.
   2. The Board of Trustees is responsible for setting priorities and long-term plans for the college.
   3. The Board of Trustees is legally responsible for the performance and oversight of all aspects of college operations.
   4. The Board of Trustees is responsible for the employment, compensation, and evaluation of all college employees, including the president.

   b. **The relationship of that entity to the institution and the extent of any liability arising from that relationship are clearly described in a formal, written manner.**

Liability and limitations between the CBC Foundation and the college are addressed in the CBC Foundation MOU [6]:

6. "This MOU is governed by the laws of the state of Texas. Venue for any dispute arising hereunder shall be Bee County, Texas. If any provision of this Memorandum, is held to be in violation of the Constitution of the State of Texas or any laws of the state of Texas, such provision shall be fully severable, and the remaining provisions of this Memorandum shall remain in full force and effect and shall not be affected by any illegal, invalid, or unenforceable provision or by its severance. The college does not waive or relinquish any immunity or defense on behalf of itself, its trustees, officers, employees, and agents as a result of the execution and performance of this MOU.

7. The relationship of the college and the CBC Foundation is limited to that which is set forth herein. No action(s) or undertaking(s) of either party will be construed to create or suggest a partnership, expressed or implied. As separately incorporated organizations, neither the college nor Foundation intends nor will either the college or CBC Foundation profess a right to obligate or bind the other party; any suggestion of such, orally or in writing, will be considered void and of no further legal effect."

c. **The institution demonstrates that (1) the chief executive officer controls any fund-raising activities of that entity or (2) the fund-raising activities of that entity are defined in a formal, written manner that assures those activities further the mission of the institution.**

The CBC President/CEO is in control of any fundraising activities committed under the auspices of the CBC Foundation as set forth in the formal agreement with the college that outlines the relationship, liability, and expectations of the arrangement as described in the Coastal Bend College Foundation Memorandum of Understanding (F.1.a-h). [7]. Specifically:

"a. The Foundation shall create an environment conducive to increasing support for the mission and priorities of the College.

b. The Foundation, in consultation with the college President, is responsible for planning and executing comprehensive fundraising and donor-acquisition programs in support of the College's mission. These programs include annual giving, major gifts, planned gifts, special projects, and campaigns as appropriate.

c. The Foundation will establish, operate in compliance with, and periodically assess its gift-management and acceptance policies. It will promptly acknowledge and issue receipts for all gifts on behalf of the Foundation and the College and provide appropriate recognition and stewardship of such gifts and give an accounting to the college Board for their upcoming monthly meeting.

d. The college recognizes that the Foundation bears major responsibility for fundraising, not grant writing. College representatives will coordinate private fundraising initiatives, including major gifts, solicitations, education foundation-related grant opportunities, and endowments supporting the college with the Foundation.

e. The college President will work in conjunction with the leadership of the Foundation to identify, cultivate, and solicit prospects for private gifts.

f. The Foundation on its own shall not accept grants from local, state, or federal governmental agencies, except in special circumstances that are approved by the Foundation board of directors and the governmental agency.

g. The Foundation shall establish and enforce policies to protect donor confidentiality and rights.

h. The Foundation may, with the support of CBC and consistent with its strategic fundraising program, enter into agreements and form enterprises that further the Foundation's goals and objectives, including the creation of other non-profit legal entities, or committees of the Foundation, including Affinity Groups, which are affiliated with and responsible to the Foundation. All third-party agreements and committees of the Foundation must be bound to the responsibilities and obligations of this Agreement; and comply with applicable CBC Foundation bylaws, policies, and procedures, as well as applicable CBC policies and procedures, including but not limited to, the solicitation of gifts and donations, use of CBC resources, and engagement of CBC personnel. To the extent of any conflict, CBC's Foundation bylaws, policies, and procedures shall govern."

Evidence
[1] Coastal Bend College Foundation Memorandum of Understanding
[2] Texas Government Code, Subtitle F, Chapter 2255
[3] CBC Board Policy CAM (LEGAL)
[4] Coastal Bend College Foundation Memorandum of Understanding
[5] Coastal Bend College Foundation Memorandum of Understanding – Terms and Conditions (C 1-4)
[6] Coastal Bend College Foundation Memorandum of Understanding
[7] Coastal Bend College Foundation Memorandum of Understanding (F.1.a-h)

5.4 **The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.**
(Qualified administrative/academic officers) **[Off-Site/On-Site Review]**

X Compliance ___ **Non-Compliance** ___ **Partial Compliance**

Narrative: Coastal Bend College (CBC) employs qualified administrative and academic officers with the experience and competence to lead the institution. The credentials vary from individual to individual along with years of experience and time employed by the college. The college president is appointed by the Board of Trustees (CBC Board Policies BFA (Legal) [1] and BAA (Legal [2])). All other academic and administrative officers are responsible to the Board of Trustees through the college president (CBC Board Policy BFA (Local) [3]). The college's annual evaluation process for administrative and academic officers is required by CBC Board Policy DLA (Local) [4] to ensure the continued competence of those individuals leading the institution.

Employs Qualified Administrative and Academic Officers

CBC has administrative and academic officers [5] with the experience, competence, and capacity to lead the college. These administrative and academic officers are regularly evaluated to ensure continued competency in their assigned leadership roles to support the mission [6] of the college and the key operations of the institution. The President's Cabinet includes the President, Provost/CAO/IAL [7], Executive Director of Institutional Effectiveness and Research

[8], Director of Information Technology [9], Director of Physical Plant [10], Chief of Police [11], Vice President of Finance & Business Operations [12], and the Director of Human Resources [13].

Other key leaders reporting to the Chief Academic Officer (CAO)/Provost include the Dean of Student Services and Accessibility [14], Dean of Transfer and General Education [15], Dean of Career and Technical Education [16], Dean of Nursing and Allied Health [17], Director of Alice Site [18], Director of Kingsville Site [19], and Director of Pleasanton Site [20].

Other key leaders reporting to the Vice President of Finance & Business Operations include the Director of Information Technology and the Director of Physical Plant.

Evaluation of Administrative and Academic Officers

As required by CBC Policy DLA (Local) [21], all administrative and academic officers are evaluated annually. The evaluation focuses on specific goals and responsibilities of individual's roles within the framework of the college's strategic plan. Evaluation information is published in the CBC Employee Handbook [22] and on the CBC Human Resources webpage [23]. The CBC Employee Handbook and the evaluation process is posted on the intranet of the CBC website known as the Cougar Den. Once the employee signs into the Cougar Den, employees can access the evaluation information under the Human Resources webpage and can access the Annual Performance Review Process [24], the Self-evaluation Form [25], and the Annual Performance Review Form [26]. Once the self-evaluation and the annual evaluations are completed, they are scanned into an electronic folder set up for the supervisors. The electronic folders [27] are kept in the Human Resources Department one-drive and a hardcopy is printed for the individual's personnel file. Below are the self-evaluations and evaluations from the last operational year for those employed during 2021-2022.

2021-2022 Self-Evaluations and Evaluations			
Provost/CAO/IAL [28]	Executive Director of Institutional Effectiveness and Research [29]	Director of Human Resources [30]	Dean of Student Services and Accessibility [31]
Chief of Police (New Hire- No Evaluation)	Vice President of Finance & Business Operations (New Hire - No evaluation)	Dean of Transfer and General Education [32]	Dean of Career and Technical Education [33]
Dean of Nursing and Allied Health [34]	Director of Kingsville Site [35]	Director of Pleasanton Site (New Hire -No Evaluation)	Director of Alice Site (New Hire- No Evaluation)

Evidence
[1] CBC Board Policy BFA (Legal)
[2] CBC Board Policy BAA (Legal)
[3] CBC Board Policy BFA (Local)
[4] CBC Board Policy DLA (Local)
[5] CBC Organizational Chart

[6] CBC Mission
[7] Provost/CAO/IAL Job Description and Resume
[8] Executive Director of Institutional Effectiveness and Research Job Description and Resume
[9] Director of Information Technology Job Description and Resume
[10] Director of Physical Plant Job Description and Resume
[11] Director of Public Safety/Chief of Police Job Description and Resume
[12] Vice President of Finance & Business Operations Job Description and Resume
[13] Director of Human Resources Job Description and Resume
[14] Dean of Student Services and Accessibility Job Description and Resume
[15] Dean of Transfer and General Education Job Description and Resume
[16] Dean of Career and Technical Education Job Description and Resume
[17] Dean of Nursing and Allied Health Job Description and Resume
[18] Director of Alice Site Job Description and Resume
[19] Director of Kingsville Site Job Description and Resume
[20] Director of Pleasanton Site Job Description and Resume
[21] CBC Policy DLA (Local)
[22] CBC Employee Handbook
[23] CBC Human Resources Webpage
[24] Annual Performance Review Process
[25] Self-evaluation Form
[26] Annual Performance Review Form
[27] Human Resources Electronic Evaluation Folders
[28] Provost/CAO/IAL 2021-2022 Self-Evaluation/Evaluation
[29] Executive Director of Institutional Effectiveness and Research 2021-2022 Self-Evaluation/Evaluation
[30] Director of Human Resources 2021-2022 Self-Evaluation/Evaluation
[31] Dean of Student Services and Accessibility 2021-2022 Self-Evaluation/Evaluation
[32] Dean of Transfer and General Education 2021-2022 Self-Evaluation/Evaluation
[33] Dean of Career and Technical Education 2021-2022 Self-Evaluation/Evaluation
[34] Dean of Nursing and Allied Health 2021-2022 Self-Evaluation/Evaluation
[35] Director of Kingsville Site 2021-2022 Self-Evaluation/Evaluation

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5.5 **The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel.**
(Personnel appointment and evaluation)

X Compliance ___ **Non-Compliance** ___ **Partial Compliance**

Narrative: Coastal Bend College (CBC) publishes and implements policies regarding the appointment and employment and regular evaluation of non-faculty personnel.

Publishes Policies

CBC Board of Trustee's Policies regarding the hiring and appointment of non-faculty are published on the website [1] and are accessible to all persons affected by the policies. Policies are reviewed and updated as necessary.

The following CBC Policies detail the appointment and employment of non-faculty employees:

DC (Local) – Employment Practices [2]
DC (Legal) – Employment Practices [3]
DDA (Local) – Personnel Positions Qualifications and Duties [4]

The following CBC Policy details the evaluation of non-faculty personnel:

DLA (Local) – Employee Performance Evaluation [5]

Evaluation processes and procedures are additionally published in the CBC Employee Handbook [6]. The evaluation process and procedures and the handbook are published on the intranet of the CBC website known as the Cougar Den [7]. The Director of Human Resources additionally emails a copy of the evaluation process along with the associated forms to non-faculty employees.

Implements Policies

The Human Resources Department staff facilitate the appointment and employment and regular evaluation of non-faculty personnel per Human Resources-Operating Guidelines [8]. A Human Resources Information System (HRIS) is used to facilitate the appointment and employment of non-faculty employees. The HRIS is used for facilitating the approval [9], posting [10] and tracking [11] of non-faculty positions.

Requisitions posted have a minimum requirements questionnaire [12] that filters the applications based on the necessary requirements of the job. The applicant site is reached from the CBC website [13]. Job Descriptions [14] are entered on each job requisition. Open positions are available to applicants on internal, external, and mobile platforms. Mobile platforms include mobile phones, laptops, and computer notepads. Requisitions are updated and can be tracked through the system from the time of opening of the requisition through the closure of the requisition.

Evaluations of Non-Faculty

Regular evaluations are conducted per the CBC Evaluation Process [15] to ensure employees remain qualified for positions that support the goals and educational mission of the college. The objective of the annual performance review [16] is to allow an opportunity for a supervisor and employee to see clear and specific goals and performance expectations that align to the goals of the department and of the college. Self-evaluations [17] are completed by non-faculty employees and performance evaluations [18] are completed by their supervisors.

Once the evaluations are completed, they are scanned into a folder [19] from the supervisor. The electronic folders are kept in the Human Resources Department one-drive and a hardcopy is printed for the employee's personnel file. Non-faculty employees working in outsourced services such as the college cafeteria or the college bookstore are evaluated by their

organization. Contracts and MOUs [20] with outsourced services are evaluated regularly to ensure quality of services.

Evidence
[1] Coastal Bend College Board Policy Manual
[2] DC (Local) – Employment Practices
[3] DC (Legal) – Employment Practices
[4] DDA (Local) – Personnel Positions Qualifications and Duties
[5] DLA (Local) – Employee Performance Evaluation
[6] CBC Employee Handbook
[7] CBC Cougar Den Human Resources
[8] Human Resources-Operating Guidelines
[9] HRIS Hiring Approval Example
[10] HRIS Hiring Posting Example
[11] HRIS Requisition Tracking Example
[12] HRIS Minimum Requirements Questionnaire
[13] CBC Website-Employment Opportunities
[14] HRIS Open Requisition Job Description
[15] CBC Evaluation Process
[16] CBC Annual Performance Review Goals
[17] Non-Faculty Self-Evaluations
[18] Non-Faculty Evaluations
[19] Human Resources Evaluation Database
[20] MOU and Contracts with CBC Bookstore and CBC Cafeteria

Section 6: Faculty

6.1 **The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.**
(Full-time faculty) **[CR; Off-Site/On-Site Review]**

X Compliance ___ **Non-Compliance** ___ **Partial Compliance**

Narrative: Coastal Bend College (CBC) employs an adequate number of full-time faculty to support the college mission and goals of the institution [1] and to support all its academic programs regardless of the location or mode of instruction. CBC's mission is "a student-centered community college committed to delivering superb educational and life enriching opportunities

to its students and the communities it serves." In support of this mission, CBC offers academic transfer, allied health, and career and technical programs.

CBC is compliant in employing an adequate number of full-time faculty to fulfill the basic functions of instruction including curriculum design, development and evaluation, instruction and student learning assessment, and student advising and professional service. Coastal Bend College does not have a research mission.

Definitions of Faculty

CBC uses the following definition for full-time faculty: "Faculty member means a person employed full time by an institution of higher education as a member of the institution's faculty, including professional librarians, whose duties include teaching, research, administration, or the performance of professional services" (CBC Policy DMAB (Legal) [2]).

CBC contractually employs full-time faculty members whose primary duties include teaching (CBC Policy DCA (Legal) [3]) and responsibility of the program curriculum (CBC Policy EE (Local) [4]). The full-time faculty job description [5] details the responsibilities of full-time faculty.

CBC uses the following definition for part-time faculty: "Part-time professional employees are instructional or administrative personnel who do not work under a regular contract. Their work may involve teaching, counseling, or providing other services rendered on a part-time basis during the day or evening, during the normal two-semester contract period, or during the summer session" (CBC Policy DDB Local) [6].

CBC takes great pride in hiring part-time faculty to assist in the instructional duties of the college. Part-time faculty are on a semester-to-semester basis as needed. Primary duties of part-time faculty include conducting and eliciting student learning with effective mastery of course content in the teaching discipline. Part-time faculty broaden and enrich the learning experiences students have and support the unique needs of the college to carry out the comprehensive college mission. They are included in the course evaluation and faculty evaluation processes [7].

Adequacy of Full-Time Faculty in Supporting Instruction

Curriculum Design, Development and Evaluation

Systematic processes and procedures are in place for maintaining quality and effectiveness in instruction. These effectiveness processes used by CBC faculty and staff are used to verify that the number of full-time faculty is adequate. The full-time faculty job description details the expectations for ensuring effective and quality instruction. CBC works to ensure that that there are enough faculty to participate in curriculum design, development, and evaluation. Duties and responsibilities for full-time faculty include:

> **"Mastery of Subject Matter**:
>
> - Demonstrate thorough and accurate knowledge of the teaching field or discipline
> - Possess educational and professional credentials in the teaching field or discipline
> - Connect subject matter with related fields and/or disciplines for student engagement and retention

- Stay current in subject matter through professional development, conference attendance and presentations both at conferences and to the college community.
- Participate in the development and/or review of division standardized curricula and syllabi
- Establish and adhere to student learning outcomes as established by the Texas Higher Education Coordinating Board (THECB) through its Lower-Division Academic Course Guide Manual (ACGM) or Workforce Education Course Manual (WECM).

Teaching Performance:

- Plan and organize instruction and instructional delivery in innovative ways which maximize student learning and academic excellence
- Effectively employ teaching and learning strategies which challenge students' abilities, interests and intellectual curiosity
- Modify instructional methods and strategies to teach students with diverse needs
- Follow division-approved standardized curricula and syllabi
- Provide students with Course Information Guidelines (Addendum to CBC Syllabi) at the beginning of the semester
- Effectively employ available instructional learning strategies and pedagogy for diverse learning styles
- Encourage the development of communication skills and higher critical thinking skills through appropriate writing assignments, classroom presentations and experiential learning
- Effectively communicate subject matter content through several modes of delivery
- Contribute to the selection, development, and implementation of instructional materials for classroom, labs and library resources.
- A full-time faculty member's work week shall normally be 40 hours per week, Monday through Friday with a minimum of 15 of the hours in the classroom (DJ Local).
- Respond in an effective and timely manner to information requests from students.

Evaluation of Student Learning:

- Develop and use evaluation methods which measure student progress toward outcomes fairly and consistently, and in accordance with the assessment requirements of the division
- Evaluate and expeditiously return student work to promote maximum student learning and engagement
- Maintain accurate, complete, and comprehensive records of student progress
- Participate and contribute to Institutional Effectiveness by assessing course outcomes, Student Learning Outcomes (SLOs) and reporting results with plans for re-design for improvement of student learning if necessary
- Post periodic grades and final grade rosters in the college's Student Information or Planning Systems with supporting documents according to established deadlines

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- Inform students on how to access and complete End-of-Course Evaluation forms including open/close dates, as well as the website and login information
- Visit all four college sites if teaching via Distance Learning Video Conferencing (VC) during semester to meet students face-to-face.

College Policies and Procedures:

- Maintain familiarity with and commitment to the college's mission, policies and procedures
- Post and maintain regular office hours for a minimum of 10 office hours per week to ensure access to students and colleagues (D.J. Local)
- Provide support to part-time (adjunct and dual-enrollment) faculty
- Serve as an assigned faculty mentor to part-time (adjunct and dual-enrollment) faculty and provide them with support and a point of contact via email, phone or in person
- Prepare a course syllabus, work schedule, and curriculum vitae for posting the first week of classes.
- Ensure confidentiality in dealing with students, colleagues, and personnel matters and refer when appropriate.

Participation in College, Division, and Program Activities:

- In addition to teaching, advising, and other educational responsibilities, faculty must attend faculty meetings called by administrators or the college president.
- Serve on college, divisional, and program committees, teams, and task forces
- Assist deans and/or coordinators with course scheduling
- Attend meetings, professional development days, convocation days, graduations, community and recruiting events as required by the college administration
- Participate in professional activities such as Advisory Committees, meetings with external partners which contribute to the educational goals and mission of the college and its constituents
- Respond in an effective and timely manner to information requests from the college and division administrators and/or coordinators
- Foster and maintain effective collegial and working relationships with students, colleagues, and supervisors
- Assist the dean and/or coordinator in developing, reviewing, revising and/or implementing curriculum and/or new programs and program reviews.
- Work with the dean and/or coordinator regarding program reviews for the faculty teaching area of responsibility and submit well-developed and effective program reviews by or before the due date.
- Attend technology and distance learning training and demonstrate ability to use technology as required

Contribution to the Growth and Enhancement of College Mission and Programs:

- Maintain familiarity and commitment to the college goals, mission, and strategic plans

Display professional responsibility in accordance with pertinent goals, mission, and plans of the college, division, and program" CBC Faculty Job Description [8]

Measures are in place to ensure that faculty are effectively carrying out these responsibilities. Course evaluations [9] occur every regular semester and are reviewed as part of the faculty evaluation process [10]. The most recent fall 2022 semester overall course evaluation reports (see survey results below) demonstrate that students, including those taking online instruction, believe instructors are effective in the classroom.

Course Evaluation Survey

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
My instructor provides opportunities for me to ask questions.	53.73% 627	35.48% 414	6.34% 74	4.46% 52	1,167	1.62
My instructor's lectures and activities are helpful in learning the material.	49.87% 582	32.56% 380	9.85% 115	7.71% 90	1,167	1.75
I would recommend this instructor to other students.	53.90% 629	28.88% 337	7.97% 93	9.25% 108	1,167	1.73

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
This course was interesting to me.	44.07% 509	42.94% 496	9.09% 105	3.90% 45	1,155
This course stimulated by critical and analytical thinking.	50.48% 583	41.99% 485	4.68% 54	2.86% 33	1,155

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
My instructor helps me understand the material.	47.56% 555	36.76% 429	8.31% 97	7.37% 86	1,167
My instructor responds with 24 - 48 hours to an email or phone request.	53.81% 628	34.02% 397	6.94% 81	5.23% 61	1,167
My instructor is willing to assist me outside of class.	47.73% 557	38.99% 455	7.63% 89	5.66% 66	1,167
My instructors treats students with respect.	58.18% 679	33.08% 386	4.37% 51	4.37% 51	1,167

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
My instructor regularly provides me with feedback on my work.	45.50% 531	36.50% 426	12.08% 141	5.91% 69	1,167
My instructor grades my work fairly.	55.53% 648	35.05% 409	5.83% 68	3.60% 42	1,167

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
The textbook and instructional materials for this course were useful to me.	48.57% 561	40.78% 471	6.84% 79	3.81% 44	1,155
The textbook and instructional materials were necessary for my success in this course.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0

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	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Accessing materials online using Blackboard is easy.	55.84% 645	39.13% 452	3.55% 41	1.47% 17	1,155
The required software has helped me be successful in this course.	50.82% 587	41.39% 478	5.45% 63	2.34% 27	1,155
I am comfortable using Blackboard technology.	61.04% 705	36.02% 416	2.08% 24	0.87% 10	1,155
I regularly check my emails for communication.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0

Distance Learning Additional Items
Course Evaluation Survey

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISGAREE	(NO LABEL)	TOTAL
The course website is useful.	53.77% 164	42.62% 130	2.30% 7	0.66% 2	0.66% 2	305
The course website is easy to use.	54.75% 167	40.00% 122	3.61% 11	0.66% 2	0.98% 3	305
I am learning as much in this course as a traditional course.	45.90% 140	41.64% 127	8.52% 26	2.95% 9	0.98% 3	305
I would gladly take more distance learning courses.	54.43% 166	34.43% 105	6.56% 20	3.28% 10	1.31% 4	305

Program Reviews [11] are conducted every three years and adequacy of faculty are addressed. New faculty are added when it is determined that the addition will support the effectiveness of the program. Examples of this include the addition of a new history and a new humanities/philosophy instructor in the fall 2022 as a result of recommendations from the Associate of Arts/Sciences 2020-2021 program review [12].

An example of another recent change [13] (identified in New Business, item 6.a) occurring as a result of review of full-time faculty roster and responsibilities was the addition of three new faculty assistant coordinator assignments in the Transfer and General Education division [14]. Assistant Coordinators [15] are full-time faculty who now support the evaluation of student learning and serve as an assigned mentor to part-time faculty, among other responsibilities. The Assistant Coordinators are an additional support for instruction and demonstrate the ongoing monitoring for adequacy in full-time faculty. This structural change supports the quality of instruction and full-time faculty responsibilities through the coordination and organization of key faculty responsibilities through systematic and sustainable practices.

Other changes put in place to support faculty with effective curriculum design, development, and evaluation include the addition of a Director of Nursing programs [16] and a Clinical Coordinator [17]. Both of these individuals report to the Dean of Nursing and Allied Health. While these two positions are not full-time faculty, they are essential in supporting full-time faculty to ensure that they are able to effectively and efficiently carry out their job responsibilities.

Faculty Load

CBC determines its need for full-time faculty to ensure quality of instruction and to adequately cover the sections of courses through a variety of measures, such as regular reviews of full-time teaching and student loads, average class size, full-time to part-time faculty ratios, and program

reviews. Both policy and procedure protect the role of full-time faculty and ensure quality of instruction with safeguards that combine to ensure the number of full-time faculty is sufficient to fully support the mission of the college and to carry out faculty responsibilities such as curriculum development, student learning outcome assessment, and professional service (CBC Faculty Handbook [18]).

Every spring, the full roster of full-time faculty is reviewed and analyzed by the Provost/Chief Academic Officer (CAO) and the instructional deans to determine if CBC has an appropriate number of full-time faculty to carry out the mission of the college. Several variables inform this decision, including data from program reviews [19]; recommendations [20] from the deans of Transfer and General Education, Career and Technical Education, and Nursing and Allied Health; CBC program accrediting requirements [21]; and guidance from the state of Texas found in the Guidelines for Instructional Programs in Workforce Education [22].

Per the Texas Education Code Title 3 Subtitle G Chapter 130 A [23], community colleges have been legislated to "serve as a comprehensive college offering vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial, and compensatory education is to be provided consistent with open-admission policies, along with programs of counseling and guidance." An adequate number of full-time faculty are employed by CBC to serve these purposes. According to the latest Texas Higher Education Coordinating Board Almanac [24], 76.1% of semester credit hours were taught by full-time faculty. The statewide average was 65.8%. In fall 2022, the college had 49 full-time faculty instructing 71% of the semester credit hours and 86 part-time faculty instructing 29% of the semester credit hours.

The table below, from the 2021 Texas Higher Education Coordinating Board Almanac, illustrates the College's ratio in comparison to its peer institutions. CBC is also well above the state average % of full-time faculty.

2-year Medium Size TX Community College	% full-time (FT) faculty	% SCH taught by FT faculty	Student-Faculty Ratio
Alvin Community College	27.1%	52.9%	18
Coastal Bend College	51.6%	76.1%	19
Cisco College	45.5%	77.8%	19
Grayson College	27.1%	49.3%	29
Trinity Valley Community College	49.7%	78.3%	23
Hill College	52.6%	73.8%	17
Kilgore College	55.8%	80.2%	14
Lee College	41.0%	60.6%	25
McLennan Community College	49.8%	76.0%	18
Odessa College	47.4%	78.2%	21
Paris Junior College	45.1%	66.4%	28
Southwest Texas Junior College	54.5%	65.8%	25
Temple College	50.0%	79.5%	20
Texarkana College	40.3%	64.9%	21
Texas Southmost College	52.0%	75.6%	21
Victoria College	47.2%	73.7%	16
Weatherford College	38.8%	61.1%	23
Wharton County Junior College	64.8%	85.3%	19

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Angelina College	35.4%	68.2%	19
College of the Mainland Community College District	36.8%	66.6%	17
Brazosport College	53.6%	78.1%	17
Midland College	56.6%	81.6%	15
Statewide	40.5%	65.8%	20

Careful attention is given each semester to workload responsibilities of all faculty by the instructional deans when approving instructional schedules. Faculty load reports are used during the scheduling process (CBC Scheduling Process [25]) to ensure that CBC adheres to the CBC Policy DJ (Local) Assignment, Work Load and Schedules Policy [26].

Per policy, full-time faculty at CBC are typically assigned an instructional load of 15-18 teaching credit hours per week with a minimum of 450 contact hours. However, this load may vary based on the type of instruction and number of students in course sections. Deans work carefully with faculty division coordinators and directors to develop faculty schedules [27] that reflect appropriate faculty loads. As a result, instructional faculty loads are appropriate, meet program accreditation requirements where relevant, and are in alignment with state averages.

All programs with external accreditations or state approval meet full-time faculty to student ratios required by the external accreditors in order to maintain continued accreditation or state approval. For example, cosmetology sections are capped at 25 per the Texas Department of Regulatory Services [28]. CBC is required to submit reports to the Texas Higher Education Coordinating Board (THECB) detailing faculty qualifications and faculty loads every semester. This reporting allows CBC to benchmark performance regarding contact hours taught by full-time vs. part-time with other institutions and other community colleges in the state. CBC is considered a medium-size college and uses this group of community colleges to benchmark within Texas. The most recent data provided by the THECB demonstrates that CBC continues to have a higher percentage of contact hours taught by full-time faculty than the state average and is in alignment with peer group percentages (See Figure 1 below).
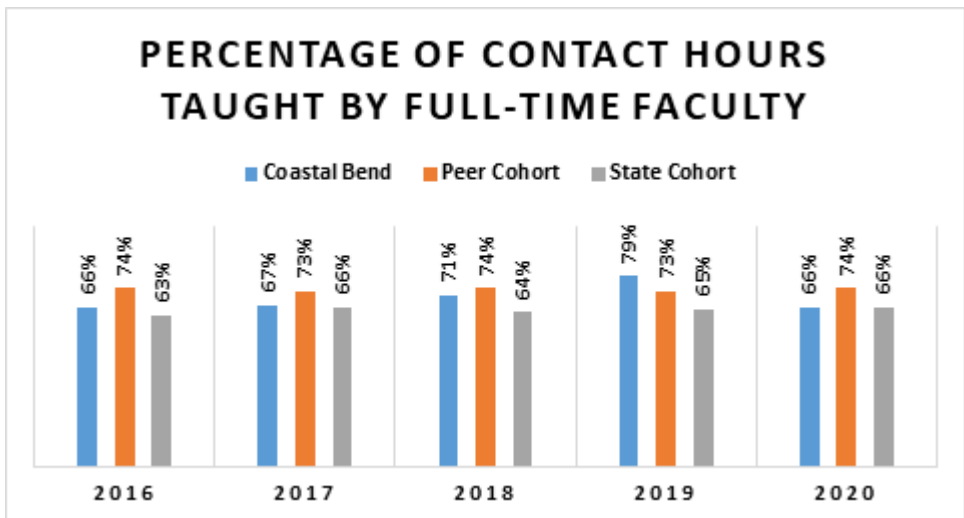

Figure 1. Accountability data from the Texas Higher Education Coordinating Board Accountability System [29].

While many full-time faculty do have overloads, as allowed by the CBC policy DJ (Local) [30], it is important to note that CBC maintains a low faculty-student ratio (See Figure 2 below).

Faculty to Student Ratio

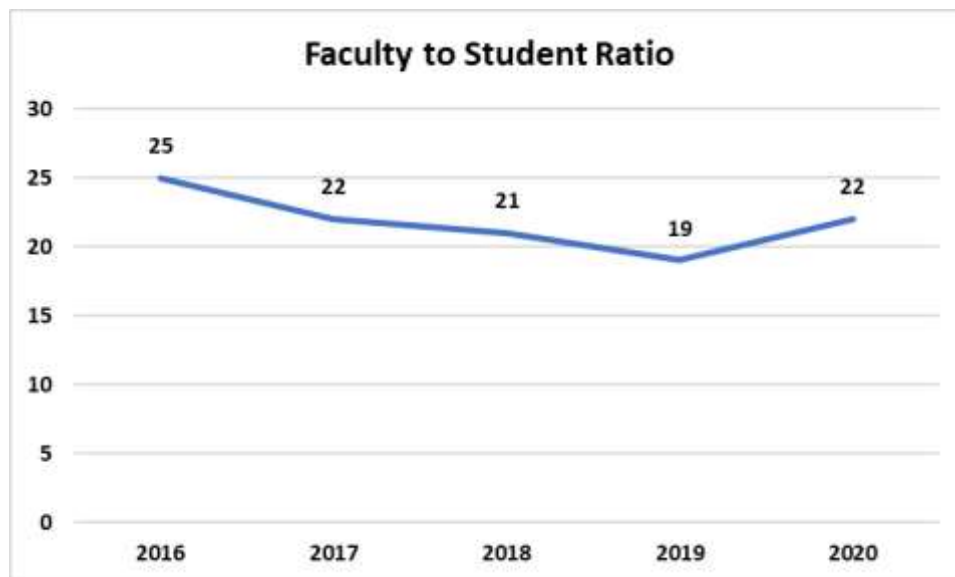| Year	Ratio
2016	25
2017	22
2018	21
2019	19
2020	22

Figure 2. Accountability data from the Texas Higher Education Coordinating Board Accountability System.

It is also important to note that most of the adjunct faculty teach in the Associate of Arts (A.A.) and Associate of Science (A.S.) transfer programs because the greatest number of students enrolled with these majors are dual credit students. The Texas legislative body allows and encourages dual credit students in Texas to attend any institution of higher education in Texas for dual credit coursework (Texas Education Code 28.009 [31]). CBC supports the mandate from the Texas Legislature, and as a result, has students enrolling from over 30 high schools across Texas. These students take on average 6-12 hours a year. These students represent over 50% of all students enrolled in the last three academic years.

CBC maintains complete control of the curriculum and oversight of the dual credit courses taught by adjunct faculty in the high schools. Memorandums of Understanding (MOU) have been developed with each high school that detail CBC institutional policies, practices, and curricular expectations (Dual Credit MOU [32]). High school faculty with the appropriate higher education credentials to instruct the dual credit courses are the faculty employed by CBC. The faculty must undergo the same credentialing (Adjunct Credential Form [33]) and interviewing and evaluation processes as other CBC employees. They participate in professional development and training when required (Convocation Schedule [34]). They also must use the same course master syllabus developed by full-time faculty at CBC.

Instruction, Student Learning Assessment, and Student Advising

Systematic, systemic, and sustainable student learning assessment and program review processes and procedures are in place that support effective instruction and student learning. Faculty oversee developing the course master syllabi and identifying the student learning outcomes in the syllabi. Course master syllabi [35] must first be approved by faculty discipline experts. These processes support ongoing monitoring of the quality of instruction and student learning, and faculty fully participate in these processes. The General Education Assessment Review (GEAR) committee is an example of faculty participation in student learning assessment

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planning and review. The GEAR committee [36] reviews the assessment of the core curriculum and provides oversight and direction to the assessment process. A critical part of this process is the review of the "Use of Results" documents that demonstrate continuous improvement. Additionally, faculty participate in the Student Learning Assessment Team for Excellence (SLATE) [37]. The Student Learning Assessment Team for Excellence (SLATE) is a standing committee of the faculty. Its purpose is to provide peer review and feedback on the results from the student learning outcomes assessment under the Chief Academic Officer in concert with the Office of Institutional Effectiveness. Faculty set aside ten office hours [38] a week for students in addition to their availability in the classroom and online classroom management system (Blackboard) to advise, tutor, or mentor students.

CBC continues to be successful in carrying out the comprehensive community college mission as demonstrated in the success of students in achieving completion and transfer goals (2020 IPEDS Report [39] and Institutional Resume [40]). Additionally, continued success in student achievement provides evidence of adequacy of full-time faculty.

Professional Service

In addition to teaching, advising, and other responsibilities, full-time instructional employees fulfill other contractual requirements including attending faculty meetings and commencement ceremonies. Many faculty choose to serve as advisors of student organizations [41], such as Phi Theta Kappa (PTK) and the Student Government Association (SGA). They serve on college committees (CBC Committee List with Faculty Members) [42] and participate in professional development activities (Professional Development Activities) [43].

Recently, CBC was invited by the National Phi Theta Kappa Honor Society to become an Honor College. In addition to this invitation, the college was informed a substantial grant would be awarded to support qualifying CBC students' participation in the CBC PTK chapter and support PTK students acquisition of transfer scholarships. CBC remains committed to continued student success which is only possible with adequate numbers of full-time faculty.

Evidence
[1] CBC Strategic Plan 2025
[2] CBC DMAB Policy (Legal)
[3] CBC Policy DCA (Legal)
[4] CBC Policy EE (Local)
[5] CBC Full-time Faculty Job Description
[6] CBC Policy DDB (Local)
[7] Contract Faculty Evaluation Process
[8] CBC Full-time Faculty Job Description
[9] Course Evaluation Process
[10] Faculty Evaluation Process
[11] Program Review Process
[12] 2020-2021 Associate of Arts/Sciences Program Review
[13] CBC Board of Trustee Meeting Minutes-Sept. 2022
[14] Transfer and General Education Division Organizational Chart
[15] Assistant Coordinator Job Description

[16] Director of Nursing Job Description
[17] Clinical Coordinator Job Description
[18] CBC Faculty Handbook
[19] Program Review
[20] Recommendation for Hire Example
[21] Program Accreditation Requirements
[22] Guidelines for Instructional Programs in Workforce Education
[23] Texas Education Code Title 3 Subtitle G Chapter 130 A
[24] THECB 2021 Almanac
[25] CBC Scheduling Process
[26] CBC Policy DJ (Local)
[27] Faculty Schedule examples
[28] Texas Department of Regulatory Services Cosmetology Example
[29] Texas Higher Education Coordinating Board Accountability System
[30] CBC Policy DJ (Local)
[31] Texas Education Code 28.009
[32] Dual Credit MOU example
[33] Credential Form-Adjunct example
[34] Convocation Schedule
[35] Master Syllabus Example
[36] General Education Assessment Review (GEAR) committee-CBC Committees 2022-2023
[37] Student Learning Assessment Team for Excellence-CBC Committees 2022-2023
[38] Faculty Schedule Example
[39] 2020 IPEDS Report
[40] CBC Institutional Resume
[41] Faculty Advisors of Student Organizations Roster
[42] CBC Committee List 2022-2023
[43] Professional Development Reports 2022

6.2	**For each of its educational programs, the institution**
	6.2.a **Justifies and documents the qualifications of its faculty members.** *(Faculty qualifications)* **X Compliance** ___ **Non-Compliance** ___ **Partial Compliance** **Narrative**: For each of its educational programs, Coastal Bend College (CBC) justifies and documents the qualifications of its faculty members. It is the mission [1] of CBC to be "a student-centered community college committed to delivering superb educational and life enriching opportunities to its students and communities it serves." To carry out this mission, the CBC Board of Trustees, administration, staff, directors, and division coordinators all work diligently to ensure that the instructional programs of the college are staffed by full-time and part-time faculty

holding the appropriate qualifications and academic credentials. Policies and procedures are in place to ensure the college justifies and documents all faculty credentials.

CBC contractually employs full-time faculty whose primary duties include teaching and oversight of program curriculum (CBC Policy DCA (Legal) [2]). These responsibilities are also noted in the CBC Faculty Handbook [3] and in CBC Policy EE (Local) [4]. Job descriptions [5] for full-time faculty require that "education must meet the specific departmental requirements as mandated by CBC and as reported to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for the appropriate field of study and degrees awarded." Part-time employees [6] are also employed by CBC to carry out instructional duties and must meet the same qualifications and credentials as full-time faculty. The same faculty credential process [7] and forms [8] are used for credentialing full-time [9] and part-time faculty [10]. This applies to faculty teaching in all modalities of instruction including face-to-face, hybrid, videoconferencing, and distance learning.

The Texas Higher Education Coordinating Board (THECB) is charged (Texas Education Code 61.001) [11] with additionally providing leadership and coordination for Texas community colleges and provides direction regarding job qualifications for both transfer and general education program and career and technical education program faculty.

The Texas Education Code 130.082(d) [12] authorizes the CBC Board of Trustees to "appoint or employ such agents, employees, and officials as deemed necessary or advisable to carry out any power, duty, or function of said board; and to employ a president, dean, or other administrative officer, and upon the president's recommendation to employ faculty and other employees of the junior college." CBC Policy BFA (Local) [13] permits the college president to "delegate responsibilities to other employees of the College District but shall remain accountable to the Board for the performance of all duties, delegated or otherwise." The CBC president delegates the responsibility [14] of ensuring that faculty meet all employment requirements to the Provost, the Chief Academic Officer (CAO) of the college, who makes recommendations to the president to hire faculty with input from instructional deans, staff, and faculty. Final authorization [15] on employment ultimately resides with the college president.

The CBC credentialing process [16] follows a multi-layered approach to ensure that a full and rigorous credential evaluation takes place. Faculty credential forms [17] are initially evaluated by the program directors or coordinators that provide direct oversight of each instructional area. Approved credential forms are then reviewed by the appropriate instructional dean managing each instructional unit. Following approval by the respective dean, the credential forms are then evaluated by the Provost/CAO. The college President/CEO provides the final review and approval prior to the candidate being employed by the college. Contracted full-time faculty must be formally approved [18] by the Coastal Bend College Board of Trustees after being recommended by the President/CEO.

Justifies the Qualifications of its Faculty Members:

All instructional areas of CBC justify the qualifications of their faculty. CBC follows defined Faculty Credential Guidelines [19] that specify the minimum academic credentials required to teach in each respective field of study. These guidelines are based on SACSCOC Faculty

Credentials Guidelines [20], requirements from the Texas Guidelines for Instructional Programs in Workforce Education [21] and accreditation agencies where relevant.

In the Transfer and General Education (TGE) organization [22], faculty teaching transferable general education courses must hold a master's degree in the discipline or have a master's degree in another discipline with a minimum of 18 discipline-related graduate hours. Faculty teaching non-transferable developmental education courses must hold a bachelor's degree in a related discipline and have 6 graduate credit hours or 100 professional development hours in developmental education. To this day, CBC has not hired faculty requiring the 100 professional development hours in developmental education.

In the Career and Technical Education (CTE) organization [23], faculty must hold a bachelor's degree in the teaching discipline or a minimum of an associate degree in the discipline and provide demonstrated competencies in the discipline/field. CTE faculty teaching certificate-only, credit or non-credit, courses must hold an associate degree with demonstrated competencies in the discipline or field or have college or specialized training and provide documented work experience in the field, or, where appropriate, documentation of licensure or certification in the field. Demonstrated competencies include work experience, licensures, certifications, honors and awards, continuing education credits, continuous documented excellence in teaching, and other demonstrated competencies and achievements that contribute to effective teaching and positive learning outcomes.

In the Nursing and Allied Health (NAH) organization [24], additional credentialing guidelines are followed as required by state and federal regulatory agencies. Currently, CBC's external allied health accrediting bodies include the Joint Review Committee on Education in Radiologic Technology (JCERT) and the Commission on Dental Accreditation (CODA). The nursing and certified nursing assistant programs are approved by the Texas Board of Nursing (BON) and Texas Health and Human Services (HHSC). These organizations provide oversight and help ensure that CBC's nursing and allied health programs maintain the highest professional and ethical standards and employ qualified faculty.

The credentialing standards established by CBC are rigorously applied to all dual credit faculty. CBC has established an approval process for selecting qualified school district faculty to teach dual credit courses. Every dual credit instructor must meet the same standards and approval procedures established by the college for each respective instructional area per TAC Title 19, Chapter 4, Subchapter D, Rule § 4.85(e) [25]. Approved dual credit faculty are supervised by the college's respective dean or designee and are evaluated and monitored [26] to ensure quality of instruction and compliance with the college's policies and procedures in accordance with the standards established by the state of Texas and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Documents the Qualifications of its Faculty Members:

All instructional areas of CBC document the qualifications of their faculty. CBC follows defined Faculty Credential Guidelines [27] that specify the minimum academic credentials required to teach in each respective field of study. Credentialing requirements are also clearly stated on both the Coastal Bend College Verification of Career and Technical Education Faculty Credentials form [28], Coastal Bend College Verification of Nursing and Allied Health Faculty

Credentials form [29], and the Coastal Bend College Verification of Academic and Developmental Education Faculty Credentials form [30].

Credentialing forms and all related supporting documentation such as transcripts, certifications, and work experience are managed by the Human Resources Department. The credentials and associated documentation for all potential and new hires are housed in the Cornerstone software application and in the office of Human Resources.

Once the credentialing and on-boarding process has been completed for new faculty members, all application and credentialing materials are placed in the employee's personnel file. All personnel files are warehoused in Human Resources. Faculty Roster forms for Spring 2022 [31] and Fall 2022 [32] demonstrate that all CBC faculty meet CBC's required credentials. Coastal Bend College is fortunate to have faculty who were reviewed in the prior 2014 reaffirmation process and are still employed with the college. Credentials for these faculty are included in the Faculty From Prior Review Form [33].

Evidence
[1] CBC Mission Statement
[2] CBC Policy DCA (Legal)
[3] CBC Faculty Handbook
[4] CBC Policy EE (Local)
[5] CBC Full-time Faculty Job Description
[6] CBC Part-time Faculty Job Description
[7] CBC Faculty Credential Process
[8] CBC Faculty Credential Forms
[9] CBC Faculty Credential Form-Full-time Faculty Examples
[10] CBC Faculty Credential Form-Part-time Faculty Examples
[11] Texas Education Code 61.001
[12] Texas Education Code 130.082(d)
[13] CBC Policy BFA (Local)
[14] CBC Provost Job Description
[15] CBC Faculty Credential Form-Fully executed
[16] CBC Faculty Credential Process
[17] CBC Faculty Credential Forms
[18] CBC Board of Trustee Board Minutes – Contract Approvals
[19] CBC Faculty Credential Guidelines
[20] SACSCOC Faculty Credential Guidelines
[21] Texas Guidelines for Instructional Programs in Workforce Education
[22] Transfer and General Education Organization Chart
[23] Career and Technical Education Organization Chart
[24] Nursing and Allied Health Organization Chart
[25] TAC Title 19, Chapter 4, Subchapter D, Rule § 4.85(e).
[26] Part-time Faculty Evaluation Process and Example
[27] SACSCOC Faculty Credential Guidelines

[28] Coastal Bend College Verification of Career and Technical Education Faculty Credentials Form
[29] Coastal Bend College Verification of Nursing and Allied Health Faculty Credentials Form
[30] Coastal Bend College Verification of Academic and Developmental Education Faculty Credentials Form
[31] Spring 2022 Faculty Roster Form
[32] Fall 2022 Faculty Roster Form
[33] Faculty From Prior Review Form

6.2.b **Employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.**
(Program faculty) **[Off-Site/On-Site Review]**

X Compliance ___ **Non-Compliance** ___ **Partial Compliance**

Narrative: For each of its educational programs, Coastal Bend College (CBC) employs enough full-time faculty members to ensure curriculum and program quality, integrity, and review. It is the mission of CBC to be a student-centered community college committed to delivering superb educational and life enriching opportunities to its students and the communities it serves. Texas has legislated CBC to serve as a comprehensive college offering vocational, technical, and academic courses for certification and/or associate degrees. Continuing education, remedial, and compensatory education is provided consistent with open-admission policies, along with programs of counseling and guidance (Education Code Title 3 Subtitle G Chapter 130 A) [1]. To carry out this mission, the CBC Board of Trustees, administration, staff, directors, and division coordinators all work diligently to ensure that the instructional programs of the college are staffed by an adequate number of full-time faculty holding the appropriate qualifications and academic credentials.

Instruction at Coastal Bend College is led by a Provost/Chief Academic Officer (CAO) and is organized into three academic organizations [2]. Each of the academic organizations have oversight by administrative deans which include the Dean of Transfer and General Education [3], Dean of Career and Technology [4] and the Dean of Nursing and Allied Health [5]. Each of these deans has Division Coordinators [6], Assistant Coordinators [7] and/or Directors [8] who are responsible for the direct coordination and/or direction of the faculty in their division. Division coordinators and assistant coordinators are full-time faculty. While directors are not full-time faculty, they are credentialed as full-time faculty and instruct a reduced load. The divisions are organized so that faculty instructing similar curriculum or courses are working more closely together to support the quality and integrity of curriculum and programs.

Various processes of effectiveness such as the program reviews [9], course evaluations [10] and faculty evaluations [11] are in place to help administration, coordinators and directors regularly monitor and ensure that CBC employs sufficient number of full-time faculty at all locations and in all modes of instruction.

CBC offers instruction at multiple sites and in multiple modes of instruction. All faculty and instruction, regardless of the location or mode of instruction, are monitored and evaluated to ensure quality curriculum and program quality, integrity, and review. These evaluation methods

have defined items included to evaluate mastery of subject matter, teaching performance, student learning, support of college policies and procedures and participation in college, and division and program activities as assigned. Specific items are included to understand effectiveness in modes of instruction and technology.

All new faculty (full-time, part-time and dual credit) are provided technology training [12] in the use of the college's learning management system (Blackboard) and are included in new faculty/adjunct training [13] prior to the start of a semester.

Definitions of Faculty

Full-Time Faculty
Full-time regular faculty are employees of CBC whose primary responsibility is teaching with additional responsibilities for curriculum development, advisement, committee work, and other associated activities (CBC Policy DJ (Local)) [14]. As college employees, full-time faculty positions are included in the staffing plan adopted by the CBC Board of Trustees along with the college's fiscal year budget.

Part-Time Faculty
Part-time faculty members, not on the board-approved staffing plan, are employed on a part-time basis with no benefits and are limited to teaching no more than 12 lecture hour equivalents per semester (CBC Policy DDB (Local) [15]). Part-time faculty go through the same credentialing process as full-time faculty.

Dual credit Faculty
Dual credit faculty teaching in a high school are actively employed with a local school district and not on the board-approved staffing plan. While they are full-time with their local school district, they are part-time for CBC. Dual credit faculty have been approved by the college to teach approved college courses. These faculty must follow CBC instructional guidelines and polices as outlined in the Memorandum of Understanding (MOU) agreements [16] between the school districts and the college and are credentialed the same as other full-time and part-time faculty. They are also limited to teaching no more than 12 lecture hour equivalents per semester (CBC Policy DDB (Local) [17]).

Faculty Duties and Responsibilities

According to the faculty position description [18], full-time faculty members' essential functions are to conduct and elicit student learning with effective mastery of course content in the teaching discipline. The individual in this position must be able to perform responsibly and professionally and with demonstrable dedication to student-centered learning. Faculty ability to work collaboratively and collegially to affect student learning is essential.

Specific job responsibilities of full-time faculty members include: adhering to learning outcomes, developing methods to assess student progress, evaluating student work in a timely manner, maintaining student records, contributing to institutional effectiveness by course outcomes, maintaining and posting grades in Blackboard, promoting student evaluations at the end of each semester, visiting all distant learning sites each semester, posting a minimum of 10 office hours, serving as mentors to adjunct and dual credit faculty, maintaining accurate course syllabi, serving as an advisor, serving on college committees, assisting deans with course scheduling, assisting with new course development, assisting with program reviews, acquiring 12 hours of professional development each year, and providing quality instruction within a learning environment that supports all students in the learning process.

Full-time [19] and Part-time [20] faculty members' duties include:

- Mastery of Subject Matter
- Teaching Performance
- Evaluation of Student Learning
- Participation in College, Division, and Program Activities
- Contribution to the Growth and Enhancement of College Mission and Programs

Faculty Workloads

Teaching Load Assignments

As outlined in CBC Policy DJ (LOCAL) [21], full-time faculty are required to teach 15 teaching credit hours per week but can be required to teach a total of 18 lecture/lab hours if the faculty member does not meet the minimum of 450 contact hours per week.

To calculate teaching credit hours, one lecture hour equals one teaching credit hour, and two lab hours equal one teaching credit hour. Teaching contact hours in a course shall equal the number of students in the course times the number of hours per week that the course meets. Compensation is provided for teaching credit hours more than 16 if the teaching contact hours exceed 450 per week, which is determined by multiplying the number of students times the teaching credit hours for each course. CBC Policy DJ (LOCAL) stipulates that the Provost/Chief Academic Officer (CAO), with input from the instructional deans, is responsible for determining equitable teaching loads based on contact hours, the number of class preparations, class size, demand of subject matter, available help, and the contract term. Discussion regarding teaching loads occurs during the CBC scheduling process [22]. Load reports [23] are completed once the semester commences to determine pay for adjuncts and overload pay for full-time faculty.

Training and Support for Faculty

The 2022-2023 Faculty Handbook [24] states that part-time faculty are provided with the opportunity to participate in department/division meetings, faculty evaluation, and professional development. Professional development is provided annually for all faculty, and faculty can request professional development in program reviews [25] and annually in the budget process [26].

All faculty, including part-time and dual credit faculty members, are provided technical support from the Information Technology (I.T.) Department and support for utilizing CBC's Learning Management System, Blackboard. Most recently, Coastal Bend College received a Title III Grant [27]. The Grant supports the full implementation of a pathways framework that supports a student from matriculation to graduation, transfer, or workforce entry, ensuring quality programming in all modes of instruction through the implementation of quality standards into programming and developing a distance learning program that addresses and includes delivery, processes, policies, procedures, and practices. An Executive Director of Innovation and Learning [28] and a Media Specialist [29] have been hired to support faculty with online curriculum design and deployment of online courses. CBC faculty also currently have access to the Quality Matters Program Resources [30]. These are resources to support course design and delivery. Several committees directly support faculty to ensure curriculum and program quality, integrity, and review. These include the CBC Curriculum Committee [31], the CBC Distance Learning Committee [32], the GEAR Committee [33] and the SLATE Committee [34].

Sufficiency in numbers of Full-time Faculty-Degree Programs at Coastal Bend

According to CBC Policy EFBA (Legal) [35] "an academic associate degree is an associate degree that will satisfy the lower-division requirements for a baccalaureate degree in a specific discipline. An 'applied associate degree' is an associate degree intended to lead directly to employment following graduation and may satisfy the lower-division requirements for a baccalaureate degree in a specific discipline. 'Certificate program' means workforce programs designed for entry-level employment or for upgrading skills and knowledge within an occupation. Certificate programs serve as building blocks and exit points for AAS degree programs."

CBC offers Associate of Science (A.S.), Associate of Arts (A.A.) and Associate of Applied Science (A.A.S.) degrees and associated certificates [36].

Academic A.A. and A.S. Programs at Coastal Bend College

The Academic Associate of Arts and Associate of Science (A.A./A.S.) transfer degrees offered by CBC do not allow students to major in any specific discipline. These degrees are liberal arts degrees with a general studies major. The majority (42 semester credit hours) of the 60-hour degree is a set of core courses legislated by the Texas Education Code and coordinated by the Texas Higher Education Coordinating Board (Texas Core Curriculum) [37]. Texas has legislated core component areas with a variety of general education core courses students may choose from to satisfy the core requirement. There is no major designated in this set of core general education courses.

The core general education courses semester credit hours (SCH) include Communication (6 SCH.); Mathematics (3 SCH.); Life and Physical Sciences (6 SCH); Language, Philosophy, and Culture (3 SCH); Creative Arts (3 SCH); American History (6 SCH); Government/Political Science (6 SCH); and Social and Behavioral Sciences (3 SCH). Students with general studies majors are advised to consider lower division general education requirements of their future transfer university (A.A. and A.S. Transfer Plans from CBC Catalog) [38] while selecting their core component courses and the remaining 18 hours of the transfer general studies degree. CBC does not offer transfer majors; therefore, there are limited offerings of courses outside the general education core. Instructional contact hours taught in the last two fall semesters are disaggregated below, showing that CBC maintains enough faculty in the Academic Degree Programs.

Associate of Arts and Associate of Science Degrees-Contact Hours Disaggregated by Discipline and by FT/PT

Discipline	Spring 2022 **Full-time** Faculty Contact Hours	Spring 2022 **Part-time** Faculty Contact Hours	Fall 2022 **Full-time** Faculty Contact Hours	Fall 2022 **Part-time** Faculty Contact Hours
Social & Behavioral Sciences Total	59,088 (62%)	34,080 (38%)	73,392 (65%)	40,176 (35%)
• Psychology	12,768 (78%)	3552 (22%)	12,816 (88%)	1,776 (12%)
• Sociology	7,344 (100%)	0	6,864 (79%)	1,824 (21%)
• Educ 1300*	5,808 (33%)	11,808 (67%)	12,960 (33%)	25,824 (67%)
• History & Geography	15,120 (54%)	13,104 (46%)	18,576 (73%)	6,816 (27%)

	Spring 2022 Full-time	Spring 2022 Part-time	Fall 2022 Full-time	Fall 2022 Part-time
• Government	12,000 (77%)	3,504 (23%)	16,944 (81%)	3,936 (19%)
• Economics	6,048 (74%)	2,112 (26%)	5,232 (100%)	0
Arts, Communications and Humanities Total	43,728 (44%)	56,608 (56%)	57,312 (52%)	53,734 (48%)
• Visual & Performing Arts (Arts, Music)	5,760 (22%)	20,688 (78%)	9,552 (27%)	25,200 (73%)
• Humanities	0	5,376 (100%)	2,688 (58%)	1,968 (42%)
• Philosophy	0	4,416 (100%)	4,272 (98%)	96 (2%)
• Speech	10,992 (64%)	9,552 (46%)	9,168 (58%)	6,758 42%)
• English	23,120 (58%)	16,576 (42%)	25,344 (57%)	19,280 (43%)
• Developmental English	3,856 (100%)	0	6,288 (94%)	432 (6%)
Math, Science and Kinesiology	76,800 (68%)	35,680 (32%)	80,720 (63%)	47,600 (37%)
• Kinesiology	9,168 (93%)	720 (7%)	8,496 (78%)	2,400 (22%)
• Biology	38,912 (79%)	10,432 (21%)	34,192 (70%)	14,528 (30%)
• Chemistry	0	0	0	880 (100%)
• Geology	3,984 (100%	0	3,888 (100%)	0
• BCIS 1305**	10,048 (33%)	20,416 (67%)	10,496 (28%)	26,432 (72%)
• Physics	0	0	0	0
• Mathematics	12,096 (76%)	3,840 (24%)	11,072 (78%)	3,088 (22%)
• Developmental Mathematics	2,592 (91%)	272 (9%)	12,576 (98%)	272 (2%)

*EDUC 1300-This success course is required in every program. All faculty teaching this course go through EDUC 1300 orientation training [39] prior to instructing the course.
**BCIS 1305- This computer technology course is required in every program. All faculty teaching this course go through BCIS 1305 orientation training [40] prior to instructing the course.

Associate of Applied Science and Certificate Programs at Coastal Bend College

Coastal Bend College also offers applied associate degrees and certificate programs. These programs are designed for entry-level employment or for upgrading skills and knowledge within an occupation. Certificate programs also serve as building blocks and exit points for Associate of Applied Science (A.A.S.) degree programs. Courses in the certificates are included in the associated program.

Career and Transfer Associate of Applied Science Degrees and Certificates-Contact Hours Disaggregated by Discipline and by FT/PT

Program	Spring 2022 **Full-time** Faculty Contact Hours	Spring 2022 **Part-time** Faculty Contact Hours	Fall 2022 **Full-time** Faculty Contact Hours	Fall 2022 **Part-time** Faculty Contact Hours
Automotive Technology	6,048 (100%)	0	4,864 (100%)	0
Architecture & Civil Engineering	2,400 (68%)	1,152 (32%)	1,792 (100%)	0

Oil and Gas Technology	1,440 (100%)	0	1,584 (100%)	0
Welding Technology	10,688 (61%)	6,976 (39%)	8,336 (59%)	5,792 (41%)
Cosmetology	10,528 (100%)	0	35,424 (100%)	0
Early Childhood Education	7,856 (59%)	5,472 (41%)	7,312 (67%)	3,616 (33%)
Business Management	7,056 (100%)	0	6,320 (70%)	2,688 (30%)
Business Technology	2,688 (61%)	1,728 (39%)	4,320 (87%)	672 (23%)
Computer Information Technology	6,625 (100%)	0	6,144 (100%)	0
Forensic Science	896 (35%)	1,632 (65%)	2,016 (72%)	768 (28%)
Law Enforcement	5,120 (39%)	3,216 (61%)	4,832 (80%)	1,248 (20%)

Nursing and Allied Health Associate of Applied Science Degrees and Certificates-Contact Hours Disaggregated by Discipline and by FT/PT

Program	Spring 2022 **Full-time** Faculty Contact Hours	Spring 2022 **Part-time** Faculty Contact Hours	Fall 2022 **Full-time** Faculty Contact Hours	Fall 2022 **Part-time** Faculty Contact Hours
Professional Nursing	32,896 (95%)	1,824 (5%)	22,864 (93%)	1,792 (7%)
Vocational Nursing	13,984 (61%)	8,880 (39%)	31,968 (93%)	2,416 (7%)
Radiologic Technology	10,384 (100%	0	10,336 (100%)	0
Health Information Management	2,800 (78%)	768 (22%)	2,272 (100%)	0
CNA***	480 (4%)	11,136 (96%)	0	12,432 (100%)
Dental Hygiene	16,080 (100%)	0	21,440 (100%)	0

*** The Certified Nursing Associate (CNA) Certificate is primarily offered in the high schools. The Director of CNA has direct oversight of this certificate program at all locations.

Instruction by Locations and Modes of Instruction

CBC's Beeville location serves as its administrative campus, and there are three other primary sites in Alice, Kingsville, and Pleasanton. Dual credit courses are also offered at service area high schools with MOUs. In addition, courses are offered across several distance learning modalities including face-to-face, hybrid, videoconferencing, and internet courses. Faculty often teach at multiple locations and across modalities.

CBC examines faculty assignments to programs by the location and modality of offering. CBC recognizes that faculty teach in more than one program, on more than one site, and in more than one modality. An analysis by location and modality results in duplicated counts but can provide some assurance that programs are adequately covered by full-time faculty. This analysis occurs during the scheduling process.

The chart below illustrates that CBC has sufficient faculty to cover all modalities of instruction and in all locations. Part-time faculty teaching at high schools are supported by the assistant

coordinators, division coordinators, directors, and deans. As noted above, they are included in professional development and evaluation processes. Extensive information about dual credit is provided to these constituencies on the Dual Credit Web Page [41]. The Department of Dual Credit's primary focus is to support dual credit students, faculty, and high school counselors.

Contact Hours Disaggregated by Location, Mode of Instruction, Discipline and by FT/PT

Spring 2022	Spring 2022 **Full-time** Faculty Contact Hours	Spring 2022 **Part-time** Faculty Contact Hours	Fall 2022 **Full-time** Faculty Contact Hours	Fall 2022 **Part-time** Faculty Contact Hours
Alice Site (Face to Face)	20,336 (87%)	3072 (13%)	31,280 (99.8%)	48 (.02%)
Beeville Site (Face to Face)	87,552 (99%)	576 (1%)	106,816 (98%)	1,632 (2%)
High School Locations (Face to Face)	0	66,240 (100%)	0	72,800 (100%)
Distance Learning****	200,624 (67%)	96,912 (33%)	208,592 (68%)	96,304 (32%)
Kingsville (Face to Face)	15,664 (100%)	0	28,880 (100%)	0
Pleasanton (Face to Face)	672 (16%)	3,456 (84%)	12,720 (93%)	960 (7%)

****Distance Learning training sessions [42] are conducted during convocation week for all faculty.

CBC full-time faculty maintain complete oversight of all curricula, regardless of location or mode of instruction, and are charged with the responsibility of ensuring curriculum and program quality and integrity. Discipline experts develop the course master syllabi [43] and these syllabi are then submitted to the respective dean, CBC curriculum committee, and subsequently to the Provost/CAO for approval [44]. All faculty, including part-time instructors, regardless of mode of instruction or location, must use the same course master syllabus developed by faculty, complete the program learning outcome assessment processes, and are included in the CBC evaluation processes.

The percentage of CBC full-time faculty is sufficient to support these processes and to support the traditional and dual credit enrollment regardless of delivery mode or location. Every spring, and during program reviews, the full roster of full-time faculty and institutional data are reviewed by the Provost/CAO and analyzed to determine if CBC has an appropriate number of full-time faculty to carry out the mission of the college. Several variables inform this decision, including data from program reviews, recommendations from the three instructional deans, CBC program accrediting requirements, and Guidelines for Instructional Programs in Workforce Education (GIPWE) from the Texas Higher Education Coordinating Board (THECB). Final recommendations for full-time faculty go to the Board of Trustees per CBC Policy DCA (Local) [45] and CBC DMAB (Local) [46] for approval [47] (Item 9.a).

CBC graduation rates and success rates continue to be comparable or higher to peer institutions in Texas demonstrating that CBC employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review for each of its educational programs (CBC Institutional Resume [48] and IPEDS Report [49]).

Evidence

[1] Education Code Title 3 Subtitle G Chapter 130 A

[2] Provost Organization Chart

[3] Dean of Transfer and General Education Organization Chart

[4] Dean of Career and Technology Education Organization Chart

[5] Dean of Nursing and Allied Health Organization Chart

[6] Division Coordinator Job Description

[7] Assistant Coordinator Job Description

[8] Director Job Description

[9] Program Review Process

[10] Course Evaluation Process

[11] Faculty Evaluation Process

[12] Convocation Schedule-Blackboard Training

[13] Convocation Schedule-New Faculty/Adjunct Training

[14] CBC Policy DJ (Local)

[15] CBC Policy DDB (Local)

[16] Memorandum of Understanding Dual Credit Example

[17] CBC Policy DDB (Local)

[18] Full-time Faculty Job Description

[19] Full-time Faculty Job Description

[20] Part-time Faculty Job Description

[21] CBC Policy DJ (Local)

[22] CBC Scheduling Process

[23] Faculty Load Report Examples

[24] CBC Faculty Handbook

[25] CBC Program Review example

[26] CBC Budget Request example

[27] Title III Abstract

[28] Executive Director of Innovation and Learning Job Description

[29] Media Specialist

[30] Quality Matters Resources Webpage

[31] CBC Committee Handbook- Curriculum Committee Membership

[32] CBC Committee Handbook- Distance Learning Committee Membership

[33] CBC Committee Handbook-GEAR Committee Membership

[34] CBC Committee Handbook-SLATE Committee Membership

[35] CBC Policy EFBA (Legal)

[36] CBC Catalog-Program page

[37] Teas Core Curriculum

[38] CBC Degree and Certificate Offerings

[39] CBC Convocation Schedule-EDUC 1300 Training

[40] CBC Convocation Schedule- BCIS 1305 Training
[41] CBC Dual Credit Web Page
[42] CBC Convocation Schedule-Blackboard Training
[43] CBC Curriculum Handbook-Master Syllabus Development
[44] Master Syllabi Examples
[45] CBC Policy DCA (Local)
[46] CBC Policy DMAB (Local)
[47] CBC Board of Trustees Meeting Minutes – Contract Approvals
[48] CBC Institutional Resume
[49] CBC IPEDS Report

6.2.c **Assigns appropriate responsibility for program coordination.**
(Program coordination) **[Off-Site/On-Site Review]**

X Compliance ___ **Non-Compliance** ___ **Partial Compliance**

Narrative: Coastal Bend College (CBC) assigns appropriate responsibility for program coordination for each of its educational programs. CBC is a "student-centered community college committed to delivering superb educational and life enriching opportunities to its students and the communities it serves" [1]. Texas has legislated CBC to serve as a comprehensive college offering vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial, and compensatory education is to be provided consistent with open-admission policies, along with programs of counseling and guidance (Education Code Title 3 Subtitle G Chapter 130 A) [2].

CBC's Provost, who reports to the college president, is the Chief Academic Officer (CAO) and the Institutional Accreditation Liaison. It is the responsibility of the Provost/CAO to "provide strong leadership and ensure high quality development, implementation, communication and evaluation of the curriculum and instructional services" [3]. There are eight direct reports [4] to the Provost/CAO including the Dean of Transfer and General Education, the Dean of Career and Technical Education, and the Dean of Nursing and Allied Health.

A clear academic structure for the Transfer and General Education [5], Career and Technical Education [6], and the Nursing and Allied Health [7] programs is in place and clearly details who is responsible for the coordination of each of the instructional areas.

The Transfer and General Education program (TGE) of the college is coordinated by the Dean of Transfer and General Education [8] who reports directly to the Provost/CAO. The Dean of TGE supervises the development, implementation, communication and evaluation of the curriculum. This individual provides direct oversight of three faculty division coordinators and ensures core discipline faculty are properly assigned within their respective divisions and programs. This division is responsible for the Associate of Arts (A.A.) and the Associate of Science (A.S.) Transfer and General Education programs and coursework.

Three full-time faculty division coordinators (Division Coordinator of Social and Behavioral Sciences (SBC) [9]; Division Coordinator of Arts, Communications and Humanities (ACH) [10]; and the Division Coordinator of Math, Science and Kinesiology (MSK) [11]; report to the Dean of Transfer and General Education. Faculty division coordinators' primary responsibility is

instruction. They receive release time to coordinate the responsibilities of their academic division [12] such as scheduling, facilitation of the master syllabi, and assessment. Three full-time faculty assistant division coordinators (Assistant SBS Division Coordinator [13]; Assistant ACH Division Coordinator [14]; and Assistant MSK Division Coordinator [15]) assist the division coordinators. Full-time faculty discipline experts in each of the divisions are responsible for developing the curricula and master syllabi and completing all planning and assessment activities for all academic coursework.

The Career and Technology Education (CTE) program is coordinated by the Dean of Career and Technical Education [16]. The Dean of CTE supervises the development, implementation, communication, and evaluation of the curricula and provides oversight for the master course list in all CTE programs. This individual provides direct oversight to the CTE coordinators and directors and credentials full-time instructors as per approved process. The Dean of CTE additionally oversees appropriate workloads, office hours, evaluations, and recommendations of CTE faculty for continued employment. The Dean of CTE responsibilities also include assisting the CTE division coordinators and directors with the completion of annual course and program assessments and program reviews.

Three full-time faculty coordinators (Division Coordinator of Industrial Technology [17], Division Coordinator of Human Culture and Education Services [18], and Division Coordinator of Public and Professional Services [19]) report to the Dean of CTE. Faculty division coordinators' primary responsibility is instruction. They receive release time to coordinate the responsibilities of their CTE division, such as scheduling, facilitation of the master syllabi, and assessment (TGE and CTE Instructional Coordinator Job Description [20]). Each of the CTE programs in each coordinated division has a full-time faculty director responsible for developing the curriculum and master syllabi and completing all planning and assessment activities for all academic coursework. These directors meet SACSCOC and Texas legislated credential guidelines detailed in the Guidelines for Instructional Programs in Workforce Education (GIPWE) (GIPWE Faculty Requirements [21]).

The Nursing and Allied Health (NAH) Division of the college is coordinated by the Dean of Nursing and Allied Health [22]. The Dean of NAH is responsible for coordinating the responsibilities, such as scheduling, facilitation of the master syllabi and assessment of the Dental Hygiene, Nursing, Radiology, Health Information Technology and CNA Allied Health Programs. There are four directors and a lead faculty coordinating the Nursing and Allied Health programs reporting to the Dean of NAH. The Dean of NAH is responsible for the oversight of the nursing programs and has been approved for this by the Texas Board of Nursing; however, the Director of the Nursing Division [23] oversees administrative areas of the nursing division, including faculty support and evaluation, curriculum, assessment and program evaluation. There are three additional staff who coordinate allied health programs. These include the Director of CNA [24]; Director of Dental Hygiene [25] and the Director of Radiologic Technology [26]. A lead full-time faculty [27] is responsible for the coordination of the Health and Information Technology program. All meet SACSCOC and Texas legislated credential guidelines detailed in the Guidelines for Instructional Programs in Workforce Education (GIPWE) [28]. Each full-time NAH dean, director, along with other program faculty, are responsible for developing the curriculum and master syllabi and coordinating all planning and assessment activities for all academic coursework.

Evidence
[1] Coastal Bend College Mission
[2] Education Code Title 3 Subtitle G Chapter 130 A

[3] Provost/CAO Job Description
[4] Provost Administrative Organization Chart
[5] Transfer and General Education Organization Chart
[6] Career and Technical Education Organization Chart
[7] Nursing and Allied Health Organization Chart
[8] Dean of Transfer and General Education Job Description/Resume
[9] Division Coordinator of Social and Behavioral Sciences
[10] Division Coordinator of Arts, Communications and Humanities
[11] Division Coordinator of Math, Science and Kinesiology
[12] TGE and CTE Instructional Coordinator Job Description
[13] Assistant Social Behavioral Science Coordinator
[14] Assistant Arts, Communications and Humanities Coordinator
[15] Assistant Math, Science, and Kinesiology Coordinator
[16] Dean of Career and Technology Division Job Description/Resume
[17] Division Coordinator of Industrial Technology
[18] Division Coordinator of Human Culture and Education Services
[19] Division Coordinator of Public and Professional Services
[20] TGE and CTE Instructional Coordinator Job Description
[21] GIPWE Faculty Requirements
[22] Dean of Nursing and Allied Health Job description/Resume
[23] Director of the Nursing Division
[24] Director of CNA
[25] Director of Dental Hygiene
[26] Director of Radiology
[27] Health and Information Technology Lead Faculty
[28] GIPWE Faculty Requirements

6.3 **The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status.**
　　　　(Faculty appointment and evaluation)

X Compliance ＿＿ Non-Compliance ＿＿ Partial Compliance

Narrative: Coastal Bend College (CBC) publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status. In accordance with the college's mission [1], CBC provides equitable opportunities for lifelong learning and training needs by empowering students through engaging quality instruction, enhancing supportive learning communities, and providing comprehensive student-centered services and programs to ensure that students reach their aspirations.

CBC is a comprehensive, medium-sized designated Hispanic Serving Institution (HSI) and is legislated to primarily serve "their local taxing districts and service areas in Texas" and offer "vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance" (TX Ed Code Title 3 Subtitle G Chapter 130 Subchapter A Sec. 130.011) [2]. CBC employs faculty in support of this mission and for this type of programming.

Publishes Policies

Policies and procedures regarding the appointment, employment, and regular evaluation of faculty members, and detailed in this narrative, regardless of contract or tenure status are published online in the CBC Board Policy Manual [3], in the CBC Faculty Handbook [4], in the CBC Cougar Den [5], and in the CBC Employee Handbook [6].

Implements Policies

CBC Policy DC (Local) [7] authorizes the college president or designee to establish guidelines for advertising employment opportunities and posting notices of vacancies, approving requests for employment additions or replacements of professional contract and auxiliary employees prior to recruitment action. It also authorizes criminal history record checks and identifies practices regarding the employment of close relatives.

CBC does not have a tenure policy for faculty. Full-time faculty are annually contracted per CBC Policy DCA (Local) [8]. Adjunct faculty are considered part-time professional employees and are employed under CBC Policy (DDB) [9].

Faculty Appointment

CBC maintains an effective system of appointing faculty members as outlined in the Hiring Process of the Human Resources – Operating Guidelines (HR-OG) [10], which was developed in accordance with Policy DC (LOCAL) and CBC Policy (DDB). The HR-OG is published on the CBC Cougar Den for the access of all CBC employees.

Position requisitions [11] are submitted by the faculty division coordinator or instructional dean with an updated job description and approved by the instructional dean, Chief Academic Officer (CAO)/Provost, and president for position to be posted. Once the requisition is approved, the position is posted [12], at minimum, to the CBC Human Resources website page through the Cornerstone Platform where both internal and external applicants can complete applications and submit supporting documentation.

Human Resources (HR) then screens each applicant to determine if he/she meets the minimum requirements for the position. A hiring committee chair is assigned and is typically the dean over the division where the faculty is seeking employment. The hiring manager/committee assembles a hiring committee and then works to develop a set of interview questions and submit them to the HR team to be entered into Cornerstone [13]. Committee members are notified of qualifying applicants and may review the applicants resumes and applications in the Cornerstone platform.

Once HR forwarded applications are reviewed, interviews are performed. Committee members rate each applicant in Cornerstone independently and submit a recommendation for candidate selection or a recommendation to move to a Tier 2 committee interview. Typically, full-time faculty positions require a Tier 2 committee. This is particularly true when a large pool of

applicants has applied for a faculty position. Top scoring candidates are pushed forward into the Tier 2. The second committee will have a different set of interview questions and the candidate may be asked to complete a teaching demonstration. Tier 2 committee members will then rate each applicant from Tier 2 in Cornerstone independently and submit a recommendation for candidate selection. The Committee will discuss who they recommend for hire based on the ratings and the hiring manager will then notify the committee's recommendation for hire. An offer is then generated in Cornerstone by Human Resources and sent through an approval process [14].

The faculty division coordinator must submit a Faculty Credential Form per the credentialing process [15] for the candidate that is selected by the committee. The credential form must be approved by the instructional dean, CAO/Provost, and president [16] prior to offering the position to the selected candidate. Human Resources will offer the position to the candidate after the completion and approval of the background check and the approval process is completed. Once the offer is accepted by the candidate, the Human Resources department informs the hiring manager of the new hire and start date and then the hiring manager completes the Onboarding Tool-Kit [17]. All contracted full-time faculty are offered contracts after they are presented to the CBC Board of Trustees for approval [18].

Adjunct faculty are considered at-will employees and do not go through the exact same hiring process as full-time faculty. What differs is that with adjuncts there is a generic adjunct pool created from a generic adjunct faculty application [19] for all potential applicants who respond to job postings for part-time instruction.

When an applicant completes an adjunct faculty application, HR notifies the corresponding coordinator/director/dean of the submitted application so that the application can be reviewed by the appropriate coordinator/director/dean and the credentialing process can begin. The same credentialing process that is used for full-time faculty is used for part-time faculty [20]. If an additional part-time faculty is needed, a small interview process will commence. If it is determined that the applicant is qualified and there is a need to hire a part-time employee, HR is informed that the candidate is being recommended for hire. At that point, the same processes are in place as are in place for full-time faculty, including the offer being generated in Cornerstone by Human Resources and sent through an approval process [21]. Part-time faculty hired do not have contracts and do not have to be approved by the CBC Board of Trustees.

Faculty Employment

Coastal Bend College recognizes all employees as one of its greatest assets. Policies in place to support the continued employment of faculty include CBC Policy DH (Local) [22], which sets forth employee standards of conduct. All full-time and part-time faculty are responsible for reading and being familiar with employee standards of conduct and grounds for disciplinary action. Employees violating this policy are at risk of discharge with an unexpired contract.

Contracted full-time employees violating the policy may be discharged according to CBC Policy DMAA (Local) [23]. This policy details the procedures for dismissal, steps for termination, and the effective date of dismissal. Discharging a faculty with an unexpired contract does not occur frequently. The last contracted faculty dismissal [24] with an unexpired contract occurred in the 2021-2022 academic year.

Adjunct employees are part-time non-contracted employees and are identified as at-will employees. They are expected to adhere to the same policies as full-time regarding standards

of conduct. CBC Policy DCC(Legal) [25] sets forth the policy that details the dismissal of these faculty.

CBC Policy DGBA (Local) [26] encourages fair, efficient, and equitable solutions for problems arising out of the employment relationship. This grievance policy, applicable to all employees, pertains to all matters concerning an employee's terms and conditions of employment except complaints alleging discrimination, including violations of Title IX (gender), Title VII (sex, race, color, religion, national origin), ADEA (age), or the ADA and Section 504 (disability); complaints alleging certain forms of harassment, including harassment by a supervisor and violations of Title VII; complaints concerning retaliation relating to discrimination and harassment; complaints concerning a commissioned peace officer who is an employee of the college district; complaints concerning an employment preference for former foster children; complaints and appeals arising from the dismissal of term contract faculty members and contract employees prior to the contract end date; and complaints concerning the withdrawal of consent to remain on campus. These complaints are handled under different policies, which are outlined in the CBC Board Policy Manual.

A grievance is a structured process by which an employee can express concerns or complaints regarding the terms and conditions of his or her employment including, but not limited to, those regarding evaluations, terminations, disciplinary actions, Texas Whistleblower Act complaints, contract nonrenewal, wages, hours, and leave. In this policy, the terms "complaint" and "grievance" shall have the same meaning. The grievance process of a faculty is managed by the Director of Human Resources. A faculty grievance [27] occurring in the 2022-2023 academic year demonstrates the process management of grievances. Faculty are afforded the same rights as all other employees regarding employment benefits for full-time and part-time employees.

Faculty Evaluation

All faculty are evaluated annually per the CBC faculty evaluation process [28]. Evaluation of faculty is a systematic process designed to support teaching excellence at Coastal Bend College and is required of full-time and part-time members. According to CBC DLA (Local) Policy [29]: "The College District administration shall be responsible for developing and maintaining, with the cooperation of the division chairpersons and directors, procedures, and criteria for the evaluation of all professional employees. Immediate supervision of an instructor is the division chairperson or director's responsibility. At regular intervals, the division chairperson shall visit classes and hold conferences with each first-year instructor in the division to assist them in improving their teaching. All instructors shall be visited frequently enough to provide an accurate evaluation of their progress. An objective evaluation of teaching effectiveness shall be carried out annually with each instructor. Written reports of faculty evaluations and conferences shall be prepared by division chairpersons and directors. Designated administrative personnel shall become sufficiently familiar with the progress of instructors to be able to make accurate written evaluations for the purpose of recommending retention or release. All final decisions on personnel retention or dismissal shall be the exclusive responsibility of the Board. These decisions shall be made after evaluating administrative recommendations."

A system of procedures, processes, timelines, and forms is in place to assess the quality and effectiveness of the performance of all CBC faculty. This system is designed to identify professional growth opportunities for faculty and embraces continuous improvement. Generally, deans are reminded by the Provost [30] early in the fall semester that the annual faculty evaluation process should commence according to the processes and the timelines indicated below. Course evaluations are used to inform the process. The department of Institutional

Effectiveness and Research facilitates the course evaluation process every regular semester and provides the results to faculty and supervisors for use during the evaluation process.

The Faculty Evaluation Process and Timeline is displayed in the chart below.

Reports/Forms	Due to	Due Date
Faculty Self-Evaluation	Division Coordinators	Last Week in November
Fall Course Evaluations	Institutional Effectiveness and Research Office (link to course evaluation in Blackboard Shell)	Last Week in November/First 2 Weeks in December
Fall Observation of Part-Time and New Full-Time faculty and others as time permits	Deans	Last day of Fall semester
Winter Term Course Evaluations	Institutional Effectiveness and Research Office (link to course evaluation in Blackboard Shell)	Last week of Winter Term
Fall Course Evaluation Results	Faculty-IER office returns compiled course evaluation results to faculty.	Early January (prior to spring semester start)
Spring Course Evaluation	Institutional Effectiveness and Research Office (link to course evaluation in Blackboard Shell)	April
Spring Course Evaluation Results	Faculty-IER office returns compiled course evaluation results to faculty.	Fall prior to evaluations
Spring Observation of Faculty not observed in Fall	Deans	Mid-February
Formal Evaluation Process Completed	Deans/Provost	End of February
Recommendations for Full-time Faculty Contract Renewal Completed	Deans/Provost	March 1
Recommendations for Full-time Faculty Contract Renewal Submitted to BOT	Provost/President	Mid-March

Examples of completed evaluations for each of the academic divisions may be accessed from the links in the chart below:

2020-2021	2021-2022

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Career and Technical Education [31]	Career and Technical Education [34]
Nursing and Allied Health [32]	Nursing and Allied Health [35]
Transfer and General Education [33]	Transfer and General Education [36]

In accordance with CBC Policy DCA (LOCAL) [37], annual contracts for faculty and professional positions shall require approval by the Board of Trustees, regardless of previous experience or educational attainment. Supervisors/Deans submit faculty names on the Employee Recommendation Form [38] annually to for renewal of employment contract. In accordance with CBC Policy DLA (LOCAL) [39], an objective evaluation of teaching effectiveness shall be carried out annually with each instructor.

Written reports of faculty evaluations and conferences shall be prepared by division chairpersons and directors. Contractual status is differentiated by individualized evaluation forms [40] for each contract type. CBC does not have a tenure track. All final decisions on personnel retention or dismissal shall be the exclusive responsibility of the Board of Trustees. These decisions shall be made after evaluating administrative recommendations [41].

Evidence
[1] CBC Mission Statement
[2] TX Ed Code Title 3 Subtitle G Chapter 130 Subchapter A Sec. 130.011)
[3] CBC Board Policy Manual
[4] CBC Faculty Handbook
[5] CBC Cougar Den
[6] CBC Employee Handbook
[7] CBC Policy DC (Local)
[8] CBC Policy DCA (Local)
[9] CBC Policy (DDB)
[10] Hiring Process of the Human Resources – Operating Guidelines (HR-OG)
[11] Position requisitions
[12] Position Posting
[13] Cornerstone Interview Questions-example
[14] Cornerstone Recommendation for Hire Approval Process-example full-time
[15] Credentialing Process
[16] Credential Form Example-Full-time (Rocha)
[17] Onboarding Tool-Kit
[18] CBC Board of Trustees Meeting Minutes – Contract Approvals
[19] Adjunct Faculty Application
[20] Credential Form Example-Adjunct
[21] Cornerstone Recommendation for Hire Approval Process-example part-time
[22] CBC Policy DH (Local)
[23] CBC Policy DMAA (Local)
[24] Faculty Dismissal Example
[25] CBC Policy DCC(Legal)

[26] CBC Policy DGBA (Local)
[27] Faculty Grievance Example
[28] CBC Faculty Evaluation Process
[29] CBC DLA (Local) Policy
[30] Provost Email to Deans
[31] 20-21 Career and Technical Education Evaluation Examples
[32] 20-21 Nursing and Allied Health Evaluation Examples
[33] 20-21 Transfer and General Education Evaluation Examples
[34] 21-22 Career and Technical Education Evaluation Examples
[35] 21-22 Nursing and Allied Health Evaluation Examples
[36] 21-22 Transfer and General Education Evaluation Examples
[37] CBC Policy DCA (LOCAL)
[38] Employee Recommendation Form-Example
[39] CBC Policy DLA (LOCAL)
[40] Part-time Adjunct Evaluation form and Full-time Evaluation form
[41] CBC Board of Trustees Minutes – Contract Approvals

6.4 **The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom.**
(Academic freedom)

X Compliance ___ **Non-Compliance** ___ **Partial Compliance**

Narrative: Coastal Bend College (CBC) publishes and implements appropriate policies and procedures for preserving and protecting academic freedom. Academic freedom is defined in CBC Policy DGC (Local) [1]. CBC defines academic freedom as the entitlement of each faculty member "to academic freedom within the established guidelines of the Faculty Code of Professional Ethics in the classroom when discussing the subject that he or she teaches. Each faculty member is a citizen of his or her nation, state, and community, and when he or she is speaking or writing as a citizen, shall be free from instructional censorship or discipline by the College District."

Coastal Bend College is not a research institution.

Publishes Policies and Procedures

CBC Policy DGC (Legal) [2] provides constitutional guidance and specific legal precedence from which CBC Policy DGC (Local) is drawn, ensuring that policies stay current and appropriate. CBC DGC (Legal) is developed by the Texas Association of School Boards (TASB) for community colleges. It is updated by TASB as legislation changes.

CBC Policy DGC (Local) is the college local policy that defines academic freedom and the procedures for safeguarding and protecting academic freedom of faculty. These policies describe how academic freedom is to be interpreted and procedures implemented for preserving and protecting academic freedom. CBC DGC (Local) is approved by the CBC Board of Trustees.

Both are published on the website in the CBC Board Policy Manual [3]. CBC Policy DGC(Local) is also published in the CBC Faculty Handbook [4]. The Faculty Handbook is published in the faculty section of the Cougar Den Intranet [5] and is available to all employees.

The CBC Employee Handbook is distributed to all employees and published in the Cougar Dean Intranet [6]. It contains the CBC Statement of Ethics and Integrity, which reaffirms the desire of the college to "apply the highest ethical standards to all members of the College District community including the Board, administration, staff, and faculty in achieving its mission and in managing its resources efficiently and effectively to reach its goals and objectives." Specifically, it is standard twelve that affirms the desire for all to "support the right of all to academic freedom and due process". [7]

Implements appropriate policies and procedures for preserving and protecting academic freedom

CBC is committed to preserving and protecting academic freedom. CBC Policy DGBA(Local) [8] provides the policies and procedures faculty members may take if they believe that their academic freedom has been violated. CBC has no record of any faculty member filing a grievance regarding any infringement on their academic freedom.

An informal situation regarding academic freedom occurred in fall 2021. An adjunct instructor shared that material being provided by a textbook publisher made her uncomfortable and informed the Dean of Transfer and General Education. The Dean of TGE informed the Provost who advised [9] the Dean of TGE that the faculty had the academic freedom to adjust the slides as she believed best as long as CBC approved course objectives and content were followed.

The Dean of TGE reported back to the Provost [10] that he had informed the adjunct faculty that she had the authority as the instructor of record to modify the material if she felt it was inappropriate or biased. The faculty was relieved and grateful and no further action was needed. It is CBC's intent to implement procedures to preserve and protect academic freedom if needed.

Evidence
[1] CBC Policy DGC (Local)
[2] CBC Policy DGC (Legal)
[3] CBC Board Policy Manual
[4] CBC Faculty Handbook
[5] Cougar Den Intranet-Faculty Resources
[6] Cougar Den Intranet-Human Resources
[7] CBC Employee Handbook-page
[8] CBC Policy DGBA(Local)
[9] Provost Email to President
[10] Transfer and General Education Email to Provost

6.5   **The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission.**

(Faculty development)

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission. The college's mission [1] is "delivering superb educational and life enriching opportunities to its students and the communities it serves."

CBC is a comprehensive medium-sized designated Hispanic Serving Institution (HSI) and is legislated to primarily serve "their local taxing districts and service areas in Texas" and offer "vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance" are to be offered as well (TX Ed Code Title 3 Subtitle G Chapter 130 Subchapter A Sec. 130.011) [2]. CBC provides professional development in support of this mission and for faculty instructing in this type of programming.

As described in the CBC Strategic Plan [3], CBC is committed to "effectively and efficiently use resources to maximize student, community, employee, and fiscal efficacy by enhancing employee experiences through talent management practices that focus on recruitment, retention, professional development, and recognition to optimize our greatest asset."

The CBC Statement of Ethics and Integrity located in CBC Policy AD(Local) [4] affirms the professional responsibilities expected of the Board, administration, staff, and faculty members. Included is the expectation that faculty "maintain competence through continued professional development, demonstrate that competence through consistent high-quality performance, and enhance that competence by accepting and appropriating constructive criticism and evaluation."

Professional development is fully supported by institutional policy and practice. CBC Policy DJ(Local) [5] explains that "two hours of on-campus time may be used, with the approval of the faculty member's instructional dean, for professional development activities external to the college campus and the administration may designate a time for two of the on-campus hours to be set aside for campus-wide training." CBC Policy DK(Legal) [6] states, "the training or education must be related to the duties or prospective duties of the administrator or employee."

Professional development requirements are listed in the faculty job description [7]. The CBC Employee Handbook [8] and the CBC Faculty Handbook [9] also explain that all full-time employees are required to complete twelve (12) hours of professional/educational development training. However, training is offered to adjunct and dual credit faculty as well. The Human Resources Department assigns mandated training [10] during onboarding [11] and trains all new faculty how to access annual Safe Colleges safety training [12]. The Information Technology Department assigns annual cybersecurity training [13]. This mandated training goes out to all employees.

Calendars and the agendas for new hires and specific course instruction (EDUC 1300 and BCIS 1305) trainings are posted on the CBC Cougar Den Employee Training area [14] and training occurs during convocation week. Other college provided trainings (Blackboard, Office 365, Cougar Den, technology, distance learning, etc.) are communicated through email and calendar invites. Multiple training courses are provided each semester during convocation.

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Reoccurring mandated professional development opportunities for faculty include employment discrimination training, compliance training, cybersecurity training, and industry professional development. All state mandated training is provided by the college either online or in person at college convocation [15]. Distance learning training [16] is provided to all faculty regardless of the modality they teach and of their location to ensure that they have knowledge to perform in a distance learning platform if the need arises.

Distance learning education is provided by CBC's Information Technology Department. Professional development is also provided at convocation and throughout the year with guest speakers and in-services. Professional development provided through Safe Colleges and KnowBe4 (cybersecurity training) provide certificates for faculty and allow college administrators to run reports to monitor faculty engagement.

Program related industry professional development that is required for renewal of licensure or certification is anticipated for and included in the program's fiscal budget [17]. This professional development is focused on updates on industry standards and mastery of subject matter of instruction. Faculty in the Dental Hygiene program are provided opportunities for professional development in the topics that they are instructing as required by Commission on Dental Accreditation. This is through an online platform, in-services at the institution, or conferences. Radiologic Technology faculty attend the Association of Collegiate Educators in Radiologic Technology (ACERT) annual conference each February to learn from industry experts, receive continuing education units (CEUs) as required to renew their license, and network. Vocational Nursing faculty participate in online professional development and attendance of the Texas Association of Vocational Nurse Educator (TAVNE) annual conference. All nursing faculty have access to professional development webinars through Assessment Technologies Institute (ATI). ATI provides over 50 webinars on program evaluation, teaching and learning, assessment and evaluation strategies, curriculum development and evaluation, learner development and socialization, nurse educator role, and scholarship, service, leadership. Full-time nursing faculty have access to a subscription for NurseTim Incorporated. This subscription provides faculty professional development webinars on certification exam preparation, curriculum, teaching strategies, clinical practice, assessment and exams, and lab and clinical education.

CBC is committed to encouraging professional growth among faculty and staff. Full-time employees who have worked for the college for one year or more may apply for a professional development scholarship [18]. The scholarship is allowed for additional course work at an accredited higher education institution, continuing education for licenses, and required education courses for the position.

Most recently (fall 2022), CBC was awarded a Title III grant that will significantly enhance professional development for faculty. This grant includes objectives to provide a dedicated location for standardized training, ongoing professional development for faculty and staff to include ongoing course development and design and to provide standardized training and professional development to sufficiently prepare 100% of faculty and staff to address the diverse needs of learners by the end of the project [19].

All faculty must submit a report of their professional development at the fiscal year's close. Nursing and Allied Health [20], Career and Technical Education [21] and Transfer and General Education [22] reports demonstrate that CBC provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission.

Evidence
[1] CBC Mission Statement
[2] TX Ed Code Title 3 Subtitle G Chapter 130 Subchapter A Sec. 130.011
[3] CBC Strategic Plan Goal 3
[4] CBC Policy AD(Local)
[5] CBC Policy AD(Local)
[6] CBC Policy DK(Legal)
[7] CBC Faculty Job Description
[8] CBC Employee Handbook
[9] CBC Faculty Handbook
[10] Human Resources Mandated Training Requirements
[11] Onboarding Training Agenda for New Employees
[12] Safe Colleges Safety Training
[13] Cybersecurity Training
[14] CBC Cougar Den Intranet Employee Training area
[15] Sign in sheets for college convocation
[16] Distance Learning Training
[17] Fiscal Budget for Professional Development
[18] CBC Professional Development Scholarship
[19] Title III Project Objectives
[20] Nursing and Allied Health Professional Development Reports
[21] Career and Technical Education Professional Development Reports
[22] Transfer and General Education Professional Development Reports

Section 7: Institutional Planning and Effectiveness

7.1 **The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.**
   (Institutional planning) **[CR]**

   X Compliance ___ **Non-Compliance** ___ **Partial Compliance**

Narrative: Coastal Bend College (CBC) engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that focus on institutional quality and effectiveness and incorporate a systematic review of institutional goals and outcomes consistent with its mission. The CBC Mission and Goals [1] provide guidance for all planning and operations of the college. The CBC Strategic Plan [2] provides institutional vision, direction, and identification of priorities.

(a) **Focuses on Quality and Effectiveness**

Planning and evaluation processes focused on quality and effectiveness occur at the college through Achieving the Dream Planning [3], Texas Pathways Planning [4], Strategic Planning [5], Master Planning [6], Technology Planning [7], Operational Planning [8], and through Instructional Planning [9]. Through shared governance, planning takes place in committees or departments in a continuous improvement process throughout the year. All plans developed through the planning processes focus on quality and include effectiveness measures that are aligned with national [10], the state of Texas [11], and CBC mission, strategic planning goals and performance outcomes [12]. All are informed through best practices, research, and commonly accepted metrics.

Ongoing Planning and Evaluation Processes

Ongoing, Integrated, Comprehensive and Research Based Planning

CBC engages in ongoing, integrated, college-wide, research-based planning of goals and outcomes to ensure consistency with the college mission. CBC has built a system of planning processes that have created an environment of continuous improvement. These planning processes provide a framework for planning and include ongoing planning and evaluation nationally with Achieving the Dream [13], at a state level with State of Texas [14], and Texas Pathways [15]; college-wide with CBC Strategic Planning [16], CBC Master Planning [17], CBC Technology Planning [18] and Institutional Operational Plans and Budgets [19]; and at a program level with Instructional Program [20] and General Education [21] processes.

CBC has partnered for many years with the Achieving the Dream national organization and the Texas Guided Pathways through the Texas Success Center. These partnerships support faculty and staff in identifying quality planning priorities and plans of action designed to support learning and student success. College-wide committees and administrators meet in the fall [22] and in the spring [23] to develop and review action plans.

CBC operates on a five-year strategic planning cycle and an annual fiscal planning/budgetary year. As a result, most planning and evaluation occurs within these planning time periods. Beginning in February, planning unit managers across the institution participate in a Strategic Planning Retreat [24] to kickoff annual operational planning and budgeting for the next year. At this retreat, leaders across the institution engage in data-sharing [25] and collaborative discussion surrounding the annual planning priorities [26] for the next year, which are approved by the CBC Board of Trustees [27].

Operational plans are data-informed, rooted in best practices, and aligned to the Strategic Plan [28], CBC Board of Trustee Annual Planning Priorities, and established departmental goals. After this event, individual planning unit managers work within their respective departments and organizational areas to review the current planning, gathered survey and focus group results, and other institutional data sources to inform their planning for the next year.

The plans are initially developed/reviewed in the late spring to ensure that appropriate justification of initiatives is provided with sound data and assessment measures identified. Should the action plan for carrying out a SMART objective have a budgetary component, it must be justified in the proposed organizational unit plan [29]. CBC engages in a zero-based budgeting model in which all planning precedes budgeting each year.

Some key examples of unit plans demonstrating this process include facilities [30] and student services [31]. A budget planning retreat is scheduled in the summer. During this planning retreat, Board of Trustee members are provided institutional data and other preliminary budget materials [32]. As the initial planning is finalized, all planning is reviewed as a component to the institutional process of bringing the budget into balance. A balanced budget is presented to the Board of Trustees for approval prior to the September CBC Board of Trustees meeting [33].

Evaluation Processes

Ongoing, Integrated, Comprehensive and Research Based Evaluation

Evaluation processes are ongoing, integrated, comprehensive and research based. Annual evaluations/reports are completed by the committees and administration in the spring/summer for Achieving the Dream [34] and Texas Pathways [35] planning. These are used to inform the next annual year and include adjustments to plans where necessary.

All operational units complete annual reports [36] at the end of the fiscal year. Assessment and evaluation of the effectiveness of the operation is included in the report. Recommendations for improvement based on the final evaluation are included and current plans for the current fiscal year are adjusted if needed.

Once a planning year closes, the Office of Institutional Effectiveness and Research compiles the evaluation results and accomplishments together in an Annual Planning Summary [37] to present to the Board of Trustees [38]. This analysis of all institutional plans allows the college to benchmark and target any identified needs as the college works toward the completion of the five-year strategic plan. This is done to ensure planning and evaluation measures are consistent and aligned with the institutional goals and outcomes aligned to our mission.

Additionally, instructional and program plans and effectiveness at the institution are systematically assessed and evaluated. This evaluation is documented in the annual Student Learning Outcomes Report [39] and in Program Review Reports [40]. The Program Review/Evaluation process [41] is part of this integrated planning and evaluation. Review of programs by faculty, deans, directors and administrators, and the subsequent review of the Program Review/Evaluation by a review council is designed to result in continuous improvement and affirmation that CBC programs are continuing to accomplish the college mission and respond to the service area needs.

For example, specific sections of program reviews, such as Equipment and Facilities or Technology are extracted and compiled to create the Facilities and Technology Needs report [42]. This allows the Physical Plant and Information Technology Services departments to integrate instructional needs into their respective planning and ensure continuous improvement projects are coordinated across the various departments impacted ensuring the seamless alignment of these identified needs with the College's Master Technology Plan [43] and the Master Facilities Plan [44]. Program Review occurs on a three-year cycle in which the programs are reviewing several different aspects of a program including the respective years of the Student Learning Outcomes (SLO) assessment and student learning.

CBC academic program managers create annual Student Learning Outcomes (SLO) assessment reports [45] to illustrate the most current progress of student learning within their respective programs. These assessments and evaluations are created to report on the program-specific outcomes created by the faculty. These reports are then shared with the faculty coordinators, instructional deans, Provost/Chief Academic Officer (CAO), and the Office

of Institutional Effectiveness & Research for collaborative discussion and data-sharing across the institution for the purpose of data-informed decision making and continuous improvement.

The program review/evaluation processes are facilitated by the Office of Institutional Effectiveness and Research, General Education Assessment Review Committee (GEAR) [46], Program Review Committee [47] and the Curriculum Committee [48]. Program faculty, staff, and administrators review and evaluate program curriculum, data, and associated resources before completing a program's formal evaluation.

The Dean and/or Director overseeing the program presents a completed Program Review/Evaluation on the program's status at open hearings held in the spring semester. Some examples of this process include Transfer and General Education in 2020-21 [49] and Program Review reports for 2021-22 [50]. Program Review/Evaluations are used to inform institutional and budget planning processes and to understand the merit and worth of programs. A specific demonstration of this process can be found in the Dental Hygiene Program Review [51] in which the program manager identified the need for a lab space to be created and separated from another classroom for instructional purposes. The Forensic Science program [52] has made several improvements as well, also indicating a need for attention to current facilities.

Research Based

Planning and evaluation processes are research based and informed. Coastal Bend College uses quantitative data from the Institutional Effectiveness and Research office [53], Texas Higher Education Coordinating Board [54], and the Texas Success Center [55]. Qualitative data is used to inform planning and evaluation and this includes surveys such as the Institutional Capacity Assessment Tool (ICAT) [56] from Achieving the Dream, Great Colleges of Texas Survey [57] from ModernThink, Community College Survey of Student Engagement (CCSSE) [58], internal surveys such as the Registration Survey [59] and Departmental Surveys [60].

(b) **Incorporate a systematic review of institutional goals and outcomes consistent with its mission**

CBC administrators and staff want to ensure that an inclusive and transparent planning and evaluation process occurs to ensure that institutional goals and outcomes are consistent with the mission. This was reflected in fall 2020 through an open process that involved inclusive representation, with stakeholders (including staff, faculty, administrators, and a board member) appointed to the Strategic Planning Steering Committee [61] from all four CBC campuses. College-wide dialogue, review of qualitative and quantitative data, and the implementation and analysis of a community survey led to institutional goal-setting specific to the three identified priority areas of student, community, and resources, including establishment of the objectives and anticipated long-term outcomes.

Coastal Bend College initiated the strategic planning process in September 2020 by reviewing protocols and timelines with CBC's Board of Trustees [62]. Two research-based surveys were initially administered to solicit stakeholder feedback: 1) Institutional Capacity Assessment Tool (ICAT), and 2) Community College Survey of Student Engagement. The Institutional Capacity Assessment Tool (ICAT) is designed to help colleges assess capacity through identifying strengths and weaknesses. Students also provided input on strategic planning priorities via the Community College Survey of Student Engagement (CCSSE), a research-based tool that assesses those institutional practices and student behaviors that are positively correlated to student retention and positive learning outcomes. An internally created survey was deployed to community stakeholders via the internet, email invitations, social media, and labor market data

from the Coastal Bend Workforce Solutions website were used. Institutional data from the CBC Fact Book, Texas Higher Education Coordinating Board, and CBC student information system were also used in the analysis [63].

This broad-based planning resulted in the current CBC 2025 Strategic Plan being deployed in the spring 2021. A planning group comprised of members from the Steering Team for Strategic Planning and Distance Learning Committee reconvened in the spring of 2021 to review the Strategic Plan SWOT analysis and data to identify and develop targeted action plans in alignment with the strategic plan objectives. A combined list of academic programs, institutional management, and fiscal stability strengths and weaknesses were compiled, along with a clear focus and agreement on significant problems that must be addressed.

CBC remains committed to continuous improvement and building upon the strong institutional framework of planning and evaluation processes to improve the effectiveness of programs and services. Most recently, the college was awarded a Title III grant. Institutional planning and evaluation from across the college was used to build the framework for this grant. The activities of the grant [64] are in direct alignment with the CBC Strategic Plan. The Strategic Plan continues to inform the college's activities as evidenced by other recent changes. These include an updated master plan and improved hiring practices facilitated more effectively with the addition of a Human Resources Platform called Cornerstone [65].

Evidence
[1] CBC Mission and Goals
[2] CBC Strategic Plan
[3] Achieving the Dream Planning Timeline
[4] Texas Pathways Planning Timeline
[5] CBC Strategic Plan Process and Timeline
[6] CBC Master Planning Process and Timeline
[7] Technology Planning Process
[8] CBC Annual Operating Process
[9] General Education Competencies Assessment Process
[10] Great Colleges to Work For
[11] Building a Talent Strong Texas Strategic Plan
[12] CBC Strategic Plan
[13] CBC Achieving the Dream Action Plan
[14] Building a Talent Strong Texas Strategic Plan Metrics
[15] Texas Pathways Action Plan
[16] CBC Strategic Plan Process
[17] CBC Master Plan Process
[18] CBC Technology Plan Process
[19] CBC Operational Plan and Budget Process
[20] Program Review Process
[21] General Education Process
[22] Achieving the Dream Meeting Minutes
[23] Texas Pathways Meeting Minutes

[24] CBC Strategic Planning Retreat Agenda

[25] CBC Strategic Planning Retreat Powerpoints

[26] CBC Annual Planning Priorities

[27] CBC Board of Trustee Meeting Minutes

[28] Unit Plan example

[29] Unit Plan example

[30] Facilities Unit Plan and Annual Report

[31] Student Services Unit Plan and Annual Report

[32] CBC Board of Trustee Board Retreat Agenda

[33] CBC Board of Trustee Meeting Minutes

[34] CBC Achieving the Dream Compiled Evaluation Report

[35] Texas Pathways Compiled Evaluation Report

[36] CBC Operational Unit Annual Reports

[37] CBC Annual Planning Summary

[38] CBC Board of Trustee Minutes

[39] Annual Student Learning Outcome Report

[40] Program Review Reports

[41] Program Review/Evaluation Process

[42] Facilities and Technology Needs Report

[43] CBC Master Technology Plan

[44] CBC Master Facilities Plan

[45] Student Learning Outcomes Reports

[46] General Education Assessment Review Committee

[47] Program Review Committee

[48] Curriculum Committee

[49] Transfer and General Education 2020-21 Program Review

[50] Program Review Reports for 2021-2022

[51] Dental Hygiene Program Review

[52] Forensic Science 2021-22 Program Review

[53] Institutional Effectiveness and Research Office Power BI

[54] Texas Higher Education Coordinating Board Data Dashboard

[55] Texas Success Center Data Dashboard

[56] Institutional Capacity Assessment Tool (ICAT)

[57] Great Colleges of Texas Survey

[58] Community College Survey of Student Engagement (CCSSE)

[59] CBC Registration Survey

[60] CBC Departmental Surveys

[61] CBC Strategic Planning Steering Committee

[62] CBC Board of Trustee Meeting Minutes-August 2022

[63] CBC Strategic Planning Powerpoints

[64] CBC Title III Grant Abstract

[65] CBC Human Resources Platform-Cornerstone

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7.2 **The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement.**
(Quality Enhancement Plan)

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College is in the process of developing a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement.

Coastal Bend College (CBC) is a comprehensive public community college [1] that serves South Texas' rural and diverse communities. CBC has a population density of 20.8 people per square mile, which is lower than the state and national averages of 79 people per square mile. As the only community college in the service area [2], CBC serves a combined population of nearly 200,000 people, the majority of whom come from low-income families and have lower educational attainment than the state and national averages. In the Fall of 2021, members of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Narrative Writing Committee was assembled, and timelines were discussed. Members of the CBC QEP Narrative Writing Team [3] attended the SACSCOC Annual meeting in December 2020 to learn more about the QEP process and how best to progress in planning the initiative.

In spring 2022, the QEP Committee [4], comprised of faculty, staff, and administration from all locations met to review institutional data, key performance indicators, and student satisfaction data. Through analysis and discussion, key challenge areas or student barriers were identified. Members of the QEP Committee were challenged to read *Innovate Inside the Box* by George Couros to help aid in framework development [5] for the QEP. Additional data requested by the committee was then reviewed along with research data regarding potential topics designed to improve student learning. The committee found consensus as the topic area of Onboarding of Students and Learning Supports was identified as highest area of need. Faculty continue to research potential topics based on the needs of the college and the topic's ability to have a long-term impact on student learning. A Focus Area survey [6] was administered to the QEP committee after each member had the opportunity to review the data, book reading and preliminary literature review. The committee met with the Provost and Executive Director of IER to discuss the results of the QEP "Focus Area" survey which determined the top choice for focus of onboarding of students to include advising and student engagement [7].

Quality Enhancement Plan discussions have always centered around the alignment of the college's Strategic Plan 2025 [8] and the Mission [9]. Specifically, the QEP will support the College's Strategic Plan, "Goal 1 [10] Coastal Bend College will provide equitable opportunities for lifelong learning and training needs by empowering students through engaging quality instruction, enhancing supportive learning communities; and providing comprehensive student-centered services and programs to ensure that students reach their aspirations. Committee members reached out to all stakeholders, including faculty, staff, students, and community

members throughout the spring 2022 through surveys [11] and emails [12] to understand needs, find consensus and answer any questions.

In the Fall of 2022 (August), the QEP Committee [13] met to define the two areas of focus (onboarding and learning supports) emerging from the initial Focus Area Survey results. The committee decided to administer a more narrowed topic survey [14] to all stakeholders including students, faculty, staff, and the community providing options based on previous data. Results [15] from this survey were nearly split evenly between onboarding and learning supports, but the rich qualitative portion allowed for more discussion and needs were identified. The QEP team expanded to include representatives from across the college including more members from student services, dual credit, and external locations. Next, the committee met with CBC's Achieving the Dream Coaches [16] who visited campus to conduct exercises intended to highlight challenges and promote continuous improvement. Such activities included an onboarding mapping exercise [17] in which strengths and barriers were identified within our own internal processes and practice.

 In September, the College was awarded a Title III grant [18] which includes specific onboarding activities, along with specific academic support activities. With these services covered the committee discussed other opportunities for improvement based of data acquired and discussed wraparound services, or psycho-social support services, as a possible route. This information was then shared with stakeholders and another survey [19] was administered asking if all were in support of this more holistic approach. Almost all were in favor of pursuing this topic area.

In November 2022 [20], the following QEP subcommittees were formed: Topic Selection, Program Objectives & Assessment, Literature Review & Best Practices, Institutional Capacity & Implementation, and Marketing Plan. These subcommittees are working to support the continued development by meeting regularly to further discuss and define the focus of the QEP. In December of 2022 [21] the Quality Enhancement Plan initiative was named "Cougar Care" to encompass the plan's design to offer students comprehensive non-academic support resources they require to achieve student success and improve student learning. The QEP is intended to give students access to a variety of resources and support systems, including but not limited to transportation, financial literacy instruction, career and job preparation, and mental health and wellness support. In addition to fostering a feeling of community and belonging on campus, the Cougar Care initiative will create chances for students to share their stories, experiences, and challenges. Cougar Care will also provide students with a single point of contact for access to services and support and will serve in a centralized location for any student-related concerns and questions. Cougar Care will be designed to provide students access to the resources necessary for success in their academic endeavors as well as support their personal and professional growth.

The Quality Enhancement Plan (QEP) topic selection and Plan Development Subcommittee met to examine best practices for increasing the number of successful students through non-academic supports. Following deliberation and research, the QEP Committee [22] agrees that wrap-around services should be the primary focus of the QEP. Wrap-around services refer to the provision of a variety of support services to students that address their academic, social, emotional, and financial needs. It is recognized that many Coastal Bend College students face success barriers beyond academics and providing intentional support to address these barriers is critical for improving student outcomes.

Goals and Objectives

Goal: Increase student persistence and success by identifying student needs and implementing best practices to minimize the impact of non-academic barriers.

QEP Objective 1: Increase the number of external partnerships for mental health basic needs, emergency aid, transportation, and caregiving services.

Measurement(s):
- Number of established partnerships with external resources available to students in the areas of mental health, emergency aid funding, transportation, and caregiving services.
- Percentage of students who utilizes external resources.
- Percentage of students who utilize resources report satisfaction as "satisfied or very satisfied".
- Percentage of students who utilize resources who persist to the next semester.
-

QEP Objective 2: Develop a process to receive student need assessment and intake data to identify non-academic support needs to provide personalized advising and career planning services.

Measurement(s):
- Creation of a student intake survey embedded in the onboarding process to identify student needs early and establish a personalized plan of care for students to mitigate any non-academic barriers during the advising and academic planning process.
- Percentage of students who participate in advising and career planning.
- Percentage of students who are retained through their first semester.

QEP Objective 3: Implement a student referral process to be utilized by students, faculty and staff to provide connection to support and interventions.

Measurement(s):
- Percentage of students who are retained from Fall to Spring
- Percentage of students who are retained from Fall to Fall
- Percentage of students who persist through their semester of referral to completion of their semester.

QEP Objective 4: Develop a professional development training program for CBC stakeholders regarding the awareness, identification, roles & responsibilities of providing non-academic support to promote student success.
Measurement(s):
- Percentage of employees trained in non-academic support awareness, identification, roles & responsibilities.
- Establish a training program to include the onboarding of new employees and continued education of current employees.
- Percentage of employees who indicate their level of satisfaction with the professional development and training processes "satisfied or very satisfied".

The QEP committee acknowledges the significance of addressing the different needs of students to improve student success at Coastal Bend College. The QEP's emphasis on wrap-around services, with the goals of improving access and creating a collaborative atmosphere, are based on significant evidence from the literature recognizing these high impact practices can increase students' persistence and graduation rates. Beginning in the Spring of 2023, the Committee will build on this evidence based and data-informed foundation to develop a

comprehensive Quality Enhancement Plan to support student success through increased access to and availability of more comprehensive wrap-around services.

A full assessment and evaluation plan with baseline data currently under development and will included with the complete Quality Enhancement Plan proposal expected to be submitted to SACSCOC for full approval in Fall 2023.

Evidence
[1] TX Ed Code Title 3 Subtitle G Chapter 130 Subchapter A Sec. 130.011
[2] CBC Service Area Map
[3] CBC QEP Narrative Writing Team
[4] CBC QEP Committee Minutes Spring 2022
[5] CBC QEP Committee Minutes
[6] CBC QEP Focus Area Survey Spring 2022
[7] CBC QEP Committee Minutes
[8] CBC Strategic Plan
[9] CBC Mission Statement
[10] CBC Strategic Planning Goal 1
[11] QEP Surveys Spring 2022
[12] QEP Email Spring 2022
[13] CBC QEP Committee Meeting Minutes-August 2022
[14] CBC QEP Survey Fall 2022
[15] CBC QEP Survey Results
[16] CBC Achieving the Dream Fall Visit Agenda
[17] CBC Achieving the Dream Fall Visit Onboarding Mapping Exercise
[18] CBC Title III Grant Abstract
[19] CBC QEP Meeting Minutes-November 2022
[20] CBC QEP Meeting Minutes-December 2022
[21] CBC QEP Meeting Minutes-January 2023
[22] CBC QEP Meeting Minutes – November 2022

7.3   **The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.**
         (Administrative effectiveness)

X Compliance ___ **Non-Compliance** ___ **Partial Compliance**

Narrative: Coastal Bend College (CBC) identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved through an Institutional Strategic Planning Process [1]. CBC identifies administrative support services [2] as those administrative services planning units with administrative budgetary control and administrative function. Instructional Program outcomes and assessment, including the planning and assessment for Health Information Technology, are included in comprehensive standard

8.2.a and Academic and Student Support outcomes and assessment are included in 8.2.c. Instructional Deans and Directors, along with the Dean of Student Services, are identified as Administrative Support Services and included in this narrative.

Identifies expected outcomes

Coastal Bend College has implemented an annual operational planning process [3] that is aligned with strategic and budgetary planning. Annual planning begins during the spring semester during the annual strategic planning retreat [4]. During this retreat, administrators receive an update as to the planned CBC Board of Trustee approved Annual Planning Priorities [5] for the next fiscal year. They are also provided with an overview of the prior year accomplishments [6] and reminded of strategic plan goals and objectives [7].

Administrators are then tasked with reviewing their own planning and budgeting from last year, which was compiled in their Annual Planning Reports [8], the status of their current plans and budgets which was approved for implementation with the new budget approval in the fall, the Board of Trustees (BOT) approved annual planning priorities and the strategic plan.

All administrative support services then work to propose a new annual plan and budget for the next fiscal year. Within the respective administrative services units, employees work together to establish SMART objectives based on data with actionable planning tasks associated. To aid in this creation, a unit planning template [9] and unit planning instruction manual [10] is provided to each planning unit manager at the strategic planning retreat in the spring semester of each year. Additional resources such as the Planning and Budgeting Manual [11], How to Write SMART Objectives Guide [12], and training regarding the process is also provided at this event in which activities are designed to promote collaborative and active discussions.

During the annual planning cycle, each administrative service planning unit manager evaluates its purpose, goals, and current plans, and then develops specific objectives that link to and support the college strategic priority, objectives, and annual planning priorities. At the end of the planning cycle, each unit assesses whether it has accomplished its intended objectives, and this is documented in the annual reports.

Demonstrates the extent to which the outcomes are achieved

Assessment/evaluation of the annual year occurs in August/September of each year. Data is gathered and analyzed to determine the extent to which the outcomes from the year are achieved. This information is necessary to adjust current plans that were approved with the new planning budget to achieve greater results in the newly commenced fiscal year (FY) cycle.

The Institutional Annual Planning Summary Report [13], where improvements and outcomes are demonstrated and projected planning objectives for the next year are identified for each planning unit, provides institutional benchmarks and current measures as to how fruitful the previous year's planning impacted the college mission and strategic plan goals and objectives.

The table below provides links to administrative services unit planning and their annual planning summary reports for the last three years. The extent to which the outcomes were planned and achieved are included for each of the years. Academic and Student Support Services are reported in the narrative for comprehensive standard 8.2.c.

Administrative Services Unit Plans and Annual Summary Reports		
Unit	Unit Plans	Annual Reports

Athletics	[14]	[15]
Business Office	[16]	[17]
Career and Technical Education	[18]	[19]
CBC – Alice	[20]	[21]
CBC Foundation	[22]	[23]
CBC – Kingsville	[24]	[25]
CBC – Pleasanton	[26]	[27]
Computer Programming	[28]	[29]
Dental Hygiene	[30]	[31]
Human Resources	[32]	[33]
Information Technology Services	[34]	[35]
Institutional Effectiveness and Research	[36]	[37]
Marketing and Public Relations	[38]	[39]
Nurse Aid	[40]	[41]
Nursing and Allied Health	[42]	[43]
Physical Plant	[44]	[45]
Police and Emergency Management	[46]	[47]
President	[48]	[49]
Provost	[50]	[51]
Radiological Technology	[52]	[53]
Student Services and Accessibility	[54]	[55]
Transfer and General Education	[56]	[57]
Workforce Development and Continuing Education	[58]	[59]

Evidence
[1] CBC Institutional Strategic Planning Process
[2] CBC Organization Chart with Administrative Support Services
[3] CBC Annual Operational Planning Process
[4] Annual Strategic Planning Retreat
[5] CBC Board of Trustee approved Annual Planning Priorities
[6] CBC Board of Trustee Minutes-February 2022
[7] CBC Board of Trustee Minutes-January 2022
[8] CBC Annual Planning Reports
[9] CBC Unit Planning Template
[10] CBC Unit Planning Instruction Manual
[11] CBC Planning and Budgeting Manual
[12] CBC How to Write SMART Objectives Guide
[13] Institutional Annual Planning Summary Report
[14] Athletics Unit Plan
[15] Athletics Summary Reports
[16] Business Office Unit Plan
[17] Business Office Annual Reports
[18] Career and Technical Education Unit Plans

[19] Career and Technical Education Annual Reports
[20] CBC-Alice Unit Plan
[21] CBC-Alice Annual Reports
[22] CBC Foundation Unit Plans
[23] CBC Foundation Annual Reports
[24] CBC-Kingsville Unit Plans
[25] CBC-Kingsville Annual Reports
[26] CBC-Pleasanton Unit Plans
[27] CBC–Pleasanton Annual Reports
[28] Computer Programming Unit Plans
[29] Computer Programming Annual Reports
[30] Dental Hygiene Unit Plans
[31] Dental Hygiene Annual Reports
[32] Human Resources Unit Plans
[33] Human Resources Annual Reports
[34] Information Technology Services Unit Plans
[35] Information Technology Services Annual Reports
[36] Institutional Effectiveness and Research Unit Plans
[37] Institutional Effectiveness and Research Annual Reports
[38] Marketing and Public Relations Unit Plans
[39] Marketing and Public Relations Annual Reports
[40] Nurse Aid Unit Plans
[41] Nurse Aid Annual Reports
[42] Nursing and Allied Health Unit Plans
[43] Nursing and Allied Health Annual Reports
[44] Physical Plant Unit Plans
[45] Physical Plant Annual Reports
[46] Police and Emergency Management Unit Plans
[47] Police and Emergency Management Annual Reports
[48] President Unit Plans
[49] President Summary Reports
[50] Provost Unit Plans
[51] Provost Annual Reports
[52] Radiological Technology Unit Plans
[53] Radiological Technology Annual Reports
[54] Student Services and Accessibility Unit Plans
[55] Student Services and Accessibility Annual Reports
[56] Transfer and General Education Unit Plans
[57] Transfer and General Education Annual Reports
[58] Workforce Development and Continuing Education Unit Plans
[59] Workforce Development and Continuing Education Annual Reports

Section 8: Student Achievement

Form edited December 2022

8.1   **The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.**
             (Student achievement) **[CR; Off-Site/On-Site Review]**
             [Note: Each member institution has chosen a specific metric with SACSCOC for measuring graduation rate and analyzing that measure of student success. As part of its response to this standard, the institution should identify its chosen metric; provide appropriate data regarding its performance as measured by that metric (including its baseline data, goals, and outcomes); and discuss any changes it has made based on its analysis of this graduation-rate data. Institutions are also required to disaggregate their graduation data in appropriate ways; they should discuss that disaggregated data and any changes made as a result of analyzing that data.]

             X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, nature of the students it serves, and the kinds of programs offered. CBC is a comprehensive medium-sized designated Hispanic Serving Institution (HSI) and is legislated [1] to primarily serve "their local taxing districts and service areas in Texas" and offer "vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance" are to be offered as well. It is CBC's mission [2] to deliver "superb educational and life-enriching opportunities to its students and the communities it serves."

Identifies and evaluates goals and outcomes

Coastal Bend College, in alignment with the Building a Talent Strong Texas Strategic Plan for Higher Education [3] and with CBC Strategic Goals [4], has identified retention/persistence, completion/graduation (course, certificate and degree), and licensure goals as indicators of student achievement. Multiple criteria are used to evaluate levels of student achievement including the IPEDS Graduation Rate (150% standard time) indicator. This is the completion measure selected by CBC [5] for tracking graduation/completion data.

These indicators of achievement are in direct alignment with success outcomes for the vocational, technical, and academic programming [6] CBC provides. Additionally, they are in alignment with national (IPEDS) and state level measures [7] and allow the college to benchmark with similar institutions providing context for student achievement.

Targets/Goals
The state of Texas has identified benchmarking cohorts for community colleges in Texas, and CBC is a member of the Texas medium-sized cohort of community colleges [8]. Community colleges in this cohort are similar in size, location, and type of students attending the college. CBC uses this group as a comparison group to support setting targets and in the analysis of student achievement. Additionally, CBC uses all community colleges in Texas to support setting targets and in the analysis of the IPEDS graduation rate (150% standard time). CBC annually reviews student achievement data at Texas Pathways Institutes that are hosted by the Texas Student Success Center [9]. Key administrators, staff, and faculty [10] are part of the teams

reviewing student achievement data. Student achievement data dashboards [11] and plans of action [12] are analyzed and updated.

Thresholds
A threshold is identified when rates fall below baseline levels. These occurrences are indicated by a checkmark in the threshold columns in the charts below. When achievement rates fall below the threshold it triggers the college to put in place additional action plans responding to the lowered rates. CBC also analyzes and evaluates similar Texas community college cohort rates. These cohorts are similar in student demographics and other contextual factors and provide additional understanding of CBC student achievement. Disaggregated graduation rates, including those disaggregated by gender and race/ethnicity, are reviewed and thresholds set for these are reached when the rates for the subgroups fall below the previous year CBC cohort.

Persistence/Graduation
Graduation/persistence rates of first time/full-time, credential-seeking, students who have either graduated or are still enrolled after six years is a strong indicator of student achievement, student retention, and the ability of the student to persist to goal achievement. These lag indicators provide insight into CBC's ability to support students in their ability to achieve their goals. CBC identified this first as a measure during the last strategic plan and has continued to use this to understand student achievement. While CBC has not yet met the target on six-year graduation/persistence rates (see chart below), current rates of 45.1% in FY2019; 44.4% in FY2020 and 44% in FY2021 have been above the baseline 42.7% FY2014 for the last four cohorts. However, CBC continues to fall behind the medium-sized college graduation/persistence rates [13] which have been 46.8% FY2019; 47.8% FY2020 and 49.8% in FY 2021. All CBC programs have undergone revision [14] in the last three years to ensure currency and relevance. In addition, the CBC has developed plans of action to address performance with the Achieving the Dream and Texas Pathways action plan [15].

Graduation/Persistence Rate (6 years)
Graduation/Persistence Rates. First-time, full-time, credential-seeking, undergraduates who have graduated or are still enrolled.

Graduation/Persistence Rates

Cohort	Graduation or Persistence Rate		Below threshold
	Target	Actual	
Baseline Fall 2008 Cohort (FY2014)	47.4%	42.7%	
Fall 2009 Cohort (FY2015)	48.4%	42.1%	✓
Fall 2010 Cohort (FY2016)	49.4%	39.1%	✓
Fall 2011 Cohort (FY2017)	50.4%	41.8%	✓
Fall 2012 Cohort (FY2018)	51.4%	51.5%	
Fall 2013 Cohort (FY2019)	52.4%	45.1%	
Fall 2014 Cohort (FY2020)	53.4%	44.4%	
Fall 2015 Cohort (FY2021)	54.4%	44.0%	

http://www.txhigheredaccountability.org/AcctPublic/?goal=#goal27&sector=twoYearCC&instId=87

Other retention/persistence measures used include 3/4/6 graduation rates of first-time, full-time entering, credential-seeking, undergraduates who have graduated. There has been evidence of gain made in persistence goals as evidenced by increases in 3 and 4-year graduation rates. It is important to note that this occurred during pandemic years. Increased efforts by programs to ensure that programs have proper sequencing and bolstered advising are some examples of

strategies CBC is employing to support student achievement. Increases in the lead indicators 3- and 4-year graduation rates provide some indication that program revisions may be supporting student achievement goals. CBC's 28.3% 3-year graduation rate is slightly above the Texas medium-sized cohort rate of 28.3%. The CBC 4-year graduation rate 35.2% is also slightly above the Texas medium-sized cohort of 34.9% [16].

3/4/6 Graduation Rates
First-time, full-time entering, credential-seeking, undergraduates who have graduated.

Cohort	Graduation Rate 3 year		Threshold	Graduation Rate 4 year		Threshold	Graduation Rate 6 year		Threshold
	Target	Actual		Target	Actual		Target	Actual	
Baseline fall 2008 Cohort (FY2014)	22.3%	22.3%		28.2%	26.3%		40.4%	36.1%	
Fall 2009 Cohort (FY2015)	23.3%	31.2%		29.2%	27.2%		41.4%	33.8%	✓
Fall 2010 Cohort (FY2016)	24.3%	28.5%		30.2%	36.3%		42.4%	33.3%	✓
Fall 2011 Cohort (FY2017)	25.3%	27.3%		31.2%	32.4%		43.4%	34.9%	✓
Fall 2012 Cohort (FY2018)	26.3%	25.9%		32.2%	33.5%		44.4%	45.6%	
Fall 2013 Cohort (FY2019)	27.3%	27.2%		33.2%	30.8%		45.4%	40.3%	
Fall 2017 Cohort (FY2020)	28.3%	22.3%		34.2%	26.3%		46.4%	39.8%	
Fall 2018 Cohort (FY2021)	29.3%	31.2%		35.2%	30.8%		47.4%	39.2%	

http://www.txhigheredaccountability.org/AcctPublic/?goal=#goal27&sector=twoYearCC&instId=87

Course Completion Rates in a College Level Course
CBC is a comprehensive college legislated to provide access to all students, even those students not college ready. Therefore, it is important to understand student achievement for students prepared for college courses and for those who enter underprepared. CBC has fallen below the threshold in these achievement goals and identified that there is a considerable disparity between prepared students (college ready) and underprepared (requiring developmental education). These rates were reviewed at the Texas Pathways Institute in Fall 2022. Action plans [17] were developed.

CBC has also implemented a 100% co-requisite model of developmental education. This means that 100% of students who are not college ready will be allowed, if they score within a certain range, to co-enroll in a college level math, reading/writing course, and a developmental education course. This provides aligned support as the student moves through the college level course allowing the student to become college ready much quicker. CBC will continue to analyze and evaluate course completion rates and any disparity between those students entering college ready and those underprepared.

Successful Course Completion
Prepared Students Completing a College Level Course
College level course completion (Grade A, B, C) including pre-matriculation credit.

Prepared Students Completing a College Level Course									
Cohort	Math		Threshold	Reading		Threshold	Writing		Threshold
	Target	Actuals		Target	Actuals		Target	Actuals	
Baseline	25.7	57.0		78.4	83.0		40.4	68.8	

	Math		Threshold	Reading		Threshold	Writing		Threshold
	Target	Actuals		Target	Actuals		Target	Actuals	
FY2014									
FY2015	26.7	56.4	✓	79.4	85.7		41.4	71.4	
FY2016	27.7	67.7		80.4	86.0		42.4	77.2	
FY2017	28.7	67.3		81.4	87.2		43.4	74.6	
FY2018	29.7	66.7*		82.4	73.3*	✓	44.4	81.6*	
FY2019	30.7			83.4			45.4		
FY2020	31.7			84.4			46.4		
FY2021	32.7			85.4			47.4		

*2018 has a large difference in prepared vs. unprepared students compared to previous years
http://www.txhigheredaccountability.org/AcctPublic/?goal=#goal27&sector=twoYearCC&instId=87

Underprepared Students Completing a College Level Course

College level course completion (Grade A, B, C) including pre-matriculation credit. Baseline data is Fall2009 Cohort for Fall 2014 reporting period.

Unprepared Students Completing a College Level Course									
Cohort	Math		Threshold	Reading		Threshold	Writing		Threshold
	Target	Actuals		Target	Actuals		Target	Actuals	
Baseline FY2014	17.9	17.8		55.2	50.8		33.9	34.0	
FY2015	18.9	21.3		56.2	51.1		34.9	38.7	
FY2016	19.9	17.0		57.2	46.8	✓	35.9	37.4	
FY2017	20.9	15.3	✓	58.2	48.4	✓	36.9	33.7	✓
FY2018	21.9	21.3*		59.2	45.7*	✓	37.9	45.4*	
FY2019	22.9			60.2			38.9		
FY2020	23.9			61.2			39.9		
FY2021	24.9			62.2			40.9		

*2018 has a large difference in prepared vs. unprepared students compared to previous years
http://www.txhigheredaccountability.org/AcctPublic/?goal=#goal27&sector=twoYearCC&instId=87

Graduation Rates (IPEDS)-CBC SACSCOC Designated Student Achievement Indicator

CBC also evaluates student achievement using metrics that can be benchmarked nationally. Students attending Coastal Bend College are seeking certificates and two-year associate degrees. The degrees are designed to be attained in two years. Therefore, CBC believes that the IPEDS Graduation Rate (150% standard time) is an appropriate rate to use to measure student completion and graduation. Completion/Graduation aggregated cohort rates are the highest they have been since the benchmark year for CBC.

However, overall graduation rates for the IPEDS Graduation Rate (150% standard time) indicator in recent years have been consistently lower overall for CBC students compared to the rates achieved by students in Texas Community Colleges. Goals set for disaggregated subgroups such as those set for gender and race/ethnicity include decreasing the disparity between the subgroups. What is important to note is that CBC is a Hispanic serving institution with over 70% of the student body reporting Hispanic (see chart below). These demographics have remained somewhat consistent over the years. CBC is working to develop a QEP that will include action plans to address disparities and inequities in student populations in response to the disparities in completion data.

Enrollment by Ethnicity
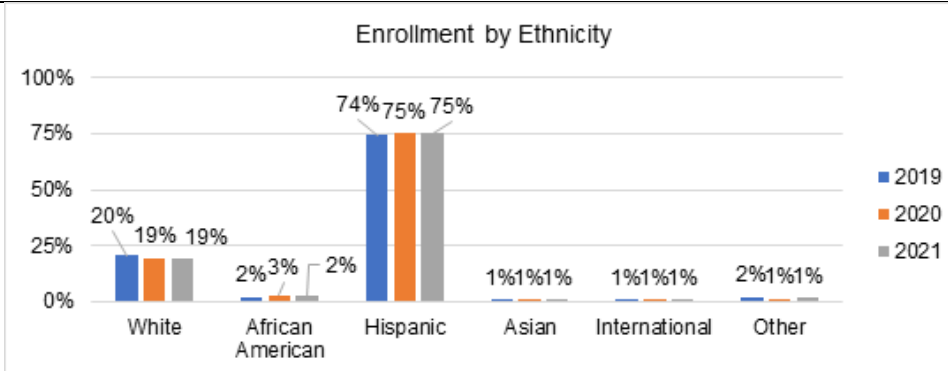
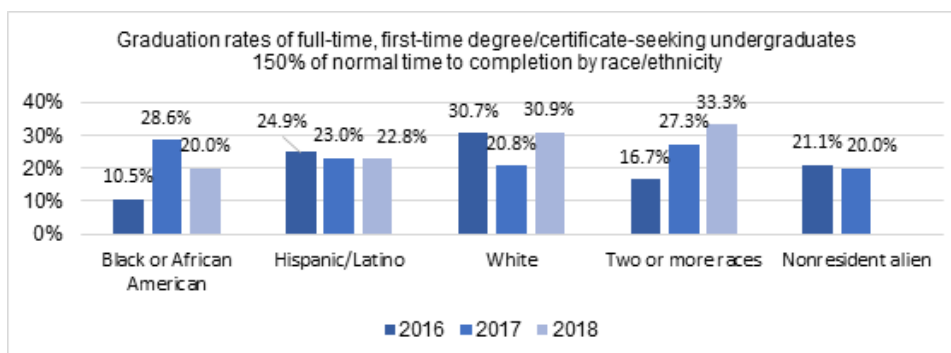Data retrieved from Texas Higher Education Coordinating Board Accountability System (CBM 001 reports)

Completion/Graduation Rates

IPEDS Graduation Rate (150% standard time)

Graduation rates of full time, first time degree/certificate seeking undergraduates 150% of normal time to completion

https://nces.ed.gov/ipeds/datacenter/FacsimileView.aspx?surveyNumber=8&unitId=223320&year=2019

Graduation rates of full-time, first-time degree/certificate-seeking undergraduates 150% of normal time to completion by race/ethnicity
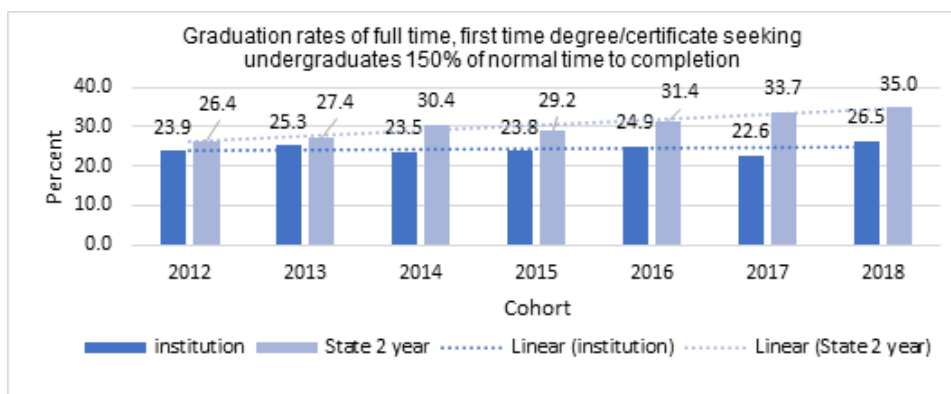
Licensure

Coastal Bend College has five workforce programs that provide students opportunities to achieve external licensure or certification. Successful pass rates on these exams are considered an important measure of student achievement. CBC monitors and reports these rates to the Texas Higher Education Coordinating Board (THECB) annually per their reporting requirements. These rates represent the number of students who have sat for an exam and the number of students who passed the exam during an academic year (September through August). These rates do not necessarily align with the rates from the external agencies such as the Board of Nursing (BON). The BON provides rates reflecting a calendar year from January through

December and only utilizes first time attempt performances. Both the rates reported to the state and the reports reflected by the agencies are reviewed annually by program faculty and administrators, and professional development or program improvements are implemented in response.

Recently, the licensure rates collected by the BON for the nursing programs indicated a need for some significant changes. The data to the THECB indicated that nursing students were passing the external certification, but it is taking them multiple attempts, thereby decreasing the first attempt scores needed for the program to remain in good standing with the BON. Many curricular changes have taken place because of this finding. These include hiring an external nursing consultant to completely review all the curriculum, policies, and practices. Faculty and staff have worked with the consultant to identify plans for corrective action.

Entry level requirements have been revised to ensure that students entering the program are entering with demonstrated success and abilities needed to succeed. All nursing faculty now have access to and have participated in professional development webinars and training through Assessment Technologies Institute (ATI). ATI provides over fifty webinars on program evaluation, teaching and learning, assessment and evaluation strategies, curriculum development and evaluation, learner development and socialization, nurse educator role, and scholarship, service, leadership. Full-time nursing faculty have access to a subscription for NurseTim Incorporated. This subscription provides faculty professional development webinars on certification exam preparation, curriculum, teaching strategies, clinical practice, assessment and exams, and lab and clinical education.

Professional development is focused on updates on industry standards and mastery of subject matter of instruction. Faculty in the Dental Hygiene program are provided opportunities for professional development in the topics that they are instructing as required by Commission on Dental Accreditation. This is through an online platform, in-services at the institution, or conferences. Radiologic Technology faculty attend the Association of Collegiate Educators in Radiologic Technology (ACERT) annual conference each February to learn from industry experts, receive continuing education units (CEUs) as required to renew their license, and network. Vocational Nursing faculty participate in online professional development and attendance of the Texas Association of Vocational Nurse Educator (TAVNE) annual conference.

Licensure Pass Rate

Year	Practical Nurse			Registered Nurse			Cosmetology			Radiology Tech			Dental Hygiene		
	Target	Actual	Threshold	Target	Actual	Threshold	Target	Actual	Threshold	Target	Actual	Threshold	Target	Actual	Threshold
Baseline 2014	91.5%	91		91.5%	81	✓	91.5%	97		95%	100		95%	100	
2015	91.5%	80	✓	95%	94		95%	92	✓	99%	75	✓	99%	100	
2016	91.5%	84	✓	95%	85		95%	90	✓	99%	100		99%	96	✓
2017	91.5%	81	✓	95%	84		95%	89	✓	99%	100		99%	92	✓
2018	91.5%	85	✓	95%	80	✓	95%	96		99%	100		99%	100	
2019	91.5%	79	✓	95%	90		95%	100		99%	100		99%	95	✓
2020	91.5%	100		95%	98		95%	100		99%	92	✓	99%	91	✓

Texas Licensure Data Reporting System, https://www1.thecb.state.tx.us/apps/cb116/licensure/pick_cip.cfm

Publishes and Documents Goals and Outcomes

Coastal Bend College publishes and documents student achievement information on the [college website [18]](#). It is published and documented on the [Texas Higher Education Coordinating Board Accountability Website [19]](#), [Texas Success Center Dashboard [20]](#) and in [Institutional Resumes [21]](#).

Student achievement data are regularly monitored and discussed among our faculty and staff when focusing efforts for continuous improvement. Initiatives like [Texas Pathways [22]](#), [Achieving the Dream [23]](#), [Title III Strengthening Institutions Grant [24]](#), are used to inform and support the continuous improvement efforts of the institution resulting in students and the college reaching achievement goals and outcomes.

Evidence
[1] TX Ed Code Title 3 Subtitle G Chapter 130 Subchapter A Sec. 130.011
[2] Coastal Bend College Mission
[3] Building a Talent Strong Texas Strategic Plan for Higher Education (THECB)
[4] CBC Strategic Plan Goals
[5] SACSCOC Completion Measure Selection Notification
[6] List of Vocational, technical, and academic programming
[7] Texas Accountability System Dashboard
[8] Texas Medium Sized Cohort of Community Colleges
[9] Texas Success Center-Pathway Meeting Events
[10] Texas Success Center-Pathway Meeting Event CBC Attendees
[11] Texas Success Center Data Dashboard
[12] CBC Pathways Action Plan
[13] THECB Accountability System (txhigheredaccountability.org) Medium Sized College Graduation Rates
[14] CBC Curriculum Committee Minutes April 2022
[15] CBC ATD Annual Report and Texas Pathways Action Plan
[16] Texas Medium Colleges ¾/6 Year Graduation Rates-Dashboard
[17] Pathways Action Plan
[18] CBC College Website-Student Achievement Webpage
[19] Texas Higher Education Coordinating Board Accountability Dashboard
[20] Texas Success Center Dashboard
[21] Institutional Resume
[22] Texas Pathways
[23] Achieving the Dream
[24] Title III Strengthening Institutions Grant

8.2.a	**The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:**

Coastal Bend College **(**CBC) identifies student learning outcomes for all programs, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for each of its educational programs.

Coastal Bend College (CBC) is a comprehensive medium sized designated Hispanic-serving community college and is legislated [1] to primarily serve "their local taxing districts and service areas in Texas" and offer "vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance" are to be offered as well.

The CBC program student learning outcome (PSLO) assessment process [2] is ongoing, and a timeline of assessment is in place. These processes are the same across the Associate of Arts (A.A.), Associate of Science (A.S.), and Associate of Applied Science (A.A.S.) and associated certificate programs and have been ongoing for many years. Faculty continue to mature in the quality of assessment, analysis, use of results to seek improvement, and review of the success of the improvement plans.

Identifies expected outcomes

CBC faculty identify program-level student learning outcomes (PSLO) and collegiate-level general education competencies (GEC) or Career and Technical Education and Allied Health Secretary's Commission on Achieving Necessary Skills (SCANS)/Onet competencies for all undergraduate degree programs. This process results in continuous improvement of student learning over time and directly aligns with the CBC Strategic Plan [3] to "provide equitable opportunities for lifelong learning and training needs by empowering students through engaging quality instruction, enhancing supportive learning communities; and providing comprehensive student-centered services and programs to ensure that students reach their aspirations."

Seventy percent of CBC students are academic transfer majors at CBC. Transfer and general education program faculty have identified program student learning outcomes for the Associate of Arts and the Associate of Science General Studies program (A.A. and A.S. Program Student Learning Outcomes) [4]. These are the set of student learning outcomes that all students completing the program are expected to obtain regardless of the location or mode of instruction. These learning outcomes are in alignment with course student learning outcomes published by the Texas Higher Education Coordinating Board in the Lower Division Academic Course Guide Manual (ACGM) [5]. These learning outcomes are developed at the state level by vertical teams of community college and university faculty from across the state. Additionally, they work to align curricula with transfer universities' expectations through pathway articulations.

Texas has identified a set of core objectives [6] for students in Texas colleges and universities. These core objectives are designed to allow all students in associate degree programs to attain essential general education competencies. These, along with the program student learning outcomes, are reviewed annually and during the program evaluation process. They are updated as needed. The most recent program evaluation and program learning outcome update completed at CBC was the A.A. and the A.S. program evaluation in 2021 and 2022 [7] and the Career and Technical Education division completed AAS Program Reviews in 2022 [8]. The institutional effectiveness process of program evaluation allows greater attention to be provided to overall program effectiveness in achieving program student learning outcomes and program goals.

Thirty percent of CBC students are Career and Technical Education (CTE) and Allied Health (AH) majors. CTE and AH faculty have identified a set of program student learning outcomes for each program. These are the set of student learning outcomes that all students completing the program are expected to attain regardless of location or mode of instruction. The identification of program student learning outcomes is informed through a variety of sources, such as advisory committees, licensing and accreditation agencies, state level guidance, and the United States Department of Labor. Student learning outcomes are included in the CTE and AH Assessment Plan Report (CTE and AH Assessment Report [9]).

CTE and AH program faculty meet with advisory committees comprised of industry and professional representatives to review curricula and standards [10] needed to maintain relevant quality programs. The Texas Higher Education Coordinating Board (THECB), a legislated board who supports compliance with Texas Administrative and Education Code in higher education, also provides course level student learning outcomes in a Workforce Education Course Manual [11] for CTE and AH programs. These learning outcomes are developed at the state level by teams of CTE and AH faculty from across the state. All courses in CTE and AH include these student learning outcomes. Faculty also work to identify industry specific knowledge and skills such as those found in O*Net, a network developed under the sponsorship of the U.S. Department of Labor/Employment and Training Administration (O*Net) [12]. Allied Health program faculty additionally align curricula with program accreditation standards when relevant.

Assess the extent to which it achieves these outcomes

Course and program level outcomes and SCANS/GEC skills are shared with all faculty teaching the course and are included in the CBC Master Syllabi [13]. This ensures that all students, regardless of the location or mode of instruction, receive instructional opportunities to attain the outcomes and skills and are included in student learning outcome assessment. Assessment findings are disaggregated to understand the different performances across instructional modes when relevant. Program Directors and Faculty Division Coordinators and Assistant Coordinators assist faculty with the annual assessment process and work with them to collect assessment data. The CBC General Education Assessment Review Committee (GEAR) [14], the CBC Student Learning Assessment Team for Excellence (SLATE) committee [15], the CBC Curriculum Committee [16] and Executive Director of Institutional Effectiveness and Research [17] support faculty and provide ongoing feedback.

Student learning outcome (SLO) assessment is systematic and ongoing. Multiple measures of assessment are used by faculty to understand the level of attainment. Examples of assessment measures used included capstone projects [18], rubric scored assignments [19], and lab exams [20]. Faculty employ a 10-step assessment process [21] to assess program student learning outcomes. Roles, responsibilities, and timelines are detailed and all program faculty across the college follow the process. This process is systemic and sustainable and is described in the CBC Instructional Assessment Manual [22]

Assessment Processes and timelines are in place for instructional planning, assessment, and evaluation and are detailed in the CBC Instructional Assessment Manual. While the full assessment cycle of all program learning outcomes are not all assessed annually, the assessment of student learning outcomes (SLOs) occurs annually. Some SLOs are assessed in the fall, some in the spring, either annually or every other year, depending on when the courses designated for assessment are offered. This allows faculty time to review data and to develop and implement improvement plans prior to subsequent assessment. Faculty may also choose to assess some learning outcomes more frequently or less frequently dependent on student performance and the nature of the improvement plans.

Evidence of seeking improvement based on analysis of the results for each of its educational programs

All assessment processes were revised over the last three years to ensure that faculty must fully analyze assessment findings and develop relevant improvement plans. As a result, many assessment plans were revised. Guidance was provided to faculty to ensure that assessment measures used allowed for faculty to identify where learning could be improved. Faculty turning in findings indicating that "targets are met" and/or "no improvement is needed" meet with the Executive Director of Institutional Effectiveness and Research and GEAR committee members to discuss ways to identify better assessment measures (including the use of rubrics) that allow for a better understanding regarding the differentiated levels of student performance regarding the student learning outcomes. Faculty were also provided with assistance in building improvement plans. The effectiveness of improvement plans is evaluated after each subsequent round of assessment to assess the full impact of the improvement plan. Examples include the Annual Student Learning Outcomes Assessment Reports [23] for 2019-20, 2020-21, and 2021-2022.

Program faculty are fully involved with analyzing assessment findings and developing plans of action for improving student learning. This process is guided by Directors, Faculty Division Coordinators, Assistant Coordinators and content expert faculty. Instructional deans, the GEAR Committee, the SLATE committee and the Executive Director of Institutional Effectiveness and Research assist and provide support. The program evaluation process has also been completely revised so that careful attention can be given to the review of program learning along with other program effectiveness measures and all programs have gone through at least one review since the revision.

A Closing the Loop Annual Assessment Report was submitted by the Transfer and General Education (TGE) faculty at the close of the 2020-2021 [24] and 2021-2022 [25] academic year. This is a follow-up report in response to the changes submitted in the fall 2020 and fall 2021 A.A. and A.S. Program Evaluation and includes learning outcomes, assessment plans, results, improvement plans and evidence that faculty are evaluating the effectiveness of the improvement plans. It is designed to document the process of program student learning outcome revision and subsequent implementation and completion of the student learning outcome assessment annual process. Detailed assessment, findings, improvement plans, and subsequent analysis of improvement plans are documented in this reports.

In addition, it is important to note that the nursing programs implemented a comprehensive computerized program student learning outcome assessment process (with program learning outcomes) in direct alignment with the NCLEX exam learning outcomes. The NCLEX is an exam that the National Council of State Boards of Nursing (NCSBN) developed to test the competency of nursing school graduates in the United States and Canada. This assessment process is systematic and occurs sequentially throughout the program pathway. Students are provided immediate remediation feedback on key learning outcomes and faculty receive class reports. Nursing faculty meet annually with content expert representatives from the testing organization. Annual comparative data is presented to the faculty and improvement plans are developed for the next academic year based on the findings and review. Examples of these results are included in the CTE and AH Assessment Reports [26].

Review of student learning and programs have led to many changes in CBC's curricula and programs as noted in the Assessment Reports. For example, changes are noted in the CBC Curriculum Committee Minutes [27] where courses were re-sequenced to better align the

learning outcomes. All courses and programs have been completely reviewed and revised in the last three years to ensure currency and relevance.

Evidence
[1] TX Ed Code Title 3 Subtitle G Chapter 130 Subchapter A Sec. 130.011
[2] Program Student Learning Outcome (PSLO) Assessment Process
[3] CBC Strategic Plan
[4] AA and AS Program Learning Outcomes
[5] Lower Division Academic Course Guide Manual (ACGM)
[6] Texas Core Objectives
[7] A.A. and the A.S. program evaluation in 2021 and 2022
[8] AAS Program Reviews
[9] Career and Technical Education and Allied Health Assessment Report
[10] CTE and AH Advisory Board Minutes
[11] Workforce Education Course Manual
[12] U.S. Department of Labor/Employment and Training Administration (O*Net)
[13] CBC Master Syllabi Examples
[14] CBC General Education Assessment Review Committee (GEAR)
[15] Student Learning Assessment Team for Excellence (SLATE) committee
[16] CBC Curriculum Committee
[17] Executive Director of Institutional Effectiveness and Research
[18] Capstone Project example
[19] Rubric Scored Assignment example
[20] Lab Exam example
[21] 10 Step Assessment Process
[22] CBC Instructional Assessment Manual
[23] Annual Student Learning Outcomes Assessment Reports
[24] Closing the Loop Annual Assessment Report 2020-2021
[25] Closing the Loop Annual Assessment Report 2021-2022
[26] CTE and AH Assessment Report
[27] CBC Curriculum Committee Minutes

8.2.b **Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.**
(Student outcomes: general education)

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) identifies student learning outcomes for collegiate-level general education competencies of its undergraduate associate degree programs, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for its collegiate-level general education courses in its undergraduate degree programs.

Coastal Bend College (CBC) is a comprehensive medium-sized designated Hispanic-serving community college and is legislated [1] to primarily serve "their local taxing districts and service

areas in Texas" and offer "vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance" are to be offered as well.

The CBC program student learning outcome (PSLO) assessment process [2] for collegiate-level general education competencies is ongoing, and a timeline of assessment is in place. These processes are the same across the Associate of Arts (A.A.), Associate of Science (A.S.), and Associate of Applied Science (A.A.S.) programs and have been ongoing for many years. Faculty continue to mature in the quality of assessment, analysis, use of results to seek improvement, and review of the success of the improvement plans.

Identifies expected outcomes

Texas has identified a set of core objectives [3] for students in Texas colleges and universities. These core objectives are designed to allow all students in associate degree programs to attain essential general education competencies. The competencies are embedded in general education core courses. These are the set of student learning outcomes that all students completing the program are expected to obtain regardless of the location or mode of instruction. They are identified in the CBC Administrative Master Syllabus [4] to ensure that all faculty teaching the course understand that these are course requirements. These learning outcomes help students gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning. These learning outcomes are in alignment with the course student learning outcomes mandated by Texas Administrative Code (TAC) Title 19, Chapter 4, Subchapter B, Rule 4.30 [5] which reads:

"Each public institution of higher education shall evaluate its core curriculum through the assessment of the core objectives on an ongoing basis, reporting the results of the assessment to the Board every ten years on the schedule that accords with the institution's accreditation reaffirmation self-study report to the Southern Association of Colleges and Schools or its successor."

The GECs at CBC [6] perfectly align with these state-mandated core objectives [7] and meet the state requirements by providing:

- a description of the assessment process for each of the six core objectives
- an explanation of measures, methodology, frequency, and the timeline of assessment activities
- the criteria and/or targets used to benchmark the attainment of the six core objectives
- the results of the assessment, including evidence of the level of attainment targeted and achieved for each of the six core objectives
- an analysis of the results, including an interpretation of assessment information; and
- any actions planned, including how the results and analysis of the assessment process will be used to improve student learning and achievement.

CBC's learning outcomes for the GECs are in alignment with those developed at the state level by vertical teams of community college and university faculty from across the state. CBC's GECs [8] are as follows:

General Education Competencies (GECs)

- Critical Thinking Skills - creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
- Communication Skills - effective development, interpretation, and expression of ideas through written, oral, and visual communication.
- Empirical and Quantitative Skills - manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Teamwork - ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Social Responsibility - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility - ability to connect choices, actions, and consequences to ethical decision-making foundational component areas.

Texas has legislated [9] the courses to embed specific general education competencies. GECs are mapped to specific courses and these courses are included within each instructional degree program [10] to ensure that comprehensive assessment takes place and continuous improvement occurs across the general education curriculum. A GEC crosswalk [11] linking the GECs with the core component areas comprising the Associate of Arts (A.A.) and Associate of Science (A.S.) degrees was created to ensure that students in all programs have courses with all general education competencies. The 15-semester hour general education core curriculum of the Associate of Applied Science (AAS) degree [12] utilizes core courses drawn from the same core curriculum as the A.A. and A.S. degrees. Associate of Applied Science (A.A.S.) degree programs also have competencies beyond the general education competencies aligned within their workforce major. These are addressed in program assessment.

Assess the extent to which it achieves these outcomes

The General Education Assessment Review (GEAR) Committee [13] oversees the assessment process for general education competencies. This committee is comprised of the Dean of Transfer and General Education and the faculty division coordinators that oversee [14] the general education curriculum. While Texas has only legislated a 10-year assessment cycle to align with the Southern Association of Colleges (SACSCOC) reaffirmation cycle, CBC has implemented a schedule of assessment [15] in which a subset of competencies is evaluated each year. All competencies are evaluated within a 3-year assessment cycle that allows CBC to generate assessment findings and actions seeking improvement across the full cycle.

Course GEC skills are shared with all faculty teaching the course and are included in the CBC Master Syllabi [16]. This ensures that all students, regardless of the location or mode of instruction, receive instructional opportunities to attain the outcomes and skills and are included in student learning outcome assessment. Assessment findings are disaggregated to understand the different performances across instructional modes when relevant.

Faculty division coordinators and assistant coordinators [17] assist faculty with the annual assessment process and work with them to collect assessment data. The CBC General Education Assessment Review Committee (GEAR), the CBC Student Learning Assessment Team for Excellence (SLATE) committee [18], the CBC Curriculum Committee [19] and Executive Director of Institutional Effectiveness and Research [20] support faculty and provide ongoing feedback.

Evidence of seeking improvement based on analysis of the results

General Education Competencies were reviewed and revised in 2019-2020, after faculty and staff identified the processes used in prior years were not allowing faculty to understand student performance and did not provide opportunities to improve student learning. During the 2020-2021 and 2021-2022 assessment cycles, GECs were assessed by all Transfer and General Education (TGE) Instructional Divisions. The General Education Assessment Review (GEAR) Committee oversaw this process. Assessment took place in a total of 41 general education courses and in over 95% of the cases, action plans for improvement were put into place.

The impact of these action plans ranged from ineffective to significantly effective. Covid-19 impacted the assessment process in various ways. Enrollment was reduced and resulted in smaller sample sizes. In addition, all courses were moved online, and the face-to-face modality was not represented. These annual assessment cycles will be retained to allow for additional reiterations of the complete assessment process prior to the 2024 SACS-COC reaffirmation. The overall changes for the 2021-2022 assessment cycle were to streamline the assessment process by combining the assessment and action plan forms into a single document, update the manual to align with the new form, and to provide additional professional development and oversight.

All completed assessments are stored in the Transfer and General Education (TGE) SharePoint site by the respective general education faculty division coordinators. These completed assessment plans are incorporated into the Annual "Closing the Loop" General Education Assessment Reports for 2020-2021 [21] and 2021-2022 [22]. These reports are the compilation of all general education assessments and present overall assessment results, improvement plans, and the effectiveness of the assessment-driven improvement plans. The intent of this annual review process is to ensure that ongoing comprehensive assessment of the general education competencies is taking place and the institution is making continuous improvements through the assessment process.

The Student Learning Assessment Team for Excellence (SLATE) [23] will be working with the GEAR committee to provide additional peer review and feedback. Now that Coastal Bend College has fully implemented cycles of assessment and demonstrated that faculty are implementing plans of improvement based on analysis of the assessment resulting in improvement, this team will work to take the assessment processes to a second iteration of development by implementing High Impact Practices into the system of assessment.

Evidence
[1] Texas Education Code Title 3 Subtitle G Chapter 130 Subchapter A Sec. 130.011
[2] CBC Program Student Learning Outcome Assessment Process
[3] Texas Core Objectives
[4] CBC Administrative Syllabus Examples
[5] Texas Administrative Code (TAC) Title 19, Chapter 4, Subchapter B, Rule 4.30
[6] CBC General Education Competencies
[7] Texas Core Objectives
[8] Instructional Assessment Handbook-Page
[9] https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=28
[10] CBC Course Catalog and Student Handbook pages
[11] Instructional Assessment Handbook-Page

[12] CBC Course Catalog and Student Handbook pages
[13] CBC Committee Handbook-page
[14] CBC General Education Assessment Review (GEAR) Committee Minutes
[15] Instructional Assessment Handbook-Page
[16] CBC Master Syllabi examples
[17] Assistant Coordinators Job Descriptions
[18] CBC Student Learning Assessment Team for Excellence (SLATE) committee
[19] CBC Curriculum Committee
[20] Executive Director of Institutional Effectiveness and Research
[21] Annual "Closing the Loop" General Education Assessment Reports for 2020-2021
[22] Annual "Closing the Loop" General Education Assessment Reports for 2021-2022
[23] Student Learning Assessment Team for Excellence Minutes

8.2.c **Academic and student services that support student success.**
(Student outcomes: academic and student services)

X Compliance ___ **Non-Compliance** ___ **Partial Compliance**

Narrative: Coastal Bend College (CBC) identifies expected outcomes for its academic and student services that support student success and demonstrate the extent to which the outcomes are achieved through an Institutional Strategic Planning Process [1]. CBC identifies academic and student support services [2] as those with budgetary control and an academic and student service function. The Dean of Student Services is identified as administrative support services and included in comprehensive standard 7.3.

Identifies expected outcomes

Coastal Bend College has implemented an annual operational planning process [3] that is aligned with strategic and budgetary planning. Annual planning begins during the spring semester during the annual strategic planning retreat [4]. During this retreat, budget managers from academic and student services join the administrative support service managers and receive an update as to the planned CBC Board of Trustee approved Annual Planning Priorities [5] for the next fiscal year. They are also provided with an overview of the prior year's accomplishments [6] and reminded of strategic plan goals and objectives [7].

They are then tasked with reviewing their own planning and budgeting from the previous year, which is compiled in their Annual Planning Reports [8]; the status of their current plans and budgets, which is approved for implementation with the new budget approval in the fall; and the Board of Trustees (BOT) approved annual planning priorities and the strategic plan.

All academic and student support services then work to propose a new annual plan and budget for the next fiscal year. Within the respective administrative services units, employees work together to establish SMART objectives based on data with actionable planning tasks associated. To aid in this creation, a unit planning template [9] and unit planning instruction manual [10] is provided to each planning unit manager at the strategic planning retreat in the spring semester of each year. Additional resources such as the Planning and Budgeting Manual

[11], How to Write SMART Objectives Guide [12], and training regarding the process is also provided at this event, in which activities are designed to promote collaborative and active discussions.

During the annual planning cycle, each academic and student support service planning unit manager evaluates its purpose, goals, and current plans, and then develops specific objectives that link to and support the college strategic priority, objectives, and annual planning priorities. At the end of the planning cycle, each unit assesses whether it has accomplished its intended objectives, and this is documented in the annual reports.

Demonstrates the extent to which the outcomes are achieved

Assessment/evaluation of the annual year occurs in August/September of each year. Data is gathered and analyzed to determine the extent to which the outcomes from the year are achieved. This information is necessary to adjust current plans approved with the new planning budget to achieve greater results in the newly commenced fiscal year (FY) cycle.

The Institutional Annual Planning Summary Report [13], where improvements and outcomes are demonstrated and projected planning objectives for the next year are identified for each planning unit, provides institutional benchmarks and current measures as to how fruitful the previous year's planning impacted the college mission and strategic plan goals and objectives.

The table below provides links to academic and student support services unit planning managers and their annual plans/reports for the last three years. The extent to which the outcomes were planned and achieved are included for each of the years. The unit plans and annual reports for the Dean of Student Services are included in Comprehensive Standard 7.3. New planning units will be added in the next planning cycle to separate Accessibility, Residential Life, Advising, and Student Success into their own planning units. Currently, these units are represented in Student Services and Accessibility.

Academic and Student Support Services Unit Plans and Annual Summary Reports		
Unit	Unit Plans	Annual Reports
Library Services	[14]	[15]
Financial Aid	[16]	[17]
Admissions/Registrar	[18]	[19]
Dual Credit	[20]	[21]
Testing Services	[22]	[23]
Student Services and Accessibility	[24]	[25]

In addition to using institutional data as benchmarks and targets, departmental units collaborate with the Office of Institutional Effectiveness & Research, which facilitates the administration and evaluation of focus groups and surveys, such as the Community College Survey of Student Engagement (CCSSE) [26], Registration Survey [27], Student Internet Connectivity and Accessibility Survey [28], Campus Tour Survey [29], and Graduation Survey [30] to elicit student feedback regarding the services and supports available at Coastal Bend College. Additional interdepartmental initiatives are aimed towards providing support for student success, including the Achieving the Dream initiatives [31] and the Texas Pathways initiative [32], all of which are measurable outcomes-oriented plans designed to enhance academic and student services which support student success.

CBC is always ready to evaluate its academic and student support services and identify ways to improve. In the summer of 2022, CBC was awarded a professional development grant and invited to participate in the Advising Success Network [33] for the 2022-2023 academic year. The mission of the network "is to help institutions build a culture of student success, with a focus on students from low-income backgrounds and Black, Latinx/a/o, Indigenous, Asian, and Pacific Islander students, by identifying, building, and scaling equitable and holistic advising solutions that support all facets of the student experience." The CBC continuous improvement model is embedded in the operations at Coastal Bend College, including in academic and student support services.

Evidence
[1] CBC Institutional Strategic Planning Process
[2] CBC Organization Chart with Academic and Student Support Services
[3] CBC Annual Operational Planning Process
[4] Annual Strategic Planning Retreat
[5] CBC Board of Trustee approved Annual Planning Priorities
[6] CBC Board of Trustee Minutes-February 2022
[7] CBC Board of Trustee Minutes-January 2022
[8] CBC Annual Planning Report Template
[9] CBC Unit Planning Template
[10] CBC unit planning instruction manual
[11] CBC Planning and Budgeting Manual
[12] CBC How to Write SMART Objectives Guide
[13] Institutional Annual Planning Summary Report
[14] Library Services Unit Plans
[15] Library Services Annual Reports
[16] Financial Aid Unit Plans
[17] Financial Aid Annual Reports
[18] Admissions/Registrar Unit Plans
[19] Admissions/Registrar Annual Reports
[20] Dual Credit Unit Plans
[21] Dual Credit Annual Reports
[22] Testing Services Unit Plans
[23] Testing Services Annual Reports
[24] Student Services and Accessibility Unit Plans
[25] Student Services and Accessibility Annual Reports
[26] Community College Survey of Student Engagement (CCSSE)
[27] Registration Surveys
[28] Student Internet Connectivity and Accessibility Survey
[29] Campus Tour Survey
[30] Graduation Survey
[31] Achieving the Dream Initiative
[32] Texas Guided Pathways Initiative
[33] Advising Success Network

Form edited December 2022

Section 9: Educational Program Structure and Content

9.1 **Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based on fields of study appropriate to higher education.**
(Program content) **[CR; Off-Site/On-Site Review]**

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) offers degree programs that demonstrate a coherent course of study, align with the college's mission and goals, and are grounded in fields of study appropriate to higher education.

All degree programs offered at CBC are approved by the Texas Higher Education Coordinating Board (THECB), SACSCOC and other program accreditors when appropriate, and contain state approved courses drawn from the Workforce Education Course Manual [1] or the Lower Division Academic Course Guide Manual [2]. CBC offers Associate of Arts (A.A.), Associate of Science (A.S.), and Associate of Applied Science (A.A.S.) degree programs. An overview of CBC degrees and certificates can be found in the CBC College Catalog and Student Handbook [3].

These programs support CBC's mission [4] to serve its diverse student population through "superb education and life enhancing opportunities." CBC follows the standards set forth by the Texas Higher Education Coordinating Board (THECB) Guidelines for Instructional Programs in Workforce Education [5], THECB Rules for Developing Associate Degree Programs [6] and the Texas Administrative Code [7] for approving new programs aligned with job market need, student demand, curriculum design, and faculty qualifications.

All programs, regardless of the location or mode of instruction follow the same guidelines for development, review, curriculum outlines and master syllabi.

(a) Educational programs embody a coherent course of study

Programs offered at CBC comply with rules and regulations as legislated [8] and are in alignment with other Texas community colleges and approved for implementation by the state of Texas and SACSCOC. CBC Policy EE(Local) [9] requires that the college continually reappraise programs to ensure that the courses meet the needs of the community and the students. Program reviews are in place for all programs and guide reappraisal of program student learning outcomes (PSLOs) and the selection of courses for the programs.

The CBC Curriculum Handbook [10] provides guidance to faculty regarding the development and approval of new programs. Guidelines in the Handbook adhere to state and SACSCOC requirements. Each CBC associate degree program includes general education, commonly referred to as the "core curriculum" in Texas. The core curriculum [11] for the academic transfer degree programs is legislated [12] by the state of Texas to include 42 semester credit hours (SCH) for academic associate degree programs (A.A., A.S.). The remaining hours in these programs are elective and students are advised on courses based on their transfer pathway. A suggested course of study for these programs are included in the CBC College Catalog and Student Handbook [13].

The core curriculum for A.A.S. degree programs as indicated in the Guidelines for Instructional Programs in Workforce Education (GIPWE) [14], must include at least 15 semester credit hours of core curriculum courses and must include at least 3 SCH in each area: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. The remaining hours in the A.A.S. degrees include sequenced major specific coursework. All A.A.S. degree programs and associated certificates are outlined in the CBC College Catalog and Student Handbook [15].

CBC strives to develop a coherent sequence of courses in every degree program that provides students with progressive skills and knowledge that become more than the sum of its parts. Initial courses are designed to provide the skills and knowledge required by subsequent work, so that each program becomes more than a mere collection of individual courses. Degree programs demonstrate a logical progression within a student's degree program and career choice of study. Program student learning outcomes (PSLOs) become the end goal. A coherent sequenced course of study should allow students to demonstrate successful program student learning outcomes.

Advising program pathways [16] are developed for each of the programs and are included in the CBC Catalog and used for advising students. The advising pathways provide program specific sequenced program guidance, such as entry level scores needed for the program and support students through the programs. They include the pre-degree requirements, specific student notes such as preferred courses for degrees and guidance to meet with the success coaches for guidance on electives. Faculty developed program pathways provide sequencing and progression of courses that allow students to develop the necessary outcomes and skills to be successful in future courses.

Programs are regularly reviewed by faculty and updated when necessary. Examples include resequencing to the Law Enforcement Program [17 CC 5-14-21], the Computer Information Technology Program [18 CC 5-14-21] and changing a co-requisite to a pre-requisite in the Radiology Program [19 CC 3-35-22] providing students the ability to gain pre-requisite skills needed for success in program.

Capstone courses are identified in all A.A.S. programs. These are identified in the master syllabi [20] and occur at program exit points. The master syllabi are used by all faculty instructing the course and posted online [21]. Capstones allow students to demonstrate that they have integrated knowledge in their field of study. Most program student learning outcome assessment occurs in capstone courses.

(b) Educational programs are compatible with the stated mission and goals of the institution

The mission [22] of CBC is: "Coastal Bend College is a student-centered community college committed to delivering superb educational and life enriching opportunities to its students and the communities it serves." According to Texas Education Code Title 3 Subtitle G Chapter 130 Subchapter A Sec. 130.011 [23] "CBC is a comprehensive medium sized designated Hispanic Serving community college and is legislated to primarily serve "their local taxing districts and service areas in Texas" and offer "vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance" are to be offered as well.

The Vision Statement, as presented in the Coastal Bend College's Strategic Plan 2020-2025 [24] supports CBC's mission, and reads as follows, "Coastal Bend College is a leader in providing quality education for lifelong learning by dedicating its resources to promoting a learning-centered environment that empowers its students to reach their highest potential and become responsible members of the global community."

Institutional Goal #1, also outlined in Coastal Bend College's Strategic Plan 2020-2025 [25], clearly states: "Coastal Bend College will provide equitable opportunities for lifelong learning and training needs by empowering students through engaging quality instruction, enhancing supportive learning communities; and providing comprehensive student-centered services and programs to ensure that students reach their aspirations."

In adherence to its mission, vision, and goals, CBC offers academic transfer and workforce degree programs. New program and curriculum proposals are led by college faculty in collaboration with college administration following all approved policies and procedures as detailed by the state of Texas and the CBC Curriculum Handbook. The aforementioned ensures that curriculum management for all programs is supportive of CBC's mission, goals, and guidelines set forth by all relevant stakeholders.

(c) Educational programs are based upon fields of study appropriate to higher education

Programs are developed at Coastal Bend College (CBC) in response to student transfer and local workforce demand. The A.A. and the A.S. programs allow students to complete their fully transferable general education requirements and then select 18 hours of courses that align with major transfer universities. CBC administrators and faculty work with major transfer universities to develop Memorandums of Understanding (MOU) [26] to support the successful completion of a transfer student. Students are advised based on their transfer plans using the Advising Pathways Plans.

The Texas Higher Education Coordinating Board and the Texas Workforce Commission have identified demand workforce and allied health occupations [27] and fields of study appropriate to higher education. CBC offers programs that are relevant to the Coastal Bend service area served by CBC. All new program proposals must demonstrate demand and include advisory board recommendations and may additionally include workforce leader support. An example of this is a recent request by community partners to develop a new program in the Kingsville, Texas area. An MOU has been agreed upon by Workforce Solutions of the Coastal Bend, Kingsville Chamber of Commerce and Coastal Bend College [28] to begin the development of an A.A.S. Airframe and Powerplant program. This MOU was approved the CBC Board of Trustees.

Each of CBC's programs selects a Classification of Instructional Programs (CIP) code [28], the national taxonomy for instructional programs when developing a program. Curriculum is then developed and aligned not only with local demand needs through advisory input, but additionally through the incorporation of industry best practices. All courses also include a CIP code [29] that aligns with industry and fields of study. Programs include courses with CIP codes that are appropriate to the program field of study CIP code.

All of these policies, procedures and processes help ensure that CBC offers degree programs that demonstrate a coherent course of study, align with the college's mission and goals, and are grounded in fields of study appropriate to higher education.

Evidence
[1] Workforce Education Course Manual

[2] Lower Division Academic Course Guide Manual
[3] CBC College Catalog and Student Handbook
[4] CBC Mission Statement
[5] Guidelines for Instructional Programs in Workforce Education
[6] THECB Rules for Developing Associate Degree Programs
[7] Texas Administrative Code
[8] Texas Education Code Title 3 Subtitle G Chapter 130 Subchapter A Sec. 130.011
[9] CBC Policy EE(Local)
[10] CBC Curriculum Handbook
[11] Texas Core Curriculum
[12] Texas Admin or EDUC Code For Core Curriculum
[13] CBC College Catalog and Student Handbook-pages on AA and AS transfer plans
[14] Guidelines for Instructional Programs in Workforce Education-page
[15] CBC College Catalog and Student Handbook-pages with AAS curriculum outlines
[16] Advising program pathways examples
[17] Curriculum Committee Minutes 5-14-2021
[18] Curriculum Committee Minutes 5-14-2021
[19] Curriculum Committee Minutes 3-35-2022
[20] Capstone Course Master Syllabus Example
[21] Master Syllabi Webpage
[22] CBC Mission
[23] Texas Education Code Title 3 Subtitle G Chapter 130 Subchapter A Sec. 130.011
[24] Coastal Bend College Strategic Plan 2020-2025 Vision Statement
[25] Coastal Bend College Strategic Plan Goal #1
[26] MOU between Texas A & M Corpus Christi and Coastal Bend College
[27] Workforce of the Coastal Bend Targeted Occupations List
[28] Coastal Bend College Program List with CIP Codes
[29] Administrative Master Syllabi Example

9.2   **The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.**
        (Program Length) **[CR; Off-Site/On-Site Review]**

   X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) offers Associate of Arts (A.A), Associate of Science (A.S.), and Associate of Applied Science (A.A.S.) degree programs. All programs meet or exceed the minimum semester credit hours required by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The requirements for each of the degree programs offered at CBC are published in the CBC College Catalog and Student Handbook [1]. CBC only uses semester credit hours for degree programs and all degree programs [2] meet the minimal threshold of 60 semester hours.

The definition of semester credit hour used by CBC conforms to commonly accepted practices in higher education. Rules for program length for associate degree programs is mandated by the Texas Higher Education Coordinating Board (THECB) and/or the Texas Education Code (TEC). The college also abides by SACSCOC Principles of Accreditation requirements.

Texas Higher Education Coordinating Board Rules currently in effect (Texas Administrative Code, Title, 19: Education, Part 1: Texas Higher Education Board) [3] describe the semester credit hour requirements for academic associate degrees (A.A., A.S., and A.A.S. degrees) in Chapter 9, Subchapter J, §9.18-Degree Titles, Program Length, and Program Content [4]. These rules require that "Academic associate degree programs must consist of 60 semester credit hours (SCH)", unless an exemption is approved by the THECB for "academic associate's degree exceeding 60 semester credit hours."

The A.A. and A.S. degree programs are all 60 semester credit hours. The college publishes this requirement within each of the associates degree plans as documented within the CBC College Catalog and Student Handbook [5]. The college adheres to the 60 semester credit hour requirements for both the Associate of Arts and Associate of Science degree programs as published within CBC Policy EFBA (LEGAL) [6] for semester credit hours.

The Guidelines for Instructional Programs in Workforce Education (GIPWE) [7], published by the THECB mandates the semester credit hour requirements for workforce Associate of Applied Science (A.A.S.) degrees "must be limited to the number of semester credit hours required for the degree by THECB, currently 60 SCH", unless an exemption is granted by the THECB for a degree "exceeding more than 60 semester credit hours". The A.A.S. degree programs at CBC all adhere to this requirement apart from the Associate of Applied Science-Dental Hygiene degree, which has 68 semester credit hours and the Associate of Applied Science – Radiological Technician, which has 64 semester credit hours. The THECB communicated [8] its approval of this exception on a statewide level after working in conjunction with the Workforce Education Course Manual (WECM) Leadership Committee and faculty and administrative representatives from community and technical colleges across the state.

The CBC Curriculum Handbook [9] describes the processes and procedures that govern curriculum changes. The Curriculum Committee is responsible for the oversight of curriculum content, length, delivery, and ongoing review. The Curriculum Committee has representation from college faculty and administration. The Curriculum Committee reviews each educational program for which academic credit is awarded, including new degree program proposals and changes to existing curricula, in accordance with the policies and procedures defined in CBC Policy EE (LOCAL) [10], the approval process for curriculum design and as summarized in CBC Policy EFB (LOCAL) [11]. As part of this process, the Curriculum Committee ensures that the length of all CBC degree programs is determined based on the semester-credit-hour requirements specified in CBC Policy EFBA (LEGAL) [12]. An example of the Curriculum Committee's review can be seen in its review and approval of the Associate of Applied Science in Industrial Mechanics [13].

Distance Education and Off-Campus Instructional Sites

The semester credit hour requirements for all associates degrees offered by CBC apply to the programs regardless of the location or mode of delivery.

Evidence
[1] CBC College Catalog and Student Handbook
[2] CBC Degree Programs
[3] Texas Administrative Code, Title, 19: Education, Part 1: Texas Higher Education Board)
[4] Chapter 9, Subchapter J, §9.18-Degree Titles, Program Length, and Program Content
[5] CBC College Catalog and Student Handbook
[6] CBC Policy EFBA (LEGAL)
[7] Guidelines for Instructional Programs in Workforce Education (GIPWE)
[8] Texas Higher Education Coordinating Board Approval Communication
[9] CBC Curriculum Handbook
[10] CBC Policy EE (LOCAL)
[11] CBC Policy EFB (LOCAL)
[12] CBC Policy EFBA (LEGAL)
[13] CBC Curriculum Committee Meeting Minutes

9.3 **The institution requires the successful completion of a general education component at the undergraduate level that:**
      (a) **is based on a coherent rationale.**
      (b) **is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.**
      (c) **ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.**
(General education requirements **[CR; Off-Site/On-Site Review]**

    X Compliance ___ **Non-Compliance** ___ **Partial Compliance**

Narrative: It is the mission [1] of Coastal Bend College (CBC) "to be a student-centered community college committed to delivering superb educational and life enriching opportunities to its students and the communities it serves." In order to carry out this mission, the college requires the successful completion of a general education component at the undergraduate level that is based on coherent rationale, is a substantial component of each undergraduate program, and ensures breadth of knowledge. Coastal Bend College does not offer baccalaureate programs.

    a. **Coastal Bend College requires the successful completion of a general education component at the undergraduate level that is based on a coherent rationale.**

CBC requires all associate degree-seeking students to complete a substantial, college-level general education component that is based on coherent rationale. This is true for students at all locations and taking courses in all modes of instruction. The general education courses provide the skills and knowledge necessary for an educated person to read, write, and speak effectively; and to exercise qualitative and quantitative critical thinking skills. Moreover, the core curriculum contains courses that provide multiple perspectives about the individual and the world in which he or she lives; that stimulate a capacity to discuss and reflect upon individual, political, and social aspects of life so students understand ways in which to exercise responsible citizenship; and that enable students to integrate knowledge and understand the interrelationships of the disciplines.

All CBC Academic Associate of Arts and Associate of Science programs contain a 42-semester credit hour (SCH) transfer general education (TGE) core curriculum based on Texas legislated [2] general education mandates.   The Texas General Education Core Curriculum Web Center provides a detailed description of the process [3] Texas higher education leaders used to develop the general education transfer core curriculum required of each public college and university in the state.

The Texas Higher Education Coordinating Board (THECB) was charged with coordinating the development of the legislated general education core curriculum and relied heavily on advice and recommendations from faculty and administrators at Texas public colleges and universities regarding the general education core content, component areas, and objectives of the statewide core curriculum. The THECB was required by law to adopt rules that include "a statement of the content, component areas, and objectives of the core curriculum," which serves as a framework for a consistent statewide curriculum.

Texas Education Code (TEC) Chapter 61, Subchapter S, Sections 61.821-61.832 [4] ensures the state-level focus is on excellence in undergraduate education, while facilitating the transfer of lower-division course credit among public colleges, universities, and health-related institutions. This mandate is reflected in the Texas Common Core (TCC) curriculum.

The statement of purpose of the TCC [5] is as follows: "Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the TCC must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life." The TCC ensures "students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning."

Along with the assistance of its Undergraduate Education Advisory Committee (comprised of membership from colleges and universities across the state), the THECB designed a new 42 SCH core curriculum for all undergraduate students enrolled in Texas public higher education institutions. This new core was implemented in 2014. The purpose of the new core curriculum was to develop the essential skills and knowledge undergraduate students would require to be successful in college, their careers, their communities, and their lives. It also facilitates the transfer of lower-division course credits between public colleges, universities, and health-related institutions throughout the state of Texas.

Each of the courses included in CBC's transfer general education core curriculum [6] has been approved by the THECB as appropriate for Texas community colleges to offer and has been approved and implemented by CBC. Each of these courses is included in the THECB's Lower-

Division Academic Course Guide Manual (ACGM) [7] which serves as "the official list of approved courses for general academic transfer that may be offered (for state funding) by public community and technical colleges in Texas".

The general education component completed by all associate degree-seeking students at CBC is based on coherent rationale that has been thoroughly vetted by the Texas legislature, the THECB, and all public colleges, universities, and health-related institutions throughout the state.

> b. **Is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent.**

Associate of Art and Associate of Science degree-seeking students

Coastal Bend College's (CBC) Associate in Arts (A.A.) and Associate in Science (A.S.) degree granting programs require successful completion by students of 60 SCH of coursework in order to earn an associate degree, the 42-hour transfer general education core curriculum is a "substantial component" of the A.A. and A.S. degrees offered by Coastal Bend College.

Since 1997, students pursuing the A.A. and A.S. degrees have been required to complete a 42 SCH general education transfer core curriculum as mandated by the legislature. The core curriculum requires coursework in each of the following component areas: communication; mathematics; life and physical science; language, philosophy, and culture; creative arts, American history; government; social and behavioral science; institutionally designated component area option.

Associate of Applied Science degree-seeking students

Following the THECB's Guidelines for Instructional Programs in Workforce Education (GIPWE) [8] and consistent with the SACSCOC Executive Council's interpretation of core requirement 9.3, the college requires all students seeking the Associate in Applied Science (A.A.S.) degree to complete a general education component [9] of at least 15 SCH. Courses must be selected from the following areas and must include at least 3 semester hours from each of the following areas: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/ Mathematics. The collegiate level of the courses taken by A.A.S. degree-seeking students to fulfill general education requirements is indicated by the THECB's mandate that these courses must be transferable courses found in the Lower-Division Academic Course Guide Manual (ACGM) [10] As pointed out above, the Lower-Division ACGM is the official list of approved courses for general academic transfer that may be offered by public community and technical colleges in Texas.

> c. **At Coastal Bend College the general education component at the undergraduate level ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.**

Coastal Bend College (CBC) requires the successful completion of a 42 SCH general education component for the Associate of Arts (A.A.) [11] and the Associate of Science (A.S.) [12] at the undergraduate level that ensures breadth of knowledge and includes at least one course in humanities/fine arts, social/behavioral sciences, and natural science/mathematics. In addition, courses in communication, history, government, computer science, and learning frameworks are

required. Courses selected for the core curriculum must not narrowly focus on skills, techniques or procedures specific to a particular occupation or profession.

The 42 SCH general education core [13] does not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. The general education core objectives and component [14] of each associate degree offered by CBC ensures an adequate breadth of knowledge for all A.A. and A.S. degree-seeking students.

The general education core curriculum at CBC follows the state mandates defined in Texas Education Code (TEC) Chapter 61, Subchapter S, Sections 61.821-61.832 [15], and reflected by the Texas Common Core (TCC) curriculum overseen by the Texas Higher Education Coordinating Board (THECB). This general education core curriculum consists of the eight foundational component areas [16] outlined below:

Foundational Component Areas

Communication: 6 SCH required
Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

Mathematics: 3 SCH required
Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

Life and Physical Sciences: 6 SCH required
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human Experiences.

Language, Philosophy & Culture: 3 SCH required
Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

Creative Arts: 3 SCH required
Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

American History: 6 SCH required.
Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

Government/Political Science: 6 SCH required.

Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.

Social and Behavioral Sciences: 3 SCH required
Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

Component Area Option: 6 SCH required
    a. A minimum of 3 SCH must meet the definition and corresponding Core Objectives specified in one of the foundational component areas.
    b. As an option for up to 3 SCH of the Component Area Option, an institution may select course(s) that: meet(s) the definition specified for one or more of the foundational component areas; and include(s) a minimum of three Core Objectives, including Critical Thinking Skills, Communication Skills, and one of the remaining Core Objectives of the institution's choice. CBC currently requires a computer science course (BCIS 1305 – 3 SCH) and a learning frameworks course (EDUC 1300 – 3 SCH) in their Component Area Option.

Coastal Bend College requires the completion of at minimum a 15-hour general education core curriculum for all [Associate of Applied Science Degree Programs (A.A.S.) [17] with at least 1 course](#) from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. Courses selected from the A.A.S. general education core are a subset of the 42-hour general education core approved for the A.A. and the A.S. transfer programs.

Evidence
[1] CBC Mission Statement
[2] Texas Education Code (TEC) Chapter 61, Subchapter S, Sections 61.821-61.832
[3] Texas Higher Education Coordinating Board-Texas Core Curriculum Publication
[4] Texas Education Code (TEC) Chapter 61, Subchapter S, Sections 61.821-61.832
[5] Texas Common Core Statement of Purpose
[6] CBC Catalog - General Education Core Curriculum
[7] Texas Higher Education Coordinating Board Lower-Division Academic Course Guide Manual
[8] Guidelines for Instructional Programs in Workforce Education (GIPWE)
[9] CBC Catalog and Student Handbook page 67 with transcript example
[10] Texas Higher Education Coordinating Board Lower-Division Academic Course Guide Manual
[11] CBC Catalog A.A. Degree
[12] CBC Catalog A.S. Degree
[13] CBC Catalog - 42 SCH General Education Core Curriculum
[14] CBC Catalog - 42 SCH General Education Core Curriculum
[15] Texas Education Code (TEC) Chapter 61, Subchapter S, Sections 61.821-61.832

| [16] CBC Catalog - General Education Core Curriculum |
| [17] CBC Catalog – A.A.S. Degree |

9.4 **At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree.**
(Institutional credits for an undergraduate degree)

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative : At least 25 percent of the credit hours required for an undergraduate degree at Coastal Bend College are earned through instruction offered by the institution. These requirements are the same for all students at all locations and enrolled in all modes of instruction.

Publication and Dissemination of CBC College Policies and Procedures for Required Credit Hours

Coastal Bend College (CBC) offers an Associate of Arts (A.A.), an Associate of Science (A.S.), and an Associate of Applied Science (A.A.S.). CBC requires at least 25 percent of the credit hours required for an undergraduate degree to be earned through instruction at CBC per Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements and CBC Policy EFB (Local) [1]. This graduation requirement is published online and disseminated to all students, advisors, faculty, and community at large in the CBC Board Policy Manual [2], CBC Course Catalog and Student Handbook [3], and on the Admissions/Registrar Webpage [4].

CBC credit hours are also identified for review by students, faculty, and advisors in the advising module of Colleague (College Student Information System) and may be accessed and monitored through the self-service module [5] in the Cougar Den Intranet.

Implementation and Monitoring of Procedures for Compliance

The Director of Admissions, Registrar's office is responsible for reviewing applications for graduation and audit credits toward a degree. Students are required to submit a formal graduation application [6] for their degree to the Director of Admissions no later than the published deadline. The application initiates the audit [7] of the student's academic record to determine eligibility toward the degree.

Additionally, student success coaches send out notifications to students [8] at 15, 30, and 45 hours requesting for students to meet with them to initiate degree audit procedures. The success coaches review student transcripts at these advising sessions to ensure that students are satisfying degree requirements.

Transcripts

CBC transcripts the source of all semester credit hours awarded by the college on student transcripts. The transcript identifies credits earned through courses taken at the college, credits accepted in transfer, and credits awarded by examination, through work experience, or through professional license or certification. Examples are provided in transcript A [9] where College Level Examination Program (CLEP) credit was awarded, transcript B [10] where Continuing Education [CE] or Career and Technical Education [CTE] credit were awarded, and transcript C [11] where experiential credit which identify credit by examination, credit through continuing education, and/or credit through experience was awarded.

CBC does not have competency-based programs nor does it offer coursework through collaborative arrangements.

Evidence
[1] CBC Policy EFB (Local)
[2] CBC Board Policy Manual
[3] CBC Course Catalog and Student Handbook
[4] CBC Admissions/Registrar Webpage
[5] Cougar Den-Colleague Self-Service Advising Module
[6] CBC Graduation Application
[7] CBC Graduation Audit Example
[8] Student Success Coach Emails to Students-Examples
[9] Transcript A - CLEP Awarded Example
[10] Transcript B - CE or CTE Credit Awarded Example
[11] Transcript C - Experiential Credit Awarded Example

9.5 **At least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree.**
(Institutional credits for a graduate/professional degree)

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative : Coastal Bend College (CBC) does not offer graduate or post-baccalaureate professional degree programs.

9.6 **Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training.**
(Post-baccalaureate rigor and curriculum)

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) does not offer graduate or post-baccalaureate professional degree programs.

9.7 **The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs.**
(Program requirements)

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) publishes requirements for its undergraduate associate degree and certificate programs. The requirements conform to commonly accepted standards and practices for degree programs. All programs offered through all modes of instruction and at all locations follow the same requirements.

CBC Publishes Program Requirements

CBC offers transfer associate degrees: The Associate of Arts (A.A.), and the Associate of Science (A.S). The college also offers Associate of Applied Science (A.A.S.) degrees, Level 1 certificates, and Level 2 certificates. Each of the A.A.S. degrees and certificates is associated with a specific area of study and is designed for entry into the workforce. Coastal Bend College Policy EGC(Local) [1] requires that the college district catalog address requirements that must be satisfied to obtain degrees and certificates.

Graduation requirements [2] along with a listing of requirements for associate degrees and certificates offered by CBC [3], are published in the CBC College Catalog and Student Handbook [4] and can be accessed from the CBC official website [5]. More specific information regarding graduation, including how to apply for graduation is published on the Admissions webpage [6] and details graduation information [7], graduation requirements [8], steps of graduation [9] and the graduation application [10].

Programs with additional requirements identify these in Program Handbooks [11] which are published online [12] and provided to all students on entry into the program. Program curriculum requirements and status on completion of requirements are also published online for enrolled students through a self-advising module [13] accessible to students and advisors through a self-service function of the student information system, Colleague.

Program Requirements Conform to Standards and Practices

CBC follows commonly accepted standards and practices for degree programs. All programs offered by the college follow the rules and guidelines established by the Texas Higher Education Coordinating Board (THECB), which is authorized by the state of Texas [14] to "adopt policies, enact regulations, and establish rules for the coordination of postsecondary career technical/workforce certificate and associate degree programs eligible for state appropriations."

These rules define the common standards for associate degrees and certificates offered by all Texas public institutions of higher education. The rules governing the design and requirements for the A.A. and A.S. can be found in the THECB publication standards for Academic Associate Degree Programs [15].

State requirements for A.A.S. and certificate programs are provided in the [Guidelines for Instructional Programs in Workforce Education (GIPWE) [16]](#). Freshman and sophomore level courses that may be included in the curricula of the A.A. and A.S. programs are provided in the [THECB Lower Division Academic Course Guide Manual (ACGM) [17]](#), and courses permitted for inclusion in workforce programs are provided in the [Workforce Education Course Manual (WECM) [18]](#). Both manuals define credit and contact hour parameters for each course and requirements and guidelines for course content.

The curriculum review and approval process at CBC ensures that all associate degrees and certificates follow the requirements and guidelines established by the THECB and published in the [CBC Curriculum Committee Handbook [19]](#). The [CBC Curriculum Committee [20]](#), which has a membership comprised of faculty along with some representation from success coaches, provides faculty oversight for all proposed curricular changes at the college. As evident in [Curriculum Committee minutes [21]](#), new program approvals and program revisions, as well as course additions, course revisions, and the archiving of courses, are brought to the Curriculum Committee for review and approval. The relevant faculty division coordinators present to the committee the rationale for the proposed change, provide any insight on state requirements for the program, and respond to committee questions. Approved changes are submitted via the [publication form [22]](#) and [curriculum proposal change form [23]](#).

The THECB requires that all associate degrees and certificates offered by CBC meet the state of Texas standards established for public institutions of higher education. All programs must first be approved by the THECB before being offered. An example of the most recent program approved meeting program requirements include the recent approval of the [AAS in Industrial Mechanics [24]](#).The curriculum process in place at CBC along with the state level approval process has ensured that these common program requirements are met.

Coastal Bend College takes many steps to ensure that programs conform to commonly accepted standards and practices. CBC engages in an ongoing partnership with [Achieving the Dream [25]](#) and with the [Texas Guided Pathways [26]](#) organizations. These organizations provide leadership, resources, ongoing coaching and oversight of program effectiveness and functioning to ensure that CBC is providing quality programming that is meeting the needs of the CBC service area.

Recently, Achieving the Dream coaches encouraged Coastal Bend College to apply for status as a [Leader College [27]](#). The CBC President was notified via [email [28]](#) that Coastal Bend College once again meets requirements for Leader College Recertification and has been selected to be an Achieving the Dream Leader College effective Feb. 15, 2023, and this status is in effect for 3 years.

Dr. Karen Stout, President and CEO of Achieving the Dream shares in her [email [29]](#) to the President, "Each year as part of the ATD Network experience, we recognize unique and exemplary institutions that have identified and implemented strategies that have proven successful over time. The designation of Leader College, Leader College of Distinction, and Leah Meyer Austin Award are hard-earned honors with lasting impact. As part of our continuous improvement work, we use lessons and cutting-edge approaches from these colleges to inform and inspire others in the ATD Network in their efforts to support students and communities they serve." This national recognition affirms that Coastal Bend College is committed to ensuring that programs confirm to commonly accepted standards and practices.

Evidence
[1] Coastal Bend College Policy EGC(Local)

[2] CBC Catalog and Student Handbook-page
[3] CBC Catalog and Student Handbook-pages
[4] CBC Catalog and Student Handbook
[5] CBC Graduation Requirements Webapge
[6] Admissions webpage
[7] Admissions webpage- graduation information
[8] Admissions webpage- graduation requirements
[9] Admissions webpage- steps of graduation
[10] Admissions webpage- graduation application
[11] Program Handbook Examples
[11] Guidelines for Instructional Programs in Workforce Education (GIPWE)
[12] CBC Program Webpages
[13] Cougar Den-Self-Advising Module
[14] Title 19, Part 1, Chapter 9, Subchapter E, Rule 9.92[20]
[15] THECB publication standards for Academic Associate Degree Programs
[16] Guidelines for Instructional Programs in Workforce Education (GIPWE)
[17] THECB Lower Division Academic Course Guide Manual (LDACGM)
[18] Workforce Education Course Manual (WECM)
[19] CBC Curriculum Handbook
[20] CBC Curriculum Committee
[21] CBC Curriculum Committee Minutes
[22] CBC Publication Form
[23] CBC Curriculum Proposal Change Form
[24] AAS Industrial Mechanics-Full Approval Packet
[25] Achieving the Dream
[26] Texas Pathways
[27] ATD Website-Leader College
[28] President ATD Email-Dec. 22, 2022
[29] President ATD Email-Dec. 22, 2022

Section 10: Educational Policies, Procedures, and Practices

10.1 **The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution.**
(Academic policies)

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution.

CBC is a medium-sized Texas community college and legislated [1] along with other community colleges, to serve the "local taxing districts and service areas in Texas and offering vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance shall be provided."

CBC has developed a mission designed to ensure that it adheres to the role and mission for public junior colleges as detailed in the legislation and that also meets local needs. CBC strives to "be a student-centered community college committed to delivering superb educational and life enriching opportunities to its students and the communities it serves."

Faculty, staff, and administrators work carefully to develop academic policies that adhere to principles of good educational practice that align with federal and state policies and regulations, program accrediting/regulatory boards, and other relevant organizations and are aligned with CBC programming and services.

Academic policies, including grade appeal policies [2], curriculum policies [3], and graduation requirements [4], have been developed, implemented, examined, reviewed and revised where necessary to support the comprehensive college mission of CBC.

Publishes

Academic policies are published online in the Coastal Bend College Board Policy Manual [5] and in other publications such as Academic Program Handbooks [6], CBC Faculty Handbook [7], CBC Curriculum Handbook [8], CBC Catalog and Student Handbook [9], and the CBC Employee Handbook [10]. Additional policies and procedures are published along with forms and procedures at various locations on the CBC website [11]. CBC contracts with Texas Association of School Boards (TASB) for policy services to help maintain current and relevant academic policies that adhere to principles of good educational practice and federal, state, and local law.

According to CBC Policy BE (Local) [12], "policies and policy amendments may be initiated by the College President, Board members, College District personnel, students or community citizens, but generally shall be recommended for the Board's consideration by the College President." The manual is reviewed biannually and as needed given local changes. Policies are developed, reviewed, and revised on an ongoing basis by TASB, the Board of Trustees (BOT), administration, staff and faculty. Legal policies produced by TASB are in the TASB Policy Manual and are also updated biannually by TASB or as needed per policy implementation date.

Form edited December 2022

An example of a recent policy change includes the adoption of CBC Policy FLDB (Local) [13]. This policy provides a more targeted complaint procedure for students to appeal a final course grade, outside of the broader student complaint policy. A proposal for this policy was first reviewed by the Provost Team and the Faculty Association in 2020-2021 [14] and a recommendation [15] was submitted to the President. The Provost/Chief Academic Officer (CAO) and President worked with the college lawyer on the policy to ensure that it aligned with best practices and the law. It was reviewed by the CBC Board Policy committee in 2021, then approved by the CBC Board of Trustees during the August. 2022 Board of Trustee (BOT) meeting [16]. It specifically upholds in policy that "students have a right to be free from capricious grading and to be treated fairly in grading and classroom practices. In most circumstances, students should seek to settle any dissatisfaction concerning grades directly with the faculty member involved."

Implements

CBC recognizes that it is critical that policies be implemented and adhered to in order to effectively carry out the mission of the college. Academic policies are implemented after they have been developed or revised and approved by the appropriate authority.

CBC Policy FLDB (Local) grade appeal policy, approved at the Sept. 2022 BOT meeting, was first implemented after the close of the fall semester. Two examples [17] are provided that demonstrate the full implementation of the policy.

Curriculum policies, such as CBC Policy EE(Local) [18], ensure that curriculum changes, including state mandated, be initiated at the faculty level. Faculty members are to develop and revise the curriculum. A curriculum committee is charged with the oversight of this policy. Examples of full implementation of this academic policy are evidenced in CBC Curriculum Committee minutes [19].

CBC Policy EGC(Local) [20] establishes that the CBC College Catalog and Student Handbook must address graduation requirements and that a student must first submit an application for graduation. CBC is fully in compliance with the implementation of this academic policy as evidenced in these examples [21].

Disseminates

Educational policies, procedures, and practices are disseminated to new employees during new employee orientation [22] and included in the CBC Employee Handbook [23] which all employees must sign and acknowledge they have read. They are also disseminated in the CBC Faculty Handbook [24] and program handbooks [25] Board approved policy changes are disseminated through BOT minutes [26] and published online [27] and in the CBC Board of Trustees Policy Manual [28]. In addition, academic policies, procedures, and practices are communicated through institutional department meetings [29].

Evidence
[1] Texas Education Code 130.010
[2] CBC Policy FLDB(Local)
[3] CBC Policy EE(Local)
[4] CBC Policy EGC(Local)

[5] Coastal Bend College Board Policy Manual
[6] Nursing Handbook and Dental Hygiene Handbook
[7] CBC Faculty Handbook
[8] CBC Curriculum Handbook
[9] CBC Catalog and Student Handbook
[10] CBC Employee Handbook
[11] CBC Policy Webpages
[12] CBC Policy BE(Local)
[13] CBC Policy FLDB (Local)
[14] CBC Provost Email and Provost Team Minutes Fall 2020
[15] CBC Provost Email to President
[16] CBC Board of Trustee Meeting Minutes-Aug. 2022
[17] CBC Fall Grade Appeal Examples
[18] CBC Policy EE(Local)
[19] CBC Curriculum Committee Meeting Minutes
[20] CBC Policy EGC(Local)
[21] Examples of Implementation of CBC Policy EGC(Local)
[22] New Employee Orientation Agenda
[23] CBC Employee Handbook Employee Acknowledgement Forms Signed
[24] CBC Faculty Handbook
[25] CBC Nursing Website
[26] CBC Boardbook
[27] CBC Website Page Examples
[28] CBC Board of Trustee Policy Manual
[29] Departmental meeting minute examples

10.2 **The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.**
(Public information) **[Off-Site/On-Site Review]**

X Compliance ___ **Non-Compliance** ___ **Partial Compliance**

Narrative: Coastal Bend College (CBC) makes available to its students and the public its current academic calendar, grading policies, cost of attendance and refund policies in CBC's Course Catalog and Student Handbook catalog [1]. CBC annually publishes the combined Coastal Bend College Course Catalog and Student Handbook. This publication is available and accessible to students in electronic format via the college website [2] to all students at all locations in all modes of instruction.

Academic Calendar

CBC Board Policy EA(Local) [3] requires that the CBC Board of Trustees approve [4] the College academic calendar for the subsequent academic year each fall. Once approved, the calendar is

made public on CBC's website [5] and provides information as required by the policy. It is accessible for students and the public on the website and is included in the college's main publication, the CBC Course Catalog and Student Handbook [6].

Grading Policies

The CBC Course Catalog and Student Handbook provides information on institutional grading policies [7]. The CBC Curriculum Handbook [8] requires that course specific grading policies be included Administrative Master Syllabi and approved [9] by the CBC Curriculum Committee. CBC Administrative Master Syllabi [10] are located on the website [11] for the general public and students and in additionally in the Student Course Management System (Blackboard) [12] for students.

Cost of Attendance

CBC's Course Catalog and Student Handbook [13] provides information on the cost of attendance. The catalog is available on the main college website. The information is also available on the CBC Financial Aid Department webpage [14] of the college's website.

Refund Policies

CBC's Course Catalog and Student Handbook [15] provides information on refund policies per CBC Policy FD(Local) [16] and is located for the general public and students on the website. Additional information is provided on how to access refunds through the BankMobile (college refund platform) on the CBC Business Office website [17] and the Financial Aid Department website [18].

Evidence
[1] CBC Course Catalog and Student Handbook
[2] CBC Website-CBC Catalog and Student Handbook
[3] CBC Board Policy EA(Local)
[4] CBC Board of Trustee Meeting Minutes-Dec. 2022 and Dec. 2021
[5] CBC Academic Calendars and Schedules Webpage
[6] CBC Course Catalog and Student Handbook-page
[7] CBC Course Catalog and Student Handbook-page
[8] CBC Curriculum Handbook-page
[9] CBC Curriculum Committee Meeting Minutes-
[10] CBC Administrative Master Syllabi
[11] CBC Administrative Master Syllabi Website
[12] CBC Student Course Management System (Blackboard) Snapshot
[13] CBC's Course Catalog and Student Handbook-page
[14] CBC Financial Aid Department webpage
[15] CBC Course Catalog and Student Handbook-page
[16] CBC Policy FD(Local)
[17] Business Office website
[18] Financial Aid Department website

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10.3 **The institution ensures the availability of archived official catalogs (digital or print) with relevant information for course and degree requirements sufficient to serve former and returning students.**
(Archived information)

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students.

The Marketing/Publications Department is responsible for updating the catalog according to CBC's Catalog Revision Timeline and Process [1]. Changes to CBC's Catalog and Student Handbook are submitted first to the appropriate cabinet member for approval using the Publication Change Form [2]. Employees making changes are required to submit a publication change form to their cabinet member for approval. Curriculum changes are submitted using a curriculum proposal form [3] first to the Curriculum Committee for review/approval along with publication forms [4] if necessary.

Per the Catalog revision process, the Provost office completes the catalog and shares a draft for final review by cabinet members, deans, and others. CBC's Course College Catalog and Student Handbook is published [5] on the CBC webpage after the final review each academic year. The revised CBC catalog from the prior year and catalogs from 2010-2022 are archived along with the official catalog on the CBC Marketing/Public Relations webpage [6]. Limited revisions are made to the catalog during an academic year, and a new revision date is added each time this occurs.

All archived printed catalogs (1968-current) are placed in a fire-proof vault in the administration building. Former students can call or email the Admissions and Registrar's Office to inquire about archived catalogs. Students can view the catalogs by coming to the site in person or the office can scan and email the desired information to students. Former or returning students may also request information from a prior catalog via the Opens Records Request [7] which is posted on the CBC Texas Public Information Act webpage [8].

Evidence
[1] CBC's Catalog Revision Timeline and Process
[2] CBC Publication Change Form
[3] CBC Curriculum Revision Form Example
[4] CBC Catalog Publication Form Example
[5] CBC's Course College Catalog and Student Handbook Publication Web Page
[6] CBC Marketing/Public Relations webpage
[7] CBC Policy GCB (Local)
[8] CBC Texas Public Information Act webpage

10.4 **The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs**

for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.
(Academic governance)

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) publishes and implements policies on the authority of faculty in academic and governance matters, demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and places primary responsibility for the quality, and effectiveness of the curriculum with the faculty. This includes all faculty teaching in all programs at all locations in all modes of instruction.

a. The institution publishes and implements policies on the authority of faculty in academic and governance matters

CBC embraces a shared governance model of leadership. According to the Statement of Ethics and Integrity located in CBC Policy AD(Local) [1] published on the CBC website [2] and in the CBC Employee Handbook [3] and adopted by CBC's Board of Trustees, the Board, administration, staff, and faculty members of the college district are to "participate in the governance of the College District by accepting a fair share of committee and institutional responsibilities." This is also published in the CBC Faculty Handbook [4].

Per CBC Policy DJ(Local) [5], faculty are contractually required to fulfill requirements in addition to teaching, advising, and other educational responsibilities. These responsibilities are also published in faculty job descriptions [6]. Full time faculty must attend faculty meetings [7] called by administrators. Committee assignments [8] for faculty are reviewed annually in the summer and new appointments are made when necessary. Each fall the revised committee list is published online [9] in the Cougar Den. Examples of committees providing faculty the opportunity to participate in academic and governance matters include the CBC Curriculum Committee [10], CBC Pathways/Achieving the Dream (ATD) Committee [11], CBC Colleague Advancement Team [12], and the CBC SACSCOC QEP Committee [13].

CBC Policy DGB (Local) [14] provides for all full-time non-administrative or professional contract employees to be members of the faculty association. According to the policy, "the association may make recommendations to the College President and assist employees in understanding the policies, procedures, and programs of the District." The CBC president and the Chief Academic Officer (CAO)/Provost meet regularly after faculty association meetings with the Faculty Association Governing Council [15]. These meetings provide a venue for faculty to have ongoing input and discussion regarding academic and governance matters with the senior leadership of the college. The CAO/Provost also meets with faculty [16] and shares updates and addresses questions and comments.

A recent example of faculty sharing in governance occurred when the faculty job description was revised. The revision took place in multiple iterations. The CAO/Provost, president and deans reviewed the job description [17] to ensure that it followed policies. The CAO/Provost then met with the Faculty Association Leadership for final revisions and forwarded to the president who then forwarded to Human Resources [18]. All revisions suggested by the faculty leadership were incorporated into the Job Description. The CAO/Provost then notified all faculty [19] of the changes.

(b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy

CBC Policy EFBA (Legal) [20] describes the types of associate degree and certificate programs CBC may award. Texas Administrative Code (TAC), Chapter 9, Subchapter #, Section 9.93 [21] details the requirements for new Associate of Applied Science (A.A.S.) degree or certificate programs. TAC Chapter 9, Subchapter J, Section 9.184 [22] details the requirements for a new academic associate program. CBC follows all program development guidelines and rules established by the Texas Higher Coordinating Board (THECB). The THECB is legislated in the Texas Education Code, Title 3, Subtitle B, Chapter 61, Subchapter A [23] to provide leadership and coordination for the Texas higher education system and institutions.

New programs must first be approved for development by the CBC Board of Trustees and faculty. All program development processes and procedures are detailed in the CBC Curriculum Handbook [24]. Substantive changes or submitted to Southern Association of Colleges Commission on Colleges (SACSCOC) if necessary, and approvals submitted to licensing or program accreditation agencies/organizations when required. Approval must also be sought from the Texas Higher Education Coordinating Board. A recent example of a program approved and ready for implementation is the Industrial Mechanics program.

The Board first approved the development of this program at a CBC Board of Trustee Meeting [25]. Once approved CBC began developing the curriculum and received approval from the CBC Curriculum Committee to proceed with the development [26]. During this same time period a Substantive Change Request [27] was developed and submitted to SACSCOC and program approval sought from the Texas Higher Education Coordinating Board [28].

This program has been approved by the BOT, Faculty, SACSCOC, and THECB and is ready for full implementation as a credit program. It is currently operating as a non-credit program as it fully prepares to shift to credit in the fall 2023.

(c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty

According to CBC Policies EE (Local) [29] and DJ (Local) [30], it is the responsibility of the faculty to develop and revise curriculum. Faculty division coordinators are charged [31] with overseeing the administrative areas of their assigned department(s), including faculty support and evaluation, curriculum, assessment, and program evaluation. Their responsibilities include providing oversight of the day-to-day operations of the faculty and curriculum within assigned program area(s). Faculty assistant coordinators [32] are charged with helping faculty meet deadlines, assisting with assessment and serving as a faculty mentor to part-time faculty.

All curricula originate from the faculty. All administrative course syllabi [33] begin with the discipline experts signing off on the syllabus, followed by the division coordinators/directors/deans. Once the Dean has approved the syllabus is then forwarded to the CBC Curriculum Committee for review/approval.

The CBC Curriculum Committee has the responsibility to review and approve proposed curriculum for Coastal Bend College [34] They are to maintain, improve, and increase course and program offerings at Coastal Bend College. The members of the committee will make recommendations regarding the new and improved curriculum. Ex officio members will be present to discuss, suggest, and inform the members regarding the implementation of new curriculum.

The CBC Curriculum Committee [35] consists of the Chief Academic Officer (CAO)/Provost as chair and 9 other members of the voting faculty to include one coordinator from each of the academic divisions (Career and Technical Education, Transfer and General Education, and Nursing and Allied Health) and six members-at-large, two from each academic unit. Faculty terms are to be two years starting September 1 of the year elected and ending August 31 two years hence. No more than one member from any academic department may serve at one time on the committee. Members of the faculty are not eligible to serve during the first year of faculty membership. Committee members are not eligible to succeed themselves within one year after a term of service.

The CBC Curriculum Handbook [36] and the CBC Instructional Assessment Handbook [37] details all processes, procedures, and policies faculty use when proposing or revising curriculum to ensure quality and effectiveness. A curriculum proposal form [38] must be submitted with all proposed curriculum changes to the Curriculum Committee.

Other committees and groups where faculty participate and actively demonstrate that they have primary responsibility for the content, quality, and effectiveness of the curriculum include the General Education Assessment Review Committee (GEAR) [39] and the Achieving the Dream/Pathways Committee [40]. Major action plans for change in curriculum evolve through the work of these committees.

Professional programs such as the Professional Nursing [41], Vocational Nursing [42], Radiologic Technology [43], and Dental Hygiene [44] also have program and/or clinical handbooks developed and reviewed by faculty and staff detailing additional program specific curriculum/program requirements.

Examples of proposal forms and minutes from the CBC Curriculum Committee Meetings [45] and the Gear Committee [46] and the Achieving the Dream/Pathways Committee [47] demonstrate that CBC has placed primary responsibility of the content, quality, and effectiveness of the curriculum with the CBC Faculty.

Evidence
[1] CBC Policy AD (Local)
[2] CBC Website
[3] CBC Employee Handbook
[4] CBC Faculty Handbook
[5] CBC Policy DJ (Local)
[6] Faculty Job Descriptions
[7] CBC Faculty Meeting Agenda and Minutes
[8] CBC Committee List - Faculty Assignments
[9] Cougar Den Intranet - Committee Page
[10] CBC Curriculum Committee
[11] CBC Pathways/ Achieving the Dream Committee
[12] CBC Colleague Advancement Team
[13] CBC SACSCOC QEP Committee
[14] CBC Policy DGB (Local)
[15] Faculty Association Governing Council Minutes
[16] Provost Faculty Meeting Minutes

[17] Provost Email to Dean
[18] President Email to To Human Resources
[19] Provost Email to Faculty
[20] CBC Policy EFBA (Legal)
[21] Texas Administrative Code (TAC) Chapter9Subchapter#Section9.93
[22] TAC Chapter 9 Subchapter J Section 9.184
[23] Texas Education Code, Title 3, Subtitle B, Chapter 61, Subchapter A
[24] CBC Curriculum Handbook
[25] CBC Board of Trustee Meeting Minutes -
[26] CBC Curriculum Committee Minutes - Industrial Mechanics
[27] Substantive Change Request/Approval to THECB for Industrial Mechanics
[28] Program Approval Request/Approval to THECB For Industrial Mechanics
[29] CBC Policy EE (Local)
[30] CBC Policy DJ (Local)
[31] CBC Division Coordinator Job Description
[32] CBC Assistant Coordinator Job Description
[33] CBC Administrative Course Syllabi Examples
[34] CBC Curriculum Committee Handbook - Committee Charge
[35] CBC Curriculum Committee
[36] CBC Curriculum Handbook
[37] CBC Instructional Assessment Handbook
[38] CBC Curriculum Proposal Form
[39] CBC General Education Assessment Review Committee (GEAR)
[40] CBC Achieving the Dream /Pathways Committee
[41] CBC Professional Nursing Handbook
[42] CBC Vocational Nursing Handbook
[43] CBC Radiologic Technology Handbook
[44] CBC Dental Hygiene Handbook
[45] CBC Curriculum Committee Meeting Minutes
[46] CBC GEAR Committee Meeting Minutes
[47] Achieving the Dream/Pathways Committee Meeting Minutes

Form edited December 2022

10.5   **The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.**
(Admissions policies and practices) **[Off-Site/On-Site Review]**

<u>X</u> Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. CBC also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

According to the CBC Mission, [1] Coastal Bend College is a student-centered community college committed to delivering superb educational and life enriching opportunities to its students and the communities it serves. CBC is a comprehensive medium-sized designated Hispanic Serving community college and is legislated [2] to primarily serve "their local taxing districts and service areas in Texas" and offer "vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance" are to be offered as well. CBC's published admission policies [3] are consistent with the institution's stated missions, and the goals of the college district and apply to all students in all programs regardless of the location or mode of instruction.

Admission Policies

Coastal Bend College implements and publishes admission policies that are mandated by Texas statute (Education Code Sec. 51.762 [4], Sec. 130.0011 [5], and Sec. 130.151 [6]) and are governed by regulations set forth by the Texas Higher Education Coordinating Board (THECB). CBC is an open-admissions institution which, by Texas law (Education Code, Sec. 130.151 [7]), means that CBC provides "meaningful educational programs for any person 17 years of age or older with a high school diploma or its equivalent, or for any person 18 years of age regardless of prior educational experience, cultural background, or economic resources."

CBC Policy FB(Local) [8] ensures that "all persons who can benefit from postsecondary education have an opportunity to enroll. The College District shall not discriminate on the basis of race, color, sex, national origin, religion, disability, age, or military status in admissions." Admissions is under the direction of the Director of Admissions and Registrar [9] who is a well-qualified admissions officer. The Director/Registrar has a Bachelor of Science degree. She has eight years of experience in financial aid and seven years of experience as the Director/Registrar and serves as the chief reporting official for the college.

Students currently in high school may also be admitted into courses and programs per the Texas Administrative Code Title 19 Part I Chapter 4 Subchapter D Rule 4.85 [10]. Admission requirements, per the administrative code, for entering a dual credit program are detailed in Memorandums of Understanding [11] between high schools and CBC.

International students also have some additional admission requirements. CBC is approved by the U.S. Citizenship and Immigrations Services (USCIS) [12] to allow international students to study within the four sites. They must complete all required admission requirements before being issued an I-20 by the designated school official. Once all documents are complete, an international student follows the same guidelines set in place by the CBC Admissions policy

CBC Policy FB(Local) additionally addresses courses or programs of study with special admission requirements. Per the policy [13], a student is advised that while they may be admitted to the college "they may be required to satisfy certain requirements before enrolling in particular courses of study." Some courses [14] may have pre-requisites or corequisites, and some allied health and career and technology programs have special admission requirements per the program accrediting or approval agencies. These programs include Cosmetology [15], Professional Nursing [16], Vocational Nursing and Certified Nursing Assistant [17], Dental Hygiene [18] and Radiologic Technology [19].

Coastal Bend College also offers non-credit customized training and continuing education courses. Admission into these courses follow The Texas Education Code Title 3 Subtitle G. Subchapter M. [20].

Publication

CBC college admission policies are published in electronic format on the college's website in the CBC Board Policy Manual [21] and in the CBC Course Catalog and Student Handbook [22]. These are also published on the CBC Admission Webpage [23]. How to apply [24], admission requirements by student type [25], residency information [26] and other frequently asked questions [27] are published on the admissions/registrar department webpage. Information regarding high school student admissions is additionally published online on the High School Student CBC webpage [28] and in the MOUs also published online [29].

Specific course requirements are published online in the course administrative master syllabi [30] and in the CBC Course Catalog and Student Handbook [31] or in Program Handbooks [32]. Specific program admission requirements are published online [33] and in program handbooks [34]. Coastal Bend College also ensures that the status of SACSCOC CBC Institutional Accreditation and how to file complaints is included when appropriate and accurately published both online [35] and in publications [36] when relevant.

Recruiting

Recruitment materials such as brochures [37] and presentations [38], accurately represent the college's practices, policies, and accreditation status of the institution, and are in line with the mission of the college. CBC adheres to SACSCOC Advertising and Student Recruitment Policy [39]. The Marketing and Public Relations Department [40] at CBC supports the mission, vision, and strategic growth of the college through focused internal and external marketing initiatives, public relations efforts, publication development, and social media. The Marketing and Public Relations Press Policy [41] is published online on the department website.

All college departments requesting recruiting materials work with their Marketing representative to ensure accuracy, appropriate representation of CBC policies and procedures, and accurate depiction of CBC's diverse student population. Print materials [42] may be mailed to prospective students, available at CBC locations, or distributed by administrators, staff, and faculty.

While the college does not hire independent contractors or agents for direct recruiting purposes and admission activities, a vendor is contracted [43] to support the CBC Athletic webpage development and maintenance. A RecruitMe webpage [44] clearly indicates that potential athletes must follow the same admission requirements as all other students and indicates that Coastal Bend College does not discriminate on the basis of race, creed, color, national origin, gender, age or disability.

CBC coaches and administration additionally follow the National Junior College Athletic Association (NJCAA) rules [45] for recruiting athletes, but all students must adhere to CBC admission policies.

Evidence
[1] CBC Mission Statement
[2] Texas Education Code Title 3 Subtitle G Chapter 130 A
[3] CBC Policy FB(Local)
[4] Education Code Sec. 51.762
[5] Education Code Sec. 130.0011
[6] Education Code Sec. 130.151
[7] Education Code, Sec. 130.151
[8] CBC Policy FB(Local)
[9] Director of Admissions and Registrar Job Description/Resume
[10] Texas Administrative Code Title 19 Part I Chapter 4 Subchapter D Rule 4.85
[11] Memorandums of Understanding-Example
[12] U.S. Citizenship and Immigrations Services (USCIS) Approval
[13] CBC Policy FB(Local)
[14] CBC Course Catalog and Student Handbook-pages
[15] Cosmetology Program Admission Requirements
[16] Professional Nursing Program Admission Requirements
[17] Vocational Nursing and Certified Nursing Assistant Program Admission Requirements
[18] Dental Hygiene Program Admission Requirements
[19] Radiologic Technology Program Admission Requirements
[20] The Texas Education Code Title 3 Subtitle G. Subchapter M.
[21] CBC Board Policy Manual
[22] CBC Course Catalog and Student Handbook-pages
[23] CBC Admission Webpage
[24] CBC Admission Webpage-How to Apply
[25] CBC Admission Webpage- admission requirements by student type
[26] CBC Admission Webpage- residency information
[27] CBC Admission Webpage- frequently asked questions
[28] CBC High School Student Webpage
[29] CBC MOUs webpage
[30] CBC Administrative Master Syllabi-Examples
[31] CBC Course Catalog and Student Handbook
[32] Program Handbooks Course Requirements examples

[33] Program Websites-Program Admission Requirements
[34] Program Handbooks-Program Admission Requirements
[35] CBC SACSCOC Institutional Accreditation Statement-Website
[36] CBC Brochure example- SACSCOC Institutional Accreditation Statement
[37] CBC Brochure examples
[38] CBC Presentation examples
[39] SACSCOC Advertising and Student Recruitment Policy
[40] Marketing and Public Relations Department Webpage
[41] Marketing and Public Relations Press Policy
[42] Print material examples
[43] Athletic Webpage Vendor Contract
[44] Athletic Webpage-RecruitMe
[45] National Junior College Athletic Association Rules

10.6 **An institution that offers distance or correspondence education:**
   (a) **ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.**
   (b) **has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.**
   (c) **ensures that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity.**
   (Distance and correspondence education) **[Off-Site/On-Site Review]**

   X Compliance ___ **Non-Compliance** ___ **Partial Compliance**

Narrative: Coastal Bend College (CBC) offers distance education courses and programs in accordance with CBC Policy EBA (Local) [1] and was approved to offer 100% of a program online on October 21, 2009 [2]. No correspondence education is provided by CBC. Procedures have been developed to ensure that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives credit. Written procedures are also in place for protecting the privacy of students enrolled in distance education courses or programs and ensure that students are notified, in writing, at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity.

(a) ensures that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the credit.

Student Identity

Student identity is captured at the time of admission to CBC, and a student ID and password are generated in the student information system (SIS) (Colleague) [3]. These credentials are used

for subsequent access to all the college's systems, including the learning management system (LMS), Blackboard [4]. The college uses the same student credential creation for all students regardless of the instructional modality. Modalities include face-to-face, online, hybrid, and video conferencing.

Multiple measures are in place to ensure that who registrars in a distance education course are program is the same student who participates in and completes the course or program and receives the credit. These begin when the student completes a college application to be admitted into Coastal Bend College, is admitted, and assigned a student I.D., and then registrars for and enters an online course using a secure login.

Admissions

Potential students desiring to enroll at Coastal Bend College must complete an ApplyTexas application [5]. Social Security numbers are included in the application. The CBC Admissions Office representative downloads student applications from the state database and applicants are entered into the Student Information System (Colleague). The entry of a student's social security number then triggers the creation of a secure student CBC login and ID number [6] created by Colleague. There is no additional charge associated with the verification of student identity. Once admitted to the college, students are required to provide an official high school and any college transcripts or proof of GED [7].

Secure and Unique Login via SIS and LMS

Naming conventions are in place in Colleague for establishing new student usernames/emails and identification numbers. The example format for the username is as follows: John Alan Smith, username: jsmith. If jsmith is already assigned to another student, the system proceeds with adding the middle initial, jasmith. If jasmith is already assigned, jasmith1 is used until a non-existent username is met. Colleague also generates the ID number password. The CBC Learning Management System (LMS) delivers online courses in Blackboard [8]. The Blackboard login username, as well as the Colleague login username, are the same created by the Colleague Student Information System (SIS). This Colleague generated username and ID become unique to the student. The password may be changed by the student at any time, however, the credentials, created in the Colleague SIS, are carried over to the Blackboard LMS for use with all courses, including all teaching modality platforms: face-to-face, online, hybrid, and video conferencing. These systems are on the SSO (Single Sign-On) platform.

Once students have received their secure and unique username and ID number, they can access the SIS through the Cougar Den [9] or through the website [10]. Colleague is the application through which students view their grades, register online, view progress information, financial aid status, and holds, if applicable. Announcements are indicated on the opening page, where CBC can post-registration information, deadlines, or other general information.

An Active Directory (AD) is used for user authentication to most applications, including access to Colleague, Cougar Den, Blackboard, the campus intranet, Wi-Fi network, and email system. AD is also used for PC logins in labs and offices. This system allows for a single User ID and password to access all the college's resources.

Blackboard Learning Management System Login Credentials (unique, secure login)

Once a student has been admitted and has registered for courses, additional measures are in place to ensure secure and unique access and to verify that the student who registers in a

distance education course or program is the same student who participates in and completes the course or program and receives the credit.

All courses (no matter the mode of instruction or location) have a LMS Blackboard shell that the student is allowed access to once the semester begins. Once a student registers, they are added to the course Blackboard shell through a Colleague process; however, the student will not have access until the first day of the semester. They must use their unique secure login provided to them through the registration process to enter. This ensures that they are the registered student entering the Blackboard course shell for the course.

Instructor verification

Once in the course, there are multiple measures that are used to continue to verify that the student who registers is the student participating and completing the course. Each instructor determines the methods of assessment used in their course and many publishers include a testing platform such as Proctorio [11] in the inclusive access software package. This is included in the inclusive access fees for the course. Instructors may use security systems and/or technology tools which may include proctored exams, webcams, live discussions, and other techniques. They may utilize a lock-down browser as a testing tool and designate specific dates/times tests are open for online testing. An instructor's evaluation of each student's performance is also considered verification of each student's participation.

Respondus Lockdown Browser [12] is a mechanism used by CBC to ensure that the student who has entered the course is the student taking exams and completing certain key assignments. It is incorporated through the Blackboard LMS, available to adjunct and full-time faculty. This application requires the student to scan the testing environment and monitors the environment for any contextual abnormalities while the test is occurring. Respondus Lockdown Browser prevents students from using the computer to do anything other than taking the examinations once an exam has been started. Browsers are locked down so that students are incapable of copying and pasting or opening new windows. The testing window is the only one open.

CBC also offers proctored examinations [13] at each college site. Some instructors require students to take their exams at testing centers at the administrative campus in Beeville, Alice site, Pleasanton site, and Kingsville site. Arrangements may also be made by students for other approved proctors and proctor sites. An example of that arrangement might apply to the military installation personnel taking courses. The process [14] at an approved CBC proctor site requires students to identify themselves by presenting a picture ID with a driver's license or a CBC ID card.

(b) has a written procedure for protecting the privacy of students enrolled in distance education courses or programs.

Students enrolled in distance education courses or programs are provided the same rights of privacy as students enrolled in any modality of instruction or location. Coastal Bend College (CBC) follows the Family Educational Rights & Privacy Act (FERPA) Policy [15] to protect the privacy of students. The policy is published in the CBC College Course Catalog and Student Handbook [16] and includes procedures that must be followed by a student if they wish to allow anyone else to have access to their educational records.

New students are also informed of their rights in new student orientation [17]. Students also have access to this information on the consumer information page [18] on CBC's website. It is

published in CBC Policy FJ (Legal) [19] section of Coastal Bend College's Board Policy Manual. Students are also provided access to the student rights and responsibilities [20] within the LMS (Blackboard).

Texas Education Code 7.010 [21], sets forth the standards for a SIS. Colleague, an Ellucian product, meets these standards. The college's Colleague and Blackboard systems are hosted by their respective companies in a way that provides seamless access to personnel and students at the college. These companies are contracted to ensure information security to protect access to student records and student privacy. An excerpt from the Colleague Contract [22] by Ellucian demonstrates the agreed-upon level of information security provided by this vendor:

"CBC currently has a PALO ALTO Firewall to provide additional security for student records. The firewall works to protect from outside intrusions, including viruses, malware, and attempts to compromise College systems. Firewalls provide rules allowing traffic to come in and out of the network."

(c) ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verifying student identity. (Distance and correspondence education)

Student Charges and Notification

For students enrolled in online programs or courses, CBC does not charge any additional fees for verifying student identity. All enrollment-related charges are communicated to all students in advance. Tuition, fees, and other charges to the students' financial account are published by the CBC Business Office in Cougar Den [23]. Students are also sent e-bills [24] detailing all current charges for the courses and programs in which they have enrolled. The same information is delivered to students enrolled in online, off-campus, and face-to-face courses. Students may drop with a 100% refund up to the first day of classes. Students having course exams proctored at the CBC locations are not charged but must follow scheduling requirements [25] as posted on the CBC testing center website.

Evidence
[1] CBC Policy EBA (Local)
[2] SACSCOC Substantive Change Approval Letter-October 21, 2009
[3] CBC Student Information System (SIS) (Colleague) Example
[4] CBC Learning Management System (LMS) (Blackboard) Example
[5] ApplyTexas Application
[6] Student CBC Login and ID Number example
[7] HS, College, or GED Admittance Requirement Example
[8] CBC Single Sign On Blackboard
[9] CBC Access to Cougar Den
[10] CBC Website Distance Learning Page Access
[11] Proctorio Example
[12] Respondus Lockdown Browser
[13] CBC Testing Center Website-Proctored Examinations
[14] CBC Testing Center Proctoring Processes

[15] Family Educational Rights & Privacy Act (FERPA) Policy
[16] CBC College Course Catalog and Student Handbook
[17] CBC New Student Orientation-Student Rights
[18] CBC Website Consumer Information Page
[19] CBC Policy FJ (Legal)
[20] CBC LMS Blackboard Student Rights and Responsibilities
[21] Texas Education Code 7.010
[22] Colleague Contract
[23] Student Financial Information Cougar Den
[24] CBC Student Billing Statement-Example
[25] CBC Testing Center Scheduling Requirements

10.7 **The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.**
(Policies for awarding credit) **[Off-Site/On-Site Review]**

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) publishes and implements policies for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. These processes are overseen by academically qualified individuals.

Definition and Publication of Credit Hour Policies

CBC follows the credit hour system and determines the amount of credit to award in accordance with federal and state legislation. CBC complies with the definition of a credit hour in accordance with Federal Regulation 34 CFR 600.2 [1], the Texas Administrative Code (TAC) Title 19, Chapter 4, Subchapter A, Rule 4.6 [2], and SACSCOC Credit Hour Policy Statement [3]. A credit hour is defined by SACSCOC as:

> For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates
>
> 1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or

2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

The Texas Administrative Code [4] requires that "traditionally delivered three semester credit hour courses should contain 15 weeks of instruction (45 contact hours) plus a week for final examinations so that such a course contains 45 to 48 contact hours depending on whether there is a final exam." CBC adheres to the guidelines set by the Texas Administrative Code and this is published in CBC Policy EFA(Legal) [5], which outlines the "Minimum Length of Courses" at the college. Additionally, "courses delivered in shortened semesters are expected to have the same number of contact hours and the same requirement for out-of-class learning as courses taught during a normal semester." All sections of courses follow the same administrative master syllabus with the same student learning outcomes and major requirements regardless of the length of the course, mode of instruction, location, or faculty.

Texas Administrative Code Title 19, Part 1, Chapter 9, Subchapter D, rule 9.73 [6] establishes The Lower Division Academic Course Guide Manual (ACGM) [7] as the compendium of lower division, academic courses for which Texas public institutions of higher education may receive state funding. Course descriptions and allowable credit hours, contact hours, and lecture and lab hours are defined for each course in the ACGM. All academic courses in the CBC inventory are taken from this manual which is published online at the Texas Higher Education Coordinating Board website [8].

Texas Administrative Code Title 19, Part 1, Chapter 9, Subchapter F, rule 9.115 [9] establishes the Workforce Education Course Manual (WECM) [10] for workforce and continuing education courses to be used in workforce and allied health programs to receive state funding. Course descriptions and allowable credit hours, contact hours, and lecture and lab hours are defined for each course in the WECM. All workforce and allied health courses offered for credit in the CBC inventory are taken from this manual which is also published online at the Texas Higher Education Coordinating Board website [11].

The amount of approved credit and lab hours for each course is included in the administrative course syllabus [12] and in the CBC Course Catalog and Student Handbook [13]. Both are published on the CBC website [14].

Procedures for Establishing, Assigning, and Awarding Credit

All new or modified course proposals [15] are reviewed by the college's Curriculum Committee regardless of course format or mode of delivery. The college Curriculum Committee [16] consists of the Provost/Chief Academic Officer (CAO) as chair and six other members of the voting faculty to include one coordinator from each of the academic divisions (Career and Technical Education, Transfer and General Education, Nursing and Allied Health) and six "at large" members, two from each academic unit. Faculty terms are to be two years starting September 1 of the year elected and ending August 31 two years hence. No more than one member from any academic department may serve at one time on the committee. Members of the faculty are not eligible to serve during the first year of faculty membership. Committee members are not eligible to succeed themselves within one year after a term of service.

The committee is responsible for reviewing and approving for further consideration any new or revised curriculum for the college. Changes can be self-initiated by faculty or directed by the state, program accreditation, or regional accreditation agency. Through the Curriculum

Committee, the faculty and administration of CBC work together to ensure that the academic integrity of the instructional programs of the college are in accordance with state standards established by the Texas Higher Education Coordinating Board and other relevant stakeholders. The college's Curriculum Committee has an established process of review for all courses at CBC detailed in the CBC Curriculum Handbook [17].

In accordance with CBC Policy EE (Local) [18], CBC Courses are proposed by faculty, approved by academic component deans and administrators prior to review and approval. The Curriculum Committee reviews and makes recommendations for curriculum changes, course revisions, course additions, and course archival. The committee also makes recommendations to the Provost/CAO, President, and Board of Trustees for any program revision, new programs, and program closures. This method of shared governance ensures that the responsibility of curriculum development rests with the faculty at the college and is supported by the institution. The Provost/CAO has the educational qualifications and experience [19] to make the establishment and the approval of academic credit for a course or program.

The awarding of credit occurs after faculty have completed the entry of final grades at the conclusion of a term/semester. This occurs automatically through the college enterprise resource planning software (Colleague). A final date is set for grade entry each term. Once this date has passed, the system transitions the grades from faculty from a temporary status to a permanent status. Each course for which a grade is assigned has the approved credit hours included in Colleague for each course. Credit hours for successful courses will then appear on a student's transcript as approved credit. Credit hours for unsuccessful courses will not appear on the student's transcript for credit.

Programs not based on credit hour

CBC does not offer programs for credit that are not based on credit hours.

Evidence
[1] Federal Regulation 34 CFR 600.2
[2] Texas Administrative Code (TAC) Title 19, Chapter 4, Subchapter A, Rule 4.6
[3] SACSCOC Credit Hour Policy Statement
[4] Texas Administrative Code (TAC) Title 19, Chapter 4, Subchapter A, Rule 4.6
[5] CBC Policy EFA(Legal)
[6] Texas Administrative Code Title 19, Part 1, Chapter 9, Subchapter D, rule 9.
[7] The Lower Division Academic Course Guide Manual (ACGM)
[8] Texas Higher Education Coordinating Board website
[9] Texas Administrative Code Title 19, Part 1, Chapter 9, Subchapter F, rule 9.115
[10] Workforce Education Course Manual
[11] Texas Higher Education Coordinating Board website
[12] CBC Administrative Course Syllabus
[13] CBC Course Catalog and Student Handbook
[14] CBC website
[15] Curriculum Proposal Examples
[16] CBC Curriculum Committee
[17] CBC Curriculum Handbook
[18] CBC Policy EE (Local)
[19] Provost/Chief Academic Officer Job Description/Resume

10.8 **The institution publishes policies for evaluating, awarding, and accepting credit not originating from the institution. The institution ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission.**
(Evaluating and awarding academic credit)

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) publishes policies for evaluating, awarding, and accepting credit not originating from the college and ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission [1] "Coastal Bend College is a student-centered community college committed to delivering superb educational and life enriching opportunities to its students and the communities it serves."

Per the Texas Education Code Title 3 Subtitle G Chapter 130 A [2], community colleges have been legislated to "serve as a comprehensive college offering vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial, and compensatory education is to be provided consistent with open-admission policies, along with programs of counseling and guidance."

Publishes Policies

According to Coastal Bend College Policies EGA(Legal) [3] and EGAA(Local) [4], published in the CBC Board of Trustees Policy Manual [5] on the CBC website, "Current and incoming students may earn credit for relevant education, work, or other life experience. Qualified students may earn credit by performing satisfactorily on certain national tests and Advanced Placement (AP) exams or by completing tests developed and administered by the College District." Specific procedures for implementing this policy are published on the CBC website [6] and in the Coastal Bend College Course Catalog and Student Handbook [7].

(a) the academic quality of any credit or coursework recorded on its transcript

The Office of Admissions and Registrar works closely with faculty, faculty division coordinators, directors, deans, operational personnel, and appropriate Coastal Bend College administrators to ascertain the quality and authenticity of all credit not originating from the college, and to ensure that all credit approved is equivalent to approved course work at Coastal Bend College. Processes are in place to evaluate the various types of credit not originating from CBC.

The Transcript Evaluation Request Process [8] is used when students are requesting that credit from another college be evaluated. Access to the form to initiate the evaluation of transfer credit is available to students on the CBC Website on the Admissions/Registrar page [9] and in the online Coastal Bend College Catalog and Student Handbook [10]. An official evaluation of college transfer coursework is processed after a student's first semester of enrollment at CBC. Students must complete a Transcript Evaluation Form and have all official transcripts on file before the evaluation is processed.

CBC accepts equivalent coursework [11] earned at accredited colleges and universities and considers formal studies completed at accredited vocational schools, military service schools, and trade and industrial training programs. Faculty often assists [12] in determining equivalency when the coursework is from outside the state of Texas. Previous education and training are evaluated for comparability to CBC courses approved for funding from the state of Texas. Credit toward CBC degrees and certificates may be awarded when equivalent courses are in the CBC curricula. Students are advised online on the CBC website [13] that courses taken more than five years prior to entry into Coastal Bend College may not transfer if content and/or technology in the subject area has changed significantly. Coastal Bend College follows the Texas Administrative Code Title 19, Part I, Chapter 4, Subchapter B, Rule 4.25 [14] when reviewing transfer coursework and the equivalencies that adhere to the requirements. CBC requires all students to complete 25% of their degree/certificate at this institution limiting the amount of potential transfer credit to 75% of any award.

(b) an approval process with oversight by persons academically qualified to make the necessary judgments

It is the responsibility of the CBC Director of Admissions and Registrar [15] to initiate the evaluation and approval processes for all coursework not originating at CBC. Faculty and instructional deans assist [16] when the decision is dependent on discipline experts.

Traditional Transfer

When evaluating academic transfer credits, the CBC Director of Admissions and Registrar uses the Academic Course Guide Manual (ACGM) to ensure course descriptions, credit hour limits, student learning outcomes, and contact hours are met. The Lower-Division ACGM [17] is the official list of approved courses for general academic transfer to public universities offered for state funding by public community, state, and technical colleges in Texas. A state-level Lower-Division Academic Course Guide Manual Advisory Committee is created to provide the Texas Higher Education Coordinating Board with advice and recommendations regarding new disciplines of study, developments with existing disciplines represented by courses in the manual, vertical and horizontal alignment of courses within disciplines, and obsolesces of disciplines of study and course (TAC Chapter 1, Subchapter P, Rule 1.192) [18]. If a transfer course is not included in CBC's course catalog but is included in the ACGM, the course will be added in as an elective for the subject.

CBC's Admissions and Registrar Office does not automatically accept transfer career and technical education (CTE) /nursing allied health (NAH) courses unless approved by the CTE/NAH coordinator, directors, and deans over the relevant curriculum. The Workforce Education Course Manual (WECM) [19] is a web-based inventory of current approved workforce education courses available for use by Texas public community and technical colleges. A Workforce Education course Manual Advisory Committee is legislated [20] at the state level "to provide the Texas Education Coordinating Board with advice and recommendation(s) regarding content, structure, currency and presentation of the Workforce Education Course Manual (WECM) and its courses; recommendations regarding field engagement in processes, maintenance, and use of the WECM; and assistance in identifying new programs of study, developments within existing programs represented by courses in the manual, vertical and horizontal alignment of courses within programs, and obsolescence of programs of study and courses."

Courses in WECM are grouped by subject area according to the Classification of Instructional Programs (CIP) codes published by the National Center for Education Statistics (NCES).

Colleges may search for courses by numerous attributes, including CIP code, rubric, title, and others. This is used with course catalogs from the accredited colleges in question. Course descriptions, semester credit hours, contact hours, and student learning outcomes (SLOs) are verified by faculty division coordinators, directors, and deans to ensure the potential transfer credit meets CBC's standards.

CBC uses the ACGM and WECM to ensure that accepted credit hours, contact hours, and learning outcomes being accepted as transfer are comparable to those of CBC courses. These standardized manuals used by all Texas Community Colleges allow for comparability across courses at all Texas colleges. Coastal Bend College requires a grade of D or higher on courses not originating from CBC to be approved and applied for the Associate of Science (A.S.) or Associate of Arts (A.A.) degrees.

To meet the requirements for most Associate of Applied Sciences (A.A.S.) or certificates, a grade of D or higher is also required. A grade of C or higher is required for the CBC Nursing Assistant Certificate, Vocational Nursing Certificate, Professional Nursing (Traditional and Bridge) Associate of Applied Science, Dental Hygiene Associate of Applied Science and Radiological Technology Associate of Applied Science. This is based on the standards set by each department and published in the CBC Course Catalog and Student Handbook [21] or in CBC Program Handbooks [22]. All accepted transfer credit is accepted as credit only and appears on the transcript [23] as credit only. No grade is assigned to the course when calculating the grade point average at Coastal Bend College.

Military Transfer

Information for credit given military training can be found in Coastal Bend College's Course Catalog and Student Handbook [24]. Transfer credits can be found on the student's official copy of their Joint Services Transcript (JST) [25]. In compliance with Texas Education Code 51.3042 [26], "course credit for all physical education courses required by the institution and for additional semester credit hours, not to exceed 12, may be applied to satisfy any elective course requirements for the student's degree program." This is verified based on the official DD-214 [27]. CBC grants credit for service schools by military and retired military personnel in accordance with the American Council on Education's (ACE) Guide to the Evaluation of Educational Experience in the Armed Services [28].

International Transfer

Information regarding transfer credit evaluation for students submitting transcripts from foreign institutions is available to students in the Coastal Bend College Course Catalog and Student Handbook [29]. Students seeking transfer credit from foreign institutions must submit the official transcript that has been translated and evaluated by a credentialed evaluation service [30]. The Deans of Transfer and General Education [31], Career and Technical Education or Nursing [32] and Allied Health [33] are then tasked with evaluating what courses will transfer [34] to Coastal Bend College based on the student's program of study.

Nontraditional Transfer

The institution implements policies for evaluating, awarding, and accepting academic credit for nontraditional means. According to CBC Policy EGAA (Local) [35], "current and incoming students may earn credit for relevant education, work or other experience. Qualified students may earn credit by performing satisfactorily on certain national tests and Advanced Placement (AP) exams or by completing tests developed and administered by the district." This includes

College Level Examination Program (CLEP), AP, International Baccalaureate (IB), credit by examination, Continuing Education Unit's conversion to career and technical courses, and work experience and prior learning credit. Procedures for implementing this policy are published in the CBC Catalog and Student Handbook [36].

Work Experience and Prior Learning

College credit for work experience and prior learning is overseen by CBC CTE Dean, faculty division coordinators, and departmental faculty. Credit is awarded when the learning outcomes can be documented as equivalent to an academic course. The process for the evaluation of credit by non-traditional means at CBC is based upon the SACSCOC Transfer of Academic Credit position statement [37] which advises institutions to "ease the acceptance of transfer credit while maintaining an acceptable level of academic quality." CBC recognizes that many students have acquired prior knowledge of course competencies through non-traditional means. The process through which CBC students receive equivalent college semester credit hours through non-traditional means incorporates oversight by appropriately qualified faculty and staff. CBC students may apply to obtain course credit based on previous relevant life/work learning experience. The learning experience shall be from employment or workshop learning, recent and relevant, and of satisfactory performance. Students must demonstrate college-level learning through a portfolio process [38]. The assessment of work experience and/or prior learning may be requested for specific technical programs by individuals seeking to obtain college-level credit for experience and/or training received at a technical institution or in a work environment. The Application for Work Experience Credit [39] may be obtained from the department in which the student is majoring or from the corresponding dean. Sources of prior learning may include prior employment, trade or proprietary school equivalence, certification/licensure/credentials equivalents. There have been no requests for work experience.

CLEP

Students may take exams from the College-Level Examination Program (CLEP) exams for various college classes. CBC students are eligible to receive a maximum of 18 semester credit hours from a group of designated courses found in the CBC Course Catalog and Student Handbook [40]. Official copies of CLEP scores must be presented to the Director of Admissions and Registrar before credit can be awarded.

CBC Subject Competency Examinations

Course credit may also be awarded based on CBC subject competency examinations, according to the following policies and procedures [41] published in the CBC College Course Catalog and Student Handbook. Credit may not be acquired in any course or its equivalent in which a student has been previously enrolled for credit nor for a subject in which the student has earned credit in a more advanced course. No credit by examination is applicable until successfully completing fifteen (15) semester credit hours at CBC with a grade of "C" or better. A subject competency examination will be given only under certain circumstances. A student should have obtained, either through academic preparation or experience, competencies equal to those ordinarily attained through completing a particular course. Credit by examination is not permitted for transfer lab courses. Credit by examination is not available for all courses. A Test Out Subject Competency Petition form [42] to request subject competency examination must be approved by a faculty member, advisor, or faculty division coordinator in which the course is offered, and the Dean of Transfer and General Education, Dean of Career and Technical Education, or Dean of Nursing and Allied Health. Satisfactory performance with a grade of "C" or better on the examination will earn credit for the course and a grade of "CR" will appear on the transcript. The

instructor will note a grade on the Test Out Subject Competency Petition form and route according to form requirements. There is no requirement for enrolling in a higher-level course in the same subject after receiving credit by examination unless program requirements require higher level course(s).

Continuing Education Units Conversion to Career and Technical Courses

The CBC Course Catalog and Student Handbook [43] specifies the standards and process for the conversion of Continuing Education Units to credit for mirror courses. Mirror courses are courses that have been taken for non-credit but have the same learning outcomes as a credit course. These courses are defined in the Guidelines for Instructional Programs in Workforce Education [44]. To provide an entry for students wishing to transition from the continuing education portion of their education to the academic credit continuation of their education, students may request a conversion of Continuing Education Units (CEUs) to college credit for specific career and technical courses. Faculty qualified in the appropriate disciplines assess the competencies for the continuing education courses against those required of courses in the course inventory. This assessment [45] is conducted under the direction of the college's Dean of Career and Technical Education and final approval, where warranted, provided by the Provost/Chief Academic Officer (CAO).

(c) credit awarded is comparable to a designated credit experience and is consistent with the institution's mission

All credit awarded by CBC is consistent with the college's mission to "delivering superb educational and life-enriching opportunities to its students and the communities it serves." Credit is awarded at the lower-division (freshman and sophomore) level, which is consistent with the college's course inventory and associate degree and certificate programs.

To ensure that the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission, the college follows all policies regarding the evaluation and acceptance of credit for transferred courses, experiential learning, advanced placement, and professional certificates. The previously outlined policies that CBC uses to evaluate, award, and accept transfer credit are published in its catalog and are available to all students through the CBC webpage. The Admissions and Registrar's Office works closely with faculty, faculty division coordinators, directors, deans, operational personnel and appropriate representatives to develop admissions policies and ascertain the quality and authenticity of transfer work to ensure that all credit approved is equivalent to course work at the college.

As previously outlined, in seeking to evaluate, award and accept transfer credit, CBC relies upon course inventory, course descriptions, student learning outcomes, credit hour limits and contact hour limits published in the ACGM and the WECM. The alignment of credit and contact hours for courses in the ACGM and WECM is consistent with SACSCOC policy on credit. The assessment of academic work done and learning outcomes met by faculty qualified in the respective discipline, is made against the requirements identified in the ACGM and WECM course inventories. This process ensures that credit is awarded for exam scores, prior non-credit experiences, and similar learning outcomes not originating at the college are consistent with a designated learning experience.

Document
[1] Coastal Bend College Mission Statement

[2] Texas Education Code Title 3 Subtitle G Chapter 130 A
[3] Coastal Bend College Policy EGA(Legal)
[4] Coastal Bend College Policy EGAA(Local)
[5] CBC Board of Trustees Policy Manual
[6] CBC Website
[7] Coastal Bend College Course Catalog and Student Handbook
[8] Transcript Evaluation Request Process
[9] CBC Website-Admissions
[10] Coastal Bend College Catalog and Student Handbook pages
[11] Coastal Bend College Catalog and Student Handbook pages
[12] Faculty Email Chain
[13] CBC Website-Admissions
[14] Texas Administrative Code Title 19, Part I, Chapter 4, Subchapter B, Rule 4.25
[15] CBC Director of Admissions and Registrar Job Description/Resume
[16] Faculty Email
[17] Lower-Division Academic Course Guide Manual
[18] TAC Chapter 1, Subchapter P, Rule 1.192
[19] Workforce Education Course Manual (WECM)
[20] TX Admin. Code Title 19, Part 1, Chapter 1, Subchapter T, Rule 1.220
[21] CBC Course Catalog and Student Handbook page
[22] CBC Program Handbooks Examples
[23] Transcript Example
[24] Coastal Bend College's Course Catalog and Student Handbook page
[25] Joint Services Transcript (JST)
[26] Texas Education Code 51.3042
[27] DD-214
[28] American Council on Education's (ACE) Guide to the Evaluation of Educational Experience in the Armed Services
[29] Coastal Bend College's Course Catalog and Student Handbook page
[30] International Credential Evaluation Service Example
[31] Dean of Transfer and General Education Job Description/Resume
[32] Dean of Career and Technical Education or Nursing Job Description/Resume
[33] Dean of Nursing and Allied Health Job Description/Resume
[34] Email Communication Dean and Registrar
[35] CBC Policy EGAA (Local)
[36] CBC Course Catalog and Student Handbook page
[37] SACSCOC Transfer of Academic Credit position statement
[38] Portfolio Process
[39] Application for Work Experience Credit
[40] CBC Course Catalog and Student Handbook page
[41] CBC Course Catalog and Student Handbook page
[42] Test Out Subject Competency Petition form

| [43] CBC Course Catalog and Student Handbook page |
| [44] Guidelines for Instructional Programs in Workforce Education |
| [45] CE Conversion Example |

10.9 **The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.**
(Cooperative academic arrangements)

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) does not have any cooperative academic arrangements.

Section 11: Library and Learning/Information Resources

11.1 **The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.**
(Library and learning/information resources) **[CR]**

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) provides adequate and appropriate library and learning/information resources, services, and support for its CBC's mission [1] of providing "superb educational and life enriching opportunities to its students and the communities it serves." CBC is a comprehensive medium sized designated Hispanic Serving community college and is legislated [2] to primarily serve "their local taxing districts and service areas in Texas" and offer "vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance" are to be offered as well. CBC does not have a research and/or public service mission. The library and other learning/information resources and services are accessible to students, faculty, and staff at all locations and for students and faculty in all modes of instruction. The library and other student support units provide a variety of learning resources to all CBC students in both scheduled and on-demand formats.

Appropriate Library and Learning/Information Resources, Services

Coastal Bend College (CBC) is a comprehensive public community college with an expansive service area [3] that encompasses 9,000 square miles in the diverse South Texas counties of Bee, Karnes, McMullen, Live Oak, Duval, Jim Wells, Brooks, and parts of Atascosa and Kleberg counties. CBC has an annual enrollment of over 4,500 students, 74% of whom are minority, across its four locations in the cities of Alice, Beeville, Kingsville, and Pleasanton, Texas, and

many high school locations.

Library Services support the college curriculum by providing adequate and appropriate educational resources in all formats. CBC offers academic transfer, career, and technical and allied health associate degree programs [4]. The Director of Library Services [5] has a Master's degree in Library and Information Science and has direct supervision over all library and learning/information resources, services. An E-librarian (currently vacant) takes the lead in developing and maintaining access to the library's electronic resources and subscriptions and is responsible for managing and troubleshooting electronic resources. The director along with other library staff choose resources to help students complete their assignments successfully, help faculty support their curriculum, teach individuals and scheduled classes how to conduct effective research, and assist patrons in developing critical thinking skills no matter their location or mode of instruction. Furthermore, the library provides general materials to pique the interests of a diverse student and public population to promote life-long learning.

The Library Policy Manual [6] details the collection and collection development processes and procedures used to ensure that the library and learning/information resources are appropriate. Per the manual "The collection policies are intended to serve as a guide to the professional library staff and CBC faculty for achieving consistency in the choice of materials and as a statement to the public of our purpose and standards in collection building. The Coastal Bend College Library provides materials and services which reflect curricular requirements and support the purpose and philosophy of CBC."

Physical Resources

All users have access to physical library resources and services during all open hours of the Grady C. Hogue Learning Resource Center/Library and CBC Center Libraries (CBC Alice, Kingsville, and Pleasanton) all academic year (fall, spring, summer). At the circulation desk, professional library employees are accessible and available during hours of operation. The CBC (Beeville) is open Monday – Friday from 8am – 5pm. CBC Alice, Kingsville and Pleasanton hours of operation may change slightly semester to semester but are open fifteen to twenty hours a week. Hours of operation are clearly posted on the library webpage [7] and updated each semester.

The library retains 29,800 physical resources [8], including books, print journals, and media items, despite ongoing efforts to acquire additional electronic resources to better support the expanding number of online courses and students. For in-building usage, all CBC libraries include computer facilities [9] with printers, scanners, and laptops. There are also various individual and group study carrels [10] with charging stations and collaborative tables.

The CBC librarian provides in-person library orientations as requested and other tailored educational workshops, with topics ranging from basic search strategies to in-depth research on advanced topics using specialist resources and databases. Specialized teaching subjects on copyright, citation creation and management, and research paper writing are also offered on request as well a library tutorials and quizzes [11].

Through its Distance Learning Services [12], the library provides access to print books, journal articles, and other print resources to students enrolled in online courses and/or reside outside the college district. Through the Interlibrary Loan system [13], scanned versions of print articles are provided electronically to distance learning students.

The Director of Library Services meets with faculty and directors [14] as needed to ensure that the physical collection meets the needs of the programs. Faculty may also contact the director to request that physical resources be added. A budget line is added for these requests in the annual fiscal budgeting process [15].

Virtual Resources and Services

Most library resources are accessible online, allowing all institution students, faculty, and staff to access them at any time, regardless of their physical location. In addition, the library offers virtual chat [16] and phone services [17] throughout operating hours. Interlibrary Loan [18] allows all CBC students, faculty, and staff to request books, articles, and other library materials not available at the library.

The CBC Library is a member of Amigos Library Services [19] and TexShare [20], the state's resource-sharing program. These two library programs and reciprocal agreements are utilized by the Interlibrary Loan system to give access to materials not available on campus. Most articles and chapters are supplied online to the requester, while physical volumes and other print materials can be picked up during building hours. The CBC library services provide electronic books to students and faculty via EBSCO HOST e-books (formerly NetLibrary) [21], ebrary subscriptions [22], and permanent e-book collections for community colleges purchased through AMIGOS. These resources are available on the library's website 24 hours a day, seven days a week. The library offers interlibrary loan (ILL) services through AMIGOS to all patrons to supplement these resources. CBC borrowed 5 titles and lent out 28 titles during the 2020-2021 academic year

In addition to the 29,800 print titles, CBC's collection includes over 2,700 serial titles, 91,682 e-books, and over 116 electronic resources, including streaming videos. All of which are searchable through the CBC online library catalog. Since 2014, CBC has weeded 3,672 microfilm reels, 362 print serial titles, 819 educational videos, and 800 entertainment and documentary videos. Many of the electronic resources can be searched and translated into various languages including Spanish to serve students whose first language is not English.

In addition to electronic books and media, the library provides access to databases [23] that provide online, full-text access to research resources, including as academic journals, professional periodicals, popular magazines, and significant news outlets.

A virtual library orientation [24] that includes how to navigate library resources is accessible via the library's website and is embedded within the EDUC-1300, Learning Framework course [25] within the institution's learning management system, Blackboard. EDUC-1300 is a required course in the general education core curriculum and is included in most A.A.S. (Associate of Applied Science) degree and certificate programs.

Specialized Collections and Resources
While the CBC library has limited, specialized collections, such as the Teaching Excellence Collection [26] and the Texana Collection [27], they do not contain any unique titles. The Texana Collection is designated by a call number that begins with Texana, whereas the Teaching Excellence Collection is identifiable by a spine label. Both markers aid in identifying these collections for patrons.

Adequate Library and Learning/Information Resources, Services

The library staff closely monitors the sufficiency and adequacy of the college's educational materials to support all programs. The Director of Library Services is a member of the various faculty led committees such as the CBC Curriculum Committee [28]; this enables the director to closely monitor the growth of innovative programs and predict changes in current course offerings, generating the data necessary to design and maintain adequate resources to support all on-campus and online programs offered by CBC. The Director of Library Services attends regional and state conferences [29] when funds permit. At these conferences, the director contacts other regional library directors and attends workshops on library management. Webinars and other forms of online training are utilized to keep current and acquire new skills.

Interlibrary loan services [30] are also available to faculty and students. CBC borrowed 2 titles [31] and lent out 12 titles [32] during the 2021-2022 academic year. While these services are underutilized, there continues to be positive feedback from students regarding the user-friendliness of e-resources and a library usage count for 2021-2022 of 20,421 patrons indicating that while students are not necessarily using books, they are using other library resources.

To utilize existing usage patterns and statistics for collection development purchases, the library's Interlibrary Loan system [33] is configured to automatically purchase new books (published within the past two years) requested by faculty for Interlibrary Loan borrowing. The librarian reviews Interlibrary Loan request statistics for older books and journal articles each semester to identify potential research and curriculum needs. In addition, regular reviews of usage statistics for the library's e-book collection are conducted to discover specific subject and topic demands for collection development considerations.

Library financing for print and video materials is based on the number of programs offered by each department, their collection-building history, the information demands of the department's programs, and the number of their students who require library access. In conjunction with instructional faculty, the librarian purchases journals, print resources, and e-titles to ensure that all departments and programs have adequate research assistance for their courses.

Subject specific LibGuides [34] are added to its online website to aid students in locating print and digital materials pertinent to their field of study. The Librarian solicits faculty feedback on these guidelines and based on this feedback, makes modifications and enhancements. This approach permits faculty members to assess available resources to assist their classes to ensure adequate resources and services. Annually, librarians examine program areas to guarantee the relevance and currency of the collection and document needs in annual planning [35]. The review procedure involves student feedback gathered via library student surveys.

CBC also participates in the Community College Survey of Student Engagement (CCSSE) [36] every other year. This is a national survey. In spring of 2022, 61% of students surveyed indicated that they had used the library resources and services at least one time and 81% indicated that they were satisfied with the library services with 16.4% indicating it wasn't applicable to them and only 3% indicating that they were not satisfied with the library. 86% believe that library services are "very important" or "somewhat important". This indicates that according to this survey, library services is adequate to most students using the services.
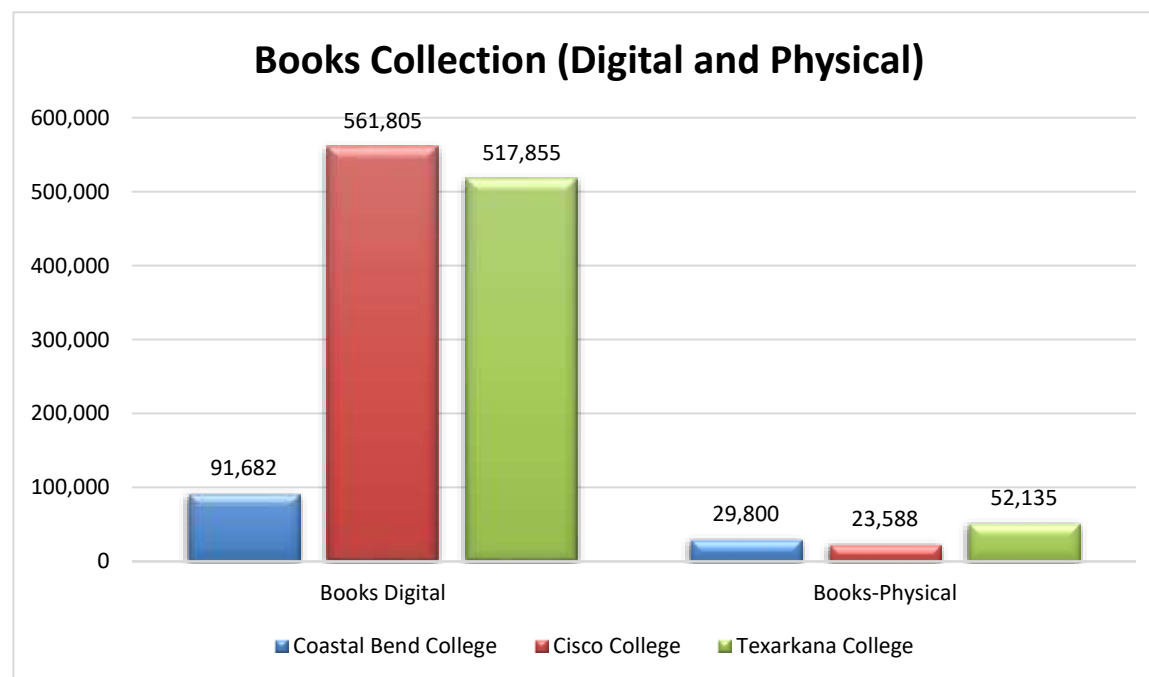
If the college website is unavailable due to inclement weather or other unforeseen circumstances, LibGuides [37], a hosted website, and EOS (SirsiDynix) [38], a hosted online catalog, ensure student and faculty access to resources. CBC faculty and students can also use

a [TexShare card [39]](). TexShare is a statewide library cooperative that offers group purchases of electronic resources, a delivery service for its members, and the TexShare borrower's card. This card allows for direct library borrowing from a variety of institutions across the state, including the Mary and Jeff Bell Library at Texas A&M – Corpus Christi, the James C. Jernigan Library at Texas A&M – Kingsville (both of which are large local institutions that serve university freshmen through doctoral students), and the William F. White, Jr. Library and Howard E. Barth Learning Resource Center at Texas A&M – Kingsville.

All the online library services provide CBC students and faculty access to the educational materials they require to support their research from any location. CBC's on campus library services coordinate checkout process so students can utilize all the resources available at each campus location, which may include laptops, noise cancelling headphones, scientific calculators and more. Faculty may bring in textbooks and other materials to leave as reserve materials for their course. The [CBC Library Policy Manual [40]]() outlines the procedures for using reserve materials.

Data Comparison

CBC has an FTE of 2,256. According to the latest published [IPEDS reports (Fiscal year 2021) [41]](), CBC libraries have a collection size of 29,800 print titles, 2,210 media items, 2,700 serial subscriptions and 83 databases. Two Texas Community Colleges identified as Medium Sized Community Colleges by the Texas Higher Education Coordinating Board with similar FTEs include Cisco College with an FTE of 2,162 and Texarkana College with an FTE of 2,243. The charts below compare the colleges as reported in IPEDs reporting.

Books Collection (Digital and Physical)

	Books Digital	Books-Physical
Coastal Bend College	91,682	29,800
Cisco College	561,805	23,588
Texarkana College	517,855	52,135

CBC's library resources are comparable to those of libraries serving similar student populations. CBC is expanding resources by adding databases and digital collections, as are most community colleges in Texas.

	Coastal Bend College	Cisco College	Texarkana College
Databases	83	178	153

Serials-Digital	2,700	0	2
Media-Digital	2,210	37,954	0

CBCs library expense distributions in comparison to Cisco College and Texarkana College are described below.

	Coastal Bend College	Cisco College	Texarkana College
Salaries and Wages	44.7%	69%	40%
Ongoing Commitments to subscriptions	43.6%	24.8%	23.5%
Fringe benefits paid out of the library budget	4.9%	0%	14.1%
One-time purchase of books, serial backfiles, etc.	1.5%	4.4%	4.8%
Total Operations and Maintenance	2%	1.8%	17.5%
All other materials/services	3.3%	24.8%	0%

CBC provides adequate and appropriate library and learning/information resources, services, and support for its mission by ensuring that the collections and resources/services are meeting the needs of all stakeholders and aligned with the programming, services, and mission of the college. Processes are in place to monitor any increasing demand or changing needs.

Evidence
[1] CBC Mission Statement
[2] TX Ed Code Title 3 Subtitle G Chapter 130 Subchapter A Sec. 130.011
[3] CBC Service Area Map
[4] CBC List of Programs
[5] Director of Library Services Job Description and Resume
[6] CBC Library Policy Manual
[7] CBC Library Webpage-Hours of Operation
[8] CBC Physical Resource List
[9] CBC Computer Facilities
[10] CBC Individual and Group Study Carrels
[11] Library Tutorials and Quizzes
[12] CBC Distance Learning Services
[13] Interlibrary Loan System
[14] Emails between Library and Faculty/Directors
[15] CBC Annual Fiscal Budgeting Process
[16] CBC Website-Virtual Chat
[17] CBC Website-Phone Services
[18] CBC Website-Interlibrary Loan

[19] Amigos Library Services
[20] TexShare- *Gov't Code 441.222, .224(a); 13 TAC 8.1–.5*
[21] EBSCO HOST e-books (formerly NetLibrary)
[22] Ebrary Subscriptions
[23] Databases
[24] Virtual Library Orientation
[25] EDUC-1300 Course Outline
[26] Teaching Excellence Collection
[27] Texana Collection
[28] CBC Curriculum Committee
[29] Travel Approval Form-Librarian
[30] Interlibrary loan services
[31] Borrowed Book List
[32] Usage List
[33] Interlibrary Loan system
[34] LibGuides
[35] Library 2021-2022 Annual Report
[36] Community College Survey of Student Engagement
[37] LibGuides
[38] EOS(SirsiDynix)
[39] TexShare Card
[40] CBC Library Policy Manual
[41] IPEDS Report 2022

Form edited December 2022

11.2 **The institution ensures an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the institution.**
    (Library and learning/information staff)

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative : Coastal Bend College (CBC) offers an adequate number of professional and other staff with appropriate education or experience in library and/or other learning/information resources to fulfill the mission [1] of the institution and library. CBC is a comprehensive medium-sized designated Hispanic Serving Institution (HSI) community college and is legislated to primarily serve "their local taxing districts and service areas in Texas" and offer "vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance" (TX Ed Code Title 3 Subtitle G Chapter 130 Subchapter A Sec. 130.011) [2].

Library and/or other learning/information resources are provided to support these types of programming and services to students in all modes of instruction and at all locations. The Coastal Bend College Learning Resource Center (Library) has four physical locations [3] and a robust virtual presence [4]. The primary physical location is in the Learning Resource Center at the Beeville Campus. The other physical locations are at CBC sites in Alice, Kingsville, and Pleasanton.

Adequate Number of Library staff

Coastal Bend College libraries have enough library staff to provide support and access to resources in various formats including print, electronic, and video. CBC carefully provides adequate staffing that meets students, faculty, and staff's needs. Adequacy in library staffing for CBC is defined as the ability to provide the types of library services needed by all students at all locations regardless of the mode of instruction. CBC has an extensive service area across many locations with a large presence in distance education courses. This means that it is more appropriate to provide adequate online resources that can be accessed easily from all locations at any time. This does not necessarily equate to more staffing, but instead, strategic staffing and utilization of quality electronic assistance.

An extensive collection of e-resources includes online encyclopedias, databases, and journals that are searchable and retrieve information in Spanish; nationally recognized academic databases which contain full-text, peer reviewed journal articles; and full-text books. Library services provides CBC students and faculty access to over 80,000 electronic books through EBSCO eBooks (formerly NetLibrary) and Ebrary subscriptions and purchased permanent eBook collections specifically for community colleges purchased from AMIGOS (a multi-state library consortium). The purchased eBook collections are added to the online catalog. These resources are available every hour of the day and night via the library webpage. To augment these resources, the library provides Interlibrary Loan services [5] to all patrons. Thus, the library system provides student and faculty support, access, and user privileges to adequate, diverse, and relevant library collections.

The college further expands its patrons' ability to electronically access a wide variety of information resources by providing CBC faculty and students with a TexShare card. TexShare is a statewide library cooperative [6] that provides for group purchase of electronic resources, a delivery service available to its members, and the TexShare borrower's card. This card provides direct library borrowing from many institutions throughout the state including Texas A&M - Corpus Christi, Texas A&M – Kingsville (large local institutions that serve freshmen through doctoral students), and Delmar College, a nearby community college.

Thus, in addition to interlibrary loan services, CBC provides students with a wide variety of access options to non-CBC resources. CBC may contact any library staff member or complete a request form to schedule bibliographic/library instruction.

CBC's effectiveness in its delivery and accessibility to these learning/information resources to students, faculty, and staff is evidenced on satisfaction surveys such as the Community College of Student Engagement Survey [7] and the CBC Library Services Survey [8]. These regular surveys provide ongoing feedback regarding the adequacy of services and staffing. Also, patrons can access a wide variety of information resources twenty-four hours a day. Library Services participates in CBC annual operational planning and budgeting. It is during this planning that resources and services are evaluated for effectiveness.

Library Employees	
Librarian (non-teaching position)- CBC BV	1
Professional Staff - CBC BV	1
Classified (part-time) – CBC BV	1
Student Assistants (part-time) – CBC AL, KV, PL	3
E-Librarian (vacant)	1

Appropriate education or experiences in library and/or other learning/information resources

The library services staff are currently comprised of one full-time Director/Librarian, one full-time E-librarian, one full-time circulation specialist, and four part-time employees. The college's two full-time librarians are considered non-teaching faculty, while support staff are classified as staff.

The Director of Library Services [9] holds a master's degree from a program accredited by the American Library Association and has worked for many years in library services. The Director has oversight over all library services at all locations and for all modes of instruction and reports [10] to the Dean of Student Services & Accessibility, who reports to the Chief Academic Officer (CAO/Provost). The E-Librarian position [11] is currently vacant due to a recent resignation.

The library staff, including the circulation specialist [12] and library assistants [13], meet the appropriate educational and work experience requirements. The full-time staff mentors and trains student library assistants, during which they discuss library policies and procedures, thereby enhancing their knowledge and competency with various classification systems for library materials.

Coastal Bend College is committed to the ongoing training and professional development of all library personnel. The librarian has access to funds for travel to professional conferences and

courses. Library staff participate in the CBC annual performance evaluation process [14]. This process allows the staff during the self-evaluation and in consultation during the formal evaluation to identify future professional development needs. This process is used to inform the development of the next fiscal year budget. This fiscal year the Director of Library Services has chosen to attend the Texas Library Association Conference in Austin [15].

In addition, the library offers professional development training options through SafeColleges and Information Technology (I.T.) for Cybersecurity, this also includes teleconferences and online classes from SirsiDynix (SIRSI, the library's integrated system provider), Texas State Library and Archives Commission (TSLAC), Amigos, Online Computer Library Center (OCLC), and the American Library Association (ALA) [16].

Evidence
[1] CBC Mission
[2] TX Ed Code Title 3 Subtitle G Chapter 130 Subchapter A Sec. 130.011
[3] Coastal Bend College Learning Resource Center Locations
[4] Coastal Bend College Learning Resource Center Virtual Location
[5] Interlibrary Loan Services
[6] TexShare Agreement and Webpage
[7] Community College of Student Engagement Survey
[8] Student Internet Connectivity and Accessibility Survey
[9] Director of Library Services Job Description and Resume
[10] CBC Organization Chart
[11] E-Librarian Job Description
[12] Circulation Specialist Job Description and Resume
[13] Library Assistants Job Description and Resume
[14] CBC Performance Evaluation Process Example
[15] Texas Library Association Conference
[16] American Library Association

11.3 **The institution provides (a) student and faculty access and user privileges to its library services and (b) access to regular and timely instruction in the use of the library and other learning/information resources.**
(Library and learning/information access)

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Students and faculty at Coastal Bend College (CBC), regardless of their location or mode of instruction, have access to library services and user privileges, as well as regular and timely instruction in the use of library and other learning/information resources. All students have access to both scheduled and on-demand instruction in the utilization of technology, the library, and other learning/information tools. The library offers all group instruction sessions and individual research and instruction consultations in person and virtually.

(a) student and faculty access and user privileges to its library services

Patrons have access to physical library resources and services during all open hours of the Grady C. Hogue Learning Resource Center/Library [1] and CBC Center Libraries (CBC Alice [2], Kingsville [3], and Pleasanton [4]) all academic year (fall, spring, summer). At the circulation desk, professional library employees are accessible and available during hours of operation. The CBC library location (Beeville) is open Monday – Friday from 8am – 5pm. The CBC library sites in Alice, Kingsville and Pleasanton have hours of operation that may change slightly semester to semester but are open fifteen to twenty hours a week. Hours of operation are clearly posted on the library webpage [5] and updated each semester.

Students and faculty are given permission for library access once enrolled or employed. Once this occurs, they may request a Cougar Card and Student or Employee Badge [6] either online or in person at one of the library locations. All students, faculty, and staff with a current, valid CBC student ID number may check out materials or use library services. Various user categories' checkout/loan periods are displayed on the library's website [7] and in the student and faculty/staff portals [8]. Students in remote locations who wish to borrow physical books can have them delivered to any CBC location. In rare instances, books may be delivered directly to an in-town student.

The library provides a vast array of resources and services for dual credit and for off-campus access. Through EZproxy authentication [9] using their CBC username and password, students, faculty, and staff gain remote access. The remote access enables students who attend classes at other CBC sites and through distance the ability to contact the library and access its resources 24 hours a day, seven days a week, even when the physical libraries are closed. Users have access to a variety of academic databases [10] organized by subject, as well as guides with tips for meeting specific course requirements [11], online tutorials on using electronic books [12], and Electronic Books [13], among other resources.

(b) access to regular and timely instruction in the use of the library and other learning/information resources

A professional library staff member or librarian is accessible to students and faculty during published hours in-person, by telephone [14], through electronic CBC Live Chat [15] and through email assistance [16], to facilitate access and/or provide on-the-spot guidance for using the library and its resources, including all digital learning resources. The librarian is available to provide in-class, face-to-face instruction on utilizing library resources for program and discipline-specific instruction.

The Informational Technology Department provide additional support and instruction to ensure that Network & PC Services are operational, and all available resources are accessible to students and faculty. Students and faculty may request assistance in using technology, including library technologies by contacting IT representatives through chat, email or by the telephone [17].

Faculty requesting library services are asked to complete the Library Instruction Request Form [18]. The CBC librarian collaborates with faculty members to ensure that resources and research strategies presented in instructional sessions align with course and program learning objectives and related student assignments. The librarian is also accessible individually for research and instructional sessions with students and faculty by appointment.

Library instruction can be provided in a variety of formats and subjects across the curriculum. The library staff provides traditional bibliographic instruction for classes if requested. The library asks instructors each semester to schedule classes to participate in research/database instruction. This is accomplished through in-person, virtual, and visits to high schools (dual credit partners), and one-on-one instruction when students request it. The CBC Library website also includes instruction guides such as How to Use the Databases for Research [19] and how to utilize the InterLibrary Loan method [20] to borrow books and request copies of articles from print journals from other libraries.

Document
[1] Grady C. Hogue Learning Resource Center/Library
[2] CBC Library Alice
[3] CBC Library Kingsville
[4] CBC Library Pleasanton
[5] CBC Library Webpage-Hours of Operation
[6] CBC Library Webpage- Cougar Card and Student or Employee Badge
[7] CBC Library Webpage-Circulation Page
[8] Cougar Den-Library Services
[9] EZproxy authentication
[10] CBC Library Webpage-Databases
[11] CBC Library Webpage-Guides
[12] CBC Library Webpage-Online Tutorials
[13] CBC Library Webpage-Electronic Books
[14] CBC Library Webpage-Telephone Access
[15] CBC Library Webpage-CBC Live Chat
[16] CBC Library Webpage-Email Assistance
[17] CBC Information Technology Support Webpage
[18] CBC Library Webpage-Library Instruction Request Form
[19] CBC Library Webpage- How to Use the Databases for Research
[20] CBC Library Webpage- InterLibrary Loan method

Section 12: Academic and Student Support Services

12.1 **The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.**
(Student support services) **[CR Off-Site/On-Site Review]**

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) provides appropriate academic and student support programs, services, and activities at all locations and in all instruction modes consistent with its

mission. As stated in the CBC Mission [1] CBC is "a student-centered community college committed to delivering superb educational and life-enriching opportunities to its students and the communities it serves." These services promote student learning and contribute to the cultural, social, economic, ethical, physical, and intellectual development of CBC students and the community.

CBC is a comprehensive medium-sized designated Hispanic Serving Institution (HSI) community college and is legislated to primarily serve "their local taxing districts and service areas in Texas" and offer "vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance" are to be offered as well. (TX Ed Code Title 3 Subtitle G Chapter 130 Subchapter A Sec. 130.011) [2]. Academic and student support programs, services, and activities are provided to support these types of programming.

CBC has one administrative campus, three site locations, and high school sites within the college service area [3]. Instruction is also delivered through distance education. The college's fall 2022 enrollment consisted of a total enrollment of 3,816 of which 786 were full- time students and 3,030 were part-time students. Within these numbers are 65.3% of females and 34.7% of males. The average student age is 19.98.

Academic and Student Support Activities, Programs and Services

At CBC, academic and student support activities, programs, and services are provided in both centralized and decentralized modalities. Various decentralized support is offered at the instructional program level. Multiple offices, including the Division of Student Services (covering student and residence life), Division of Enrollment Management, and Office of the Provost/Chief Academic Officer (CAO), provide centralized support.

The CBC Strategic Plan [4], designed to support student success and achievement of CBC goals, provides direction for the college, including academic and student support services. This plan focuses on providing a superior educational experience for all students by offering comprehensive student services, engaging students and staff in support of the college's communities, and utilizing available resources effectively and efficiently to benefit students.

CBC uses multiple measures and ongoing planning in addition to strategic planning to ensure that the services provided remain appropriate and effective. These include the use of external and internal surveys, institutional data, and participation in Achieving the Dream and Texas Guided Pathways.

The Community College Survey of Student Engagement (CCSSE) [5] is a national external survey that CBC utilizes to understand levels of student satisfaction in academic and student support activities, programs, and services. This survey also allows the college to benchmark with similar colleges. Careful review of the last two administrations of the CCSSE, along with other institutional data, identified ways academic and student support activities, programs, and services could be strengthened. A college-wide team worked to develop a Title III grant proposal that addressed support services specifically identified by students as lower performing areas. This grant was awarded this academic year and implementation has started.

An internal registration survey [6] is administered twice a year. Students are asked to respond to questions asking about the effectiveness of registration to matriculation. Additionally, each department within the Division of Student Success has developed student satisfaction surveys

[7] to ensure that each student receives the best possible individual support and service in relation to the college's student-centered mission.

Coastal Bend College is also a member of Achieving the Dream and has been for over five years. Participation in this organization provides administrators, staff, and faculty an ongoing opportunity to analyze institutional data and identify specific plans of action based on based practices to improve student services and instruction. Recently, Coastal Bend College was nominated by our Achieving the Dream coaches to participate in the Advising Success Network. A CBC Achieving the Dream Committee [8] works with coaches from the Achieving the Dream organization to develop ongoing plans of action [9] that are appropriate and responsive to our student data. Coastal Bend College has been recently recognized as a Leader College within Achieving the Dream.

In addition to Achieving the Dream, CBC participates with other Texas Community Colleges in the Texas Pathways Initiative [10]. This state level participation provides CBC with ongoing support in helping students connect, enter, progress and succeed. This statewide strategy engages faculty and staff and Board of Trustee members in understanding the most appropriate action plans.

COVID-19 Response

Certain measures were made for academics, staff, and students in response to the COVID-19 pandemic in spring 2020. The college swiftly organized and implemented a variety of academic support and flexibility initiatives that benefited the students. Some of the adjustments for academic support services for students are provided below:

Students are exempt from academic programs and satisfactory academic progress standards, resulting in one additional term of flexibility.

Institutional scholarships were awarded in accordance with maximum federal flexibility.
Using Microsoft Teams, student advising, and tutoring services were migrated to an online model.

Student Success Center

Student Success Centers (SSC) serve all students and are aligned with the student-centered purpose of providing academic success support. The SSC is centrally located in the R.W. Dirks Student Services building, at the Beeville campus, which is the primary location for students to receive assistance. The SSC is home to several programs that provide aid to students. The SSCs at each of the three site locations are also conveniently positioned in student-centric areas. Additional tutoring locations are conveniently located in each CBC library location.

Academic Advising

In accordance with the college's aim to provide a student-centered environment, CBC offers academic advising services that aid students in navigating their educational path during their time at CBC. Academic advising services are provided by college professionals (Success Coaches) and faculty advisors from specific Career and Technical (CTE) departments. Additionally, students are advised at 15 hours, 30 hours, and at 42 hours. All information and tracking for degree audits are housed in a secured Power BI dashboard [11]. Students are informed of their progress and encouraged to meet with a success coach. An advising professional provides these services to students participating in online programs or courses at

the college's site locations, either online or at their site location. Below are some examples of decentralized advising services:

College Unit	Key Function	Population Served/Location
Academic Advising – Dual Credit Office	Academic advising services help dual credit students understand how their dual credit plan aligns with the completion of their chosen credential (certificate or degree). These services are provided by a Dual Credit Specialist who works closely with the high school counselor to ensure the dual credit student is supported.	All high school students that attend a designated dual credit partner high school.
Nursing Department	The Nursing Support Specialist provides prospective students with assistance with the application process. Success Coaches work with prospective students to ensure they have completed the course pre-requisites for the nursing program. Faculty advisors in the nursing department meet with students and register students for program-specific courses.	Current and prospective students are served at all CBC locations.

Academic Support Services

Multiple academic support services are available at all CBC locations to meet student and faculty requirements. The academic support services include assisting faculty in developing online curriculum through a learning management system (LMS), supporting and teaching faculty in the use of electronic library services, providing educational spaces and equipment to support students, and tutoring services (online and in-person). Success coaches provide advising services in addition to individualized academic coaching for each student. Academic coaching helps students in enhancing their study abilities and academic performance. Success coaches offer "on-demand" Student Success Workshops. In the academic year 2021-2022, the success coaches received 32 requests for student success workshops [12] that faculty request to cover topics such as time management, goal planning, and test preparation strategies with their students. CBC provides the following academic support services:

Academic Service	Key Function	Population Served/Location
Early Alert Program (EAP) [13]	Coordinated by the Student Services Division, The CBC Early Alert Program (EAP) is an intrusive	All CBC students and all CBC locations no matter the mode of instruction. The EAP referral

	advising intervention program to which faculty can report students to a CBC Success Coach when concerns of academic performance or disengagement are observed. The goal of the program is to help students succeed and achieve their educational goals. The EAP allows instructors to refer students whom they feel are having difficulties in class and can benefit from extra support using the EAP online form [14].	is located online for faculty to complete.
Tutoring Services [15]	Coordinated by the Student Services Division Academic Support, one-on-one tutoring sessions, group tutoring, and online tutoring are offered to students based on availability of tutors for the subject requested. All tutoring is free of charge and available to currently enrolled students at CBC.	All CBC students and all CBC locations. The online tutor request [16] is located online, and students are paired with a tutor by a Success Coach.
Library Services	CBC Library Services serves students and community by providing information and learning resources through innovative library services, diverse collections, expert library staff, and space to study. Collections include over 29,000 physical books and over 96,000 electronic resources. Access to materials not readily available in the CBC collection is provided via interlibrary loan at no charge to CBC faculty, students and staff. Innovative spaces and key partnerships enhance student success, teaching, and research. The CBC library aids in instruction in using library resources by in-person consultations, classroom instruction, phone, email, chat, online consultation for students, and by appointment.	Available to all CBC students and all CBC locations.

Career Services

Each CBC location houses a job center affiliated with Texas Workforce Solutions. In addition to the career development provided by CBC's success coaches, the Texas Workforce staff provide career coaching, career assessment, career information, which is accessible in-person, virtually, and through career management systems; specific career development initiatives;

experiential learning opportunities, such as job shadowing, internships, and externships; employer development and recruitment services centered on networking evenings and job fairs; and employer development and recruitment services.

Social Services

A variety of social services are provided to all CBC students. CBC has partnered with community partners to provide students services at low or no cost. Below are social services offered to all CBC students and published on the college's website:

Social Service	Key Function	Population Served/Location
CBC CARE Team [17]	The safety of students at Coastal Bend College is extremely important. The CBC CARE (Concern, Assess, Response, Evaluate) Team works collaboratively and proactively to provide early intervention and assistance to CBC students who need assistance. The team uses approaches to identify, assess, and alleviate risks associated with students exhibiting concerning behaviors or thoughts. The CARE Team ensures that the student is referred to the appropriate resources. The chair for this team is the Dean of Student Services.	Available to all CBC students and all CBC locations. The CARE Team referral [18] is located online.
CBC Veterans Resource Center/TX Veterans Commission	This center connects veteran students (active-duty service members, veterans, reservists, guardsman, and family members using their Veteran Affairs (VA) educational benefits) with resources and services they need in order to obtain their chosen credential at CBC.	Veteran students (active-duty service members, veterans, reservists, guardsman, and family members using their VA educational benefits). The Veterans Resource Center is located in the RW Dirks Student Services building and serves all veteran students throughout the college district.
The Purple Door	The Purple Door [19] educates the public on the prevention of domestic violence and sexual assault, engage with the community, and provides community resource referrals.	Available to all CBC students and all CBC locations. The Purple Door Offices are located at CBC's administrative campus in Beeville; however, they serve all CBC students.
Color Express by REAL Transportation [20]	CBC has partnered with a local transportation service, Rural Economic Assistance League Inc. (REAL), where	Available to all CBC students and all CBC locations.

they provide students transportation to all CBC locations at no cost.		

Accessibility Services

CBC is committed to providing educational opportunities to all students and assisting them in making their college experience fully accessible. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended in 2008, and the Office of Accessibility Services (OAS) strives to provide access to educational opportunities for students with disabilities. Additionally, CBC collaborates with students, faculty, and staff of the college community to develop accessible and inclusive learning environments. Our objective is to enhance understanding and acceptance of individuals with disabilities in support of CBC's purpose to provide "educational and life-enhancing opportunities" to all students.

OAS accomplishes its program and college mission by coordinating reasonable accommodations for students with documented disabilities, such as those below:

- ADHD
- Autism Spectrum Disorder
- Blind/Low Vision
- Chronic Health
- Deaf/Hard of Hearing
- Learning Disabilities
- Mobility
- Psychological/Emotional Health
- Traumatic or Acquired Brain Injury

OAS collaborates with CBC Testing Centers to provide examinations to OAS-registered students in a secure, accessible, and professional atmosphere that promotes academic success. Students who require this accommodation have access to an application that reads tests aloud on all computers.

Academic Year	Number of Student Served
2020-2021	46
2021-2022	44

Information technology

CBC's primary provider of computing resources and information technology support, including instructional design and support, research support, and teaching tools, is the Office of Information Technology (IT). Technology resources are accessible to students and faculty via the college's intranet. The IT Center in the Beasley building provides support for a variety of IT services, including a walk-up help desk, student computer support, and faculty learning management (LMS) support.

Student computer laboratories are available at all CBC locations and are equipped with Windows computers, scanners, and various software (e.g. Microsoft Office, Adobe Creative Cloud Suite, and math programs). All computer labs were closed in March 2020 due to the COVID-19 pandemic and did not re-open until the Fall 2020 semester. Students can print from selected areas at each CBC location.

Every student is provided with a username and password protected by two-factor authentication. This account provides access to most centrally authenticated services. Students are also provided with a @study.coastalbend.edu email account, which is the primary means by which the college communicates with CBC students. In addition to email, students have complete access to Microsoft Office 365's full suite. Students have access to online file storage, calendaring, online office applications, collaboration tools such as Microsoft Teams, video solutions, such as Microsoft Stream and more.

Students can access the Internet via a wireless connection at all CBC facilities. Passwords are routinely changed for security purposes, and students and faculty can find them on the intranet (Cougar Den). Students living in on-campus housing have access to wireless connections, and students can check-out routers from IT when needed.

CBC's IT HelpDesk is the central point of contact for technology resources managed by IT. There are multiple ways for students to get assistance from the IT HelpDesk, including by phone, in-person, chat, and the online resources guides.

Students can receive computer support at the I.T. services office or remotely via the Beyond Trust program. The I.T. team can provide remote support to all students at all CBC sites, online, or on-site. Students can bring their computers to I.T. services for assistance with a variety of computer-related services, including software installation, network troubleshooting, operating system reinstallation, and more.

Blackboard, the LMS utilized by CBC, provides a safe learning environment for course content. Students can access course materials, check their grades, participate in online conversations, submit assignments, take online exams, and connect with faculty and classmates.

Through audio and video chats, LifeSize and Microsoft Teams provide students with live, interactive learning experiences. As CBC converted to a virtual model during the COVID-19 pandemic in March 2020, all faculty learned how to teach utilizing these tools with the support of the IT department. CBC provides classrooms outfitted with projectors, document cameras, classroom cameras, lecture capture systems, and more for videoconferencing.

Residence Life

Program/Activity	Key Function	Population Served/Location
Cougar Days (Orientation) [21]	Before the semester starts, incoming students can connect with peers, meet faculty and staff, and become familiar with all the CBC services.	Open to all new students including transfer students. Cougar Days is hosted at all CBC locations.
Peer Mentorship Program	This program provides employment to eligible students, with financial need, to mentor, tutor, or advise students at CBC and high school students within local school districts and nonprofit organizations. The program's main goal is to improve student access, success, and completion of higher education.	Open to all CBC students and all CBC locations.

Office of Student Conduct	Through an informative, consistent, and equitable conduct procedure, Office of Student Conduct cultivates student integrity and accountability. This office investigates suspected infractions of the Student Code of Conduct.	The office serves faculty, staff and students. 2020-2021: 12 Referrals 2021-2022: 15 Referrals
One-Stop Shop Student Services	CBC's one-stop shop for student services centralizes the most common enrollment, registration, financial aid, and payment services in one easily accessible location to assist students.	Open to all CBC students at all CBC locations. Services are housed in the SSC and the Cougar Centers.
Dining Services	Dining Services is provided by Great Western Dining and is available at the CBC's administrative campus in Beeville since the administrative campus houses student residents.	Dining services serve all students, faculty, and staff at CBC Beeville, and visitors who dine on campus.
Intramural Sports	Coordinated by Student Services in collaboration with the Athletic Department. Students can participate in friendly competitions in various activities, such as pool tournaments, gaming competitions, tennis matches, and more.	Open to all CBC students and all CBC locations.

Students at CBC are provided with a secure and comfortable living environment coordinated by the Office of Residence Life. CBC provides students with the opportunity to broaden their learning experience in a community atmosphere that enables interaction with other student residents. The Office of Residence Life seeks to provide successful social interactions and opportunities for development. Students and Residence Life Staff share responsibility for promoting an inclusive, courteous environment emphasizing student well-being and achievement. The lobby of Benton Hall features study areas, board games, a frisbee golf course, sand volleyball, and a basketball court.

Students can apply for on-campus housing by completing the online request [22] conveniently located on the Residence Life webpage.

Benton Hall can accommodate 138 students, while campus apartments can accommodate 40 students, assuming two students per room. During the pandemic, some of the apartments served as quarantine units.

Student Organizations

At CBC student life programs, activities, and services are provided and managed by the Office of Student Life (OSL), a student-centered team that strives to create a supportive and inclusive environment for lifelong learning. The Department of Student Services is committed to providing CBC students with tools and resources to develop necessary leadership skills, identify pathways to success, and participate in opportunities to serve in a diverse college and global community.

The Registered Student Organizations (RSO) vary each academic year. The RSOs that remain constant include the Student Government Association and Phi Theta Kappa. OSL has a CBC RSO Interest Form [23] available on the OSL website, so all CBC students have access to learn about student organizations at CBC.

Admissions Services

The Admissions/Registrar Office provides registration and admission support to all off-campus locations. The department produces graduation reports and updates to stakeholders to ensure students receive accurate information and remain on track to complete their degree program. The Admissions/Registrar Office maintains and facilitates record keeping and reporting of student academic records district-wide, including dual credit and traditional students at off-campus site locations and distance education programs.

Financial Aid Services
Financial Aid services are available to all students no matter the location or the mode of instruction to serve students and parents by providing information to secure necessary financial resources to meet their educational and financial obligations to the college. This is accomplished by providing information on types of financial assistance and resources available.

Financial Aid Services Assist students in applying for Federal Pell Grants, Federal Student Loans, Campus Based Aid, College Work-Study, Scholarships and Daycare Assistance. Staff also work to enhance student awareness of financial aid services, award aid in an honest, fair, and equitable manner, and administer the financial aid programs to ensure compliance with Federal and State laws and regulations.

Orientation for Online and Distance Education Students

New students taking only online courses are not required to attend an on-campus Cougar Day orientation. A comprehensive Online Student Orientation [24] is provided to assist the students navigate the college process and become familiarized with student support resources available to them.

Testing Services for Online and Distance Education

The Testing Center has collaborated in administering the Texas Success Initiative (TSI) Placement Exam. The Assessment Center assisted local school districts in obtaining certification to become a TSI testing site. To further facilitate access and the enrollment process, the Student Assessment Center Students must have first applied to Coastal Bend College to facilitate this process; thus, the Assessment Center works collaboratively with Dual Credit and Early College High School (ECHS) programs to have students apply early.

Student Services for CBC Online and Distance Students

CBC online students have access to the same services as on location students. The Virtual Student Success Center at Coastal Bend College can also be found online via a comprehensive web portal that supports students' academic needs beyond our traditional hours of operation and beyond the physical limitations of our existing Student Success Center.

Academic and Student Services departmental information and resources are available online on the Coastal Bend College Website [25].

Evidence
[1] Coastal Bend College Mission Statement
[2] TX Ed Code Title 3 Subtitle G Chapter 130 Subchapter A Sec. 130.011
[3] Coastal Bend College Service Area Map
[4] Coastal Bend College Strategic Plan
[5] Community College Survey of Student Engagement
[6] Coastal Bend College Registration Survey
[7] Coastal Bend College Student Satisfaction Surveys
[8] Coastal Bend College Achieving the Dream Committee
[9] Coastal Bend College Achieving the Dream Action Plan
[10] Texas Pathways Initiative
[11] Power BI Advising Dashboard
[12] Student Success Workshops
[13] Early Alert Program
[14] Early Alert Program Online Form
[15] Tutoring Services
[16] Online Tutor Request Form
[17] Coastal Bend College Care Team
[18] Coastal Bend College CARE Team Referral Form
[19] The Purple Door
[20] Color Express by REAL Transportation
[21] Cougar Days Orientation
[22] Residential Housing Online Request
[23] Residential Student Organization Interest Form
[24] Online Student Orientation
[25] Coastal Bend College Academic and Student Services Webpages

12.2 **The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution.**
(Student support services staff)

X Compliance ___ **Non-Compliance** ___ **Partial Compliance**

Narrative: Coastal Bend College (CBC) ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution. As stated in the CBC Mission [1], CBC is "a student-centered community college committed to delivering superb educational and life-enriching opportunities to its students and the communities it serves." These services promote student learning and contribute to the cultural, social, economic, ethical, physical, and intellectual development of CBC students and the community.

CBC is a comprehensive medium-sized designated Hispanic Serving community college and is legislated to primarily serve "their local taxing districts and service areas in Texas" and offer "vocational, technical, and academic courses for certification or associate degrees. Continuing

education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance" are to be offered as well. (TX Ed Code Title 3 Subtitle G Chapter 130 Subchapter A Sec. 130.011) [2]. Academic and student support programs, services and activities are provided to support these types of programming.

Adequate number of academic and student support services staff

Multiple measures are used to determine if CBC has enough academic and student support services and staff. These include strategic planning, planning with initiatives such as Achieving the Dream and Pathways, and operational planning. Budget and planning managers across the college complete annual reports [3] where they are asked to describe their organization and give a general overview of staffing and resources. They are asked in the reporting to evaluate their activities and accomplishments, unit assessment and institutional data, and to discuss any improvements needed and recommendations, including the need for more or different types of staffing, including academic and student support services staff.

Over the last three years the following changes have occurred in the student services division [4] of the college because of planning and evaluation:

- addition of a coordinator of student success
- reorganization of the student success coaches to identify specializations (transfer pathways, recruitment & retention, tutoring services and student life)
- addition of a director of residence life
- addition of a director of accessibility services
- addition of an e-librarian

Additional support services added in the last three years in the nursing and allied health division [5] of the college include:
- shifting nursing support specialist from part time to full-time
- addition of a retention & recruitment specialist

Additional support services added in the last years in the career and technical education division of the college include:
- addition of a CTE recruitment and retention specialist

Realignment of dual credit services [6] from and enrollment function to an academic support function:
- the department of dual credit moved from enrollment services to the division of transfer and general education

In the fall of 2022, CBC was awarded a department of education Title III Strengthening Institutions grant [7]. The grant puts in place additional academic and student support services and was developed in direct response to institutional strategic planning, assessment (including internal [8] and external surveys [9]), and evaluation. Additional staff and academic support services will be supported by this grant over the next five years.

Ongoing institutional planning, assessment, and evaluation measures and practices used by CBC helps ensure that there is an adequate number of academic and student support services staff to support student success and learning and carry out the mission of the college.

appropriate education or experience in student support service areas

Coastal Bend College (CBC) strives to provide students with high-quality academic and student support services and experiences. The Student Services Division provides extracurricular activities. Recognizing the value of student participation on campus, CBC is committed to hiring student support services employees who understand student development theory and how it directly affects students. To do so, CBC consults with a wide range of higher education professionals, including the NASPA (National Association of Student Personnel Administrators) Good Practice for Student Affairs standards. CBC seeks candidates who have demonstrated success in the following areas:

- establishing and communicating high expectations for student learning
- utilizing resources efficiently to fulfill the mission and goals of the institution
- creating communities that are supportive and inclusive

Staff members in academic and student support services have the necessary credentials and work experience in the areas for which they are responsible, according to their roles. Employment standards consistent with CBC's mission and policies are followed. A complete application is required as part of CBC's hiring procedure, which encourages applicants to send a resume, cover letter, and professional references that address the requirements outlined in the job description. A search committee must follow the rules per the CBC, federal, and state laws. Only the most qualified candidates are invited to interview for the advertised position after their applications are reviewed. The Human Resources Department keeps a record of all employee credentials. Hiring practices for non-faculty positions is described in Comprehensive Standard 5.5.

Faculty and staff employed in academic and student support services are evaluated per the Human Resources Department staff evaluation standards. These policies assess performance and effectiveness. All non-faculty personnel are evaluated to determine their performance for all employees during the spring semester assessment term. Evaluation processes of non-faculty are also described in Comprehensive Standard 5.5.

All full-time student services team members are encouraged to pursue professional development and training opportunities per CBC Policy DEB(Local) [10] and are required to complete professional development per CBC Policy DK(Local) [11]. Acceptance of travel requests must explain how the experience relates to the staff member's job responsibilities and how participation in professional development benefits the students' learning and development.

Staff members may attend conferences and workshops sponsored by national and state-wide professional agencies and organizations yearly if their budget has been allotted appropriately within these guidelines. Weekly, bi-weekly, and monthly meetings [12] are held to discuss team objectives, successes, and challenges. Practitioners from across the campus are invited to present topics, such as program/curriculum updates, mental health resources, crisis management, etc.

Academic support and student services fall primarily under the administration of the Provost /Chief Academic Officer (CAO) and the Dean of Student Services and Accessibility. The Provost/CAO has a Ph.D. in Educational Psychology and Individual Differences and over twenty years of experience in higher education. The Dean of Student Services and Accessibility has an Ed.D. in Learning and Organizational Change and twelve years of experience working at Coastal Bend College in academic and student support.

The table below lists academic and student services personnel with links to their job descriptions and resumes demonstrating that CBC hires academic and student support staff with the appropriate education or experience in student support service areas. Continuing expectations of professional development ensures that they continue to remain responsive to the changing needs of students.

Student Services Personnel

Position	Name
Provost	Dr. Patricia Rehak [13]
Dean of Student Services	Dr. Kayla Devora-Jones [14]
Director of Library Services	Tammy Rands [15]
Director of Financial Aid	Nora Morales [16]
Director of Admissions/Registrar	Candy Fuller [17]
Director of Accessibility Services	Robert Calvert [18]
Director of Residence Life	Harold Hillyard [19]
Director of Dual Credit	Susie Gaitan [20]
Executive Director of Innovation and Learning, Title III Grant	Dr. David Byrd [21]
Director, TRIO Upward Bound	Joe Hernandez [22]
Director, TRIO Upward Bound, Rural	Adriana Jimenez [23]
Director, TRIO Talent Search (B)	Andrea Bruns [24]
Director, TRIO Talent Search (A)	Yanissa Escalante [25]
Assistant Director, Financial Aid/VA	Steven Munoz [26]
Assistant Director, Admissions	TBA [27]
Student Success Coordinator	Daniel Rea [28]
E-Librarian	TBA [29]
Testing Services Coordinator	Roberta Kreis [30]
Testing Services Specialist	Sandra Hadid [31]
Circulation Specialist	Ray Benavides [32]
Retention and Recruitment Specialist	Sheryl Benson [33]
Nursing Specialist	Heather Flores [34]
Nursing Specialist	Lucy Benavides [35]
Nursing Specialist	Jeannie Winter [36]
CTE Recruitment and Retention Specialist	Amanda Majek [37]
Success Coach, Tutoring Services	Jessica Cavazos [38]
Success Coach, Transfer Pathways	Angie Abrigo-Villarreal [39]
Success Coach, Recruitment/Retention	Katryna Rincon [40]
Success Coach, Student Life	Randi O'Bryant [41]
Title III Media Specialist	Dr. Aurelia Rocha [42]
TRIO UB Success Coach	Iris Arismendez [43]
TRIO UB Success Coach	Vicente Fernandez [44]
TRIO UBR Success Coach	Stephanie Hollis [45]
TRIO Talent Search – Beeville Success Coach	Sarah Garcia [46]

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TRIO Talent Search – Beeville Success Coach	Nancy Brett [47]
TRIO Talent Search – Beeville Success Coach	Sarah Carabajal [48]
TRIO Talent Search – Alice Success Coach	Robert Trujillo [49]
TRIO Talent Search – Alice Success Coach	Juan Cavazos [50]
Administrative Assistant, Student Services	Chelsea Holderfield [51]
Administrative Assistant, TRIO UB	Adamari Lopez [52]
Administrative Assistant, TRIO UBR	Tabitha Adkins [53]
Administrative Assistant, TRIO Talent Search Beeville	Ruby Hernandez [54]
Administrative Assistant, TRIO Talent Search Alice	Debra Solis [55]
Financial Aid Advisor	Yvonne Tamez [56]
Financial Aid Specialist	Susanna Yzaguirre [57]
Admissions/Registrar Representative	Mary Jane Luther [58]
Senior Admissions Specialist	Rachael Ramoz [59]
Admissions Specialist	Valerie Rosas [60]

Evidence
[1] CBC Mission Statement
[2] TX Ed Code Title 3 Subtitle G Chapter 130 Subchapter A Sec. 130.011
[3] Academic and Student Services Annual Report examples
[4] Student Services Division-Organizational Chart
[5] Nursing and Allied Health Division-Organizational Chart
[6] Transfer and General Education Division-Organizational Chart
[7] Title III Strengthening Institutions grant abstract
[8] CBC Internal Student Services Survey Examples
[9] Community College Survey of Student Engagement Example
[10] CBC Policy DEB(Local)
[11] CBC Policy DK(Local)
[12] Student Services Meeting Minutes-Examples
[13] Provost Job Description/Resume
[14] Dean of Student Services Job Description/Resume
[15] Director of Library Services Job Description/Resume
[16] Director of Financial Aid Job Description/Resume
[17] Director of Admissions/Registrar Job Description/Resume
[18] Director of Accessibility Services Job Description/Resume
[19] Director of Residence Life
[20] Director of Dual Credit
[21] Executive Director of Innovation and Learning, Title III Grant
[22] Director, TRIO Upward Bound
[23] Director, TRIO Upward Bound, Rural
[24] Director, TRIO Talent Search (B)
[25] Director, TRIO Talent Search (A)

[26] Assistant Director, Financial Aid/VA
[27] Assistant Director, Admissions
[28] Student Success Coordinator
[29] E-Librarian
[30] Testing Services Coordinator
[31] Testing Services Specialist
[32] Circulation Specialist
[33] Retention and Recruitment Specialist
[34] Nursing Specialist
[35] Nursing Specialist
[36] Nursing Specialist
[37] CTE Recruitment and Retention Specialist
[38] Success Coach, Tutoring Services
[39] Success Coach, Transfer Pathways
[40] Success Coach, Recruitment/Retention
[41] Success Coach, Student Life
[42] Title III Media Specialist
[43] TRIO UB Success Coach
[44] TRIO UB Success Coach
[45] TRIO UBR Success Coach
[46] TRIO Talent Search – Beeville Success Coach
[47] TRIO Talent Search – Beeville Success Coach
[48] TRIO Talent Search – Beeville Success Coach
[49] TRIO Talent Search – Alice Success Coach
[50] TRIO Talent Search – Alice Success Coach
[51] Administrative Assistant, Student Services
[52] Administrative Assistant, TRIO UB
[53] Administrative Assistant, TRIO UBR
[54] Administrative Assistant, TRIO Talent Search Beeville
[55] Administrative Assistant, TRIO Talent Search Alice
[56] Financial Aid Advisor
[57] Financial Aid Specialist
[58] Admissions/Registrar Representative
[59] Senior Admissions Specialist
[60] Admissions Specialist

12.3 **The institution publishes clear and appropriate statement(s) of student rights and responsibilities and disseminates the statement(s) to the campus community.**
(Student rights)

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) publishes clear and appropriate student rights and responsibilities statements and disseminates the statement(s) to the campus community. As stated in the CBC Mission [1] CBC is "a student-centered community college committed to delivering superb educational and life-enriching opportunities to its students and the communities it serves." CBC is a comprehensive medium-sized designated Hispanic Serving community college and is legislated to primarily serve "their local taxing districts and service areas in Texas" and offer "vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance" are to be offered as well. (TX Ed Code Title 3 Subtitle G Chapter 130 Subchapter A Sec. 130.011) [2]. These published students' rights and responsibilities apply to all enrolled students in all modes of instruction and programming and at all locations.

CBC student rights and responsibilities are in alignment with federal and state educational and administrative policies and address the needs of a comprehensive community college. Local CBC Board Policies are published in the CBC Board of Trustee Policy Manual and are aligned with the state of Texas Legal Policies. CBC Policy FL(Local) [3] requires that the college develop student handbooks with "information on rights, responsibilities, services, resources, extracurricular activities, and other information required by policy or that students need to be successful during the academic year. The College President or designee shall ensure that no student handbook information is in conflict with policy. In case of conflict between a Board policy and provisions of student handbooks, policy shall prevail."

publishes clear and appropriate statement(s) of student rights and responsibilities

CBC publishes student rights and responsibilities in Section F of the CBC Board Policy Manual [4], annually in the CBC College Catalog and Student Handbook [5], on the CBC Consumer Discloser Information website page [6], the CBC Student Services webpage [7], and the Student Conduct webpage [8]. These are all published on the CBC website. Student rights and responsibilities include Student Code of Conduct; Family Education Rights and Privacy Act (FERPA), and Academic and Non-academic Grievances, among others. Specific statements unique to dual credit student rights and responsibilities are published in the Memorandum of Understanding Agreements [9] and the Department of Dual Credit webpage [10].

Per the CBC College Catalog and Student Handbook [11] CBC "students have rights with which they should familiarize themselves. These rights are provided to assure students are treated fairly and responsibilities are necessary for a safe and productive learning environment." CBC Policy FA(Legal) [12] ensures students have the right to equal educational opportunities and that "no officer or employee of CBC will, when acting or purporting to act in an official capacity, refuse to permit any student to participate in any school program because of the student's race, religion, color, sex, or national origin."

Examples of students' rights and responsibilities published in multiple locations, including the CBC Board of Trustee Policy Manual online, are below:

- CBC Policy FL(Legal) [13] Student Rights and Responsibilities
- CBC Policy FLA(Local) [14] Student Rights and Responsibilities: Student Expression and Use of College Facilities
- CBC Policy FLB(Local) [15] Student Rights and Responsibilities: Student Conduct
- CBC Policy FLC(Local) [16] Student Rights and Responsibilities: Interrogations and Searches

- CBC Policy FLD(Local) [17] Student Rights and Responsibilities: Student Complaints
- CBC Policy FLE(Local) [18] Student Rights and Responsibilities: Involvement in Decision Making

disseminates the statement(s) to the campus community

Information about student rights and responsibilities are disseminated to students during New Student Orientation both face to face [19] and in the New Student Online Orientation [20]. It is also included in the Learning Frameworks course curriculum [21], during academic advising [22], in the student portion of the Cougar Den [23] and in the course learning management system, Blackboard [24]. All administrative master syllabi [25] are also used to disseminate rights and responsibilities to the campus community.

Additional ways student rights and responsibilities are disseminated include through program handbooks [26], during program orientations [27], and through Dual Credit presentations [28] to students, parents, and counselors.

Evidence
[1] CBC Mission Statement
[2] TX Ed Code Title 3 Subtitle G Chapter 130 Subchapter A Sec. 130.011
[3] CBC Policy FL(Local)
[4] CBC Board Policy Manual-Section F
[5] CBC College Catalog and Student Handbook
[6] CBC Consumer Discloser Information website page
[7] CBC Student Services webpage
[8] Student Conduct webpage
[9] Memorandum of Understanding Agreements Examples
[10] Department of Dual Credit webpage
[11] CBC College Catalog and Student Handbook-page
[12] CBC Policy FA(Legal)
[13] CBC Policy FL(Legal)
[14] CBC Policy FLA(Local)
[15] CBC Policy FLB(Local)
[16] CBC Policy FLC(Local)
[17] CBC Policy FLD(Local)
[18] CBC Policy FLE(Local)
[19] New Student Orientation-Face to Face
[20] New Student Online Orientation
[21] Learning Frameworks course curriculum
[22] Pathways Advising Maps
[23] Cougar Den-Student Section
[24] Blackboard
[25] Administrative Master Syllabi examples
[26] Program Handbooks
[27] Program Orientation Agendas

[28] Dual Credit Presentation Agendas

12.4 **The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.**
(Student complaints) **[Off-Site/On-Site Review]**
[Note: As part of its response to this standard, the institution should include information about the individual(s)/office(s) responsible for maintaining these records, elements of a complaint review that are included in the record(s), and whether the records are centralized or decentralized.]

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) publishes appropriate and clear procedures for addressing written student complaints, demonstrates that it follows the procedures for resolving the complaints, and maintains a record of student complaints that the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) can view upon request. The Dean of Student Services and Accessibility is responsible for maintaining the records and centralizing formal student complaints and grade appeals.

Per the Texas Education Code Title 3 Subtitle G Chapter 130 A [1], community colleges have been legislated to "serve as a comprehensive college offering vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial, and compensatory education is to be provided consistent with open-admission policies, along with programs of counseling and guidance." CBC has developed appropriate and clear procedures to address any written complaints that may arise from students in these types of courses and programs. These policies and procedures are used for all students no matter the location or mode of instruction or type of instruction.

(a) publishes appropriate and clear procedures for addressing written student complaints

CBC publishes board approved policies and procedures for addressing written student complaints on the CBC Board's website, in the CBC Board of Trustees Policy Manual [2], in the CBC Course Catalog and Student Handbook [3] and on the Student Services webpage [4]. Special admission programs also publish policies and procedures in program handbooks [5].

Most written student complaints, grievances, and appeals are governed by CBC policies that describe official procedures and criteria for processing individual grievances and appeals. Below are examples of CBC complaint related policies and procedures:

CBC Policy FLD(Local) [6] - Student Rights and Responsibilities: Student Complaints

CBC Policy FFDA(Local) [7] – Freedom from Discrimination, Harassment, and Retaliation: Sex and Sexual Violence

CBC Policy FFDB(Local) [8] - Freedom from Discrimination, Harassment, and Retaliation: Other Protected Characteristics

CBC Policy FMA(Local) [9] – Discipline and Penalties: Discipline Procedures

CBC Policy CHA(Local) [10] – Site Management: Security

CBC Policy GDA(Local) [11] – Community Expression and Use of College Facilities: Conduct on College District Premises

CBC Policy FLDB(Local) [12] – Student Complaints: Course Grade Complaints

As described in these policies, any student who can demonstrate that he or she has been subjected to unfair treatment due to a lack of conformity to college policy or procedure, may voice concern and seek and propose a resolution to consider. For most complaints, students should first attempt to discuss the situation informally with the offending college faculty or staff member. If a suitable resolution cannot be found between the student and the college faculty or staff member or if extenuating circumstances prevent direct communication between the student and the college representative, the student can escalate the matter up the chain of command.

In academic matters, it is typical to follow the instructor, coordinator/director, and academic dean through the chain of command. A formal complaint may be filed if a reasonable resolution cannot be obtained following diligent dialogue through the chain of command. The Dean of Student Services and Accessibility is charged with facilitating the formal written complaint processes and maintaining records [13]. Informal complaints are handled in the academic divisions or other organizations within the college.

Students placed on financial aid warning may appeal this decision to the student affairs financial aid committee [14]. These appeals are handled and centralized by the Director of Financial Aid. The financial aid appeals process is published in the CBC Course Catalog and Student Handbook [15] and on the CBC Financial Aid Webpage [16].

Students placed on scholastic suspension may appeal the suspension before the student affairs admission appeals committee [17]. These appeals are handled and centralized by the Director of Admissions/Registrar. The scholastic suspension process is published in the CBC Course Catalog and Student Handbook [18].

Title IX complaints and procedures are managed by the Title IX Coordinator [19] and these policies and procedures are also published in the CBC Board of Trustees Policy Manual [20], the CBC Course Catalog and Student Handbook [21] on the CBC website [22].

(b) demonstrates that it follows the procedures when resolving them

CBC is dedicated to establishing an educational atmosphere that fosters the highest degree of student learning and personal growth. To support this commitment, CBC aims to treat all students fairly and in compliance with college policies and procedures. When a student believes they have been treated unfairly, they can file a written student complaint with the Dean of Student Service and Accessibilities Office. All students, regardless of modality or location, can file written student complaints through the online form found on the CBC Student Services Website page [23] or they may come into the student services office and be assisted in the student service student success center.

Formal student complaints must be filed within the timelines described in the CBC Policies and associated procedures. Regarding academic disputes and/or complaints, students are encouraged to follow the chain of command: class instructor, coordinator/director, academic dean, and Chief Academic Officer (CAO).

Student complaints typically fall into five categories. These include appeals (grade appeals, academic and financial aid suspension, and conduct appeals); academic complaints; non-academic complaints; civil rights, gender discrimination and harassment complaints; and other. Procedures for handling these student complaints are described below.

Appeals

Grade Appeals
The grade appeal procedure addresses formal grade complaints in which the final course grade is contested and/or the student believes that the final grade does not accurately reflect his/her academic performance. Students have a right to be free from capricious grading and to be treated fairly in grading and classroom practices. In most circumstances, students should seek to settle any dissatisfaction concerning grades directly with the faculty member involved. If a final course grade dispute cannot be settled in this way, the student may file a Course Grade Appeal on a form provided by the college district.

This Course Grade Appeal Process only applies to final course grades. A student's final course grade can be changed only at the discretion of the instructor or resulting from the Course Grade Appeal Process. A student may appeal a final course grade if he or she is able to demonstrate that an inappropriate grade was assigned as stated in CBC Policy FLBD (Local) [24]. If a student appeals the grade appeal decision at the lower level, the Student Affairs Committee [25] convenes and conducts a hearing to evaluate the appeal. The committee then makes a recommendation to the CAO, who makes the final decision based on the evidence provided. This recent grade appeal [26] demonstrates the full implementation of this policy.

Financial Aid Appeals
A student who does not meet the satisfactory academic progress requirements after one semester will be placed on financial aid warning. The student may receive financial aid for one semester after they are placed on warning. Students on financial aid warning and who improve their academic performance as defined by the qualitative standards will be placed back in good standing and may be eligible to continue receiving financial aid for the following semesters. If the student does not meet the satisfactory academic progress requirements after one semester, the student's financial aid will be suspended. Students whose aid is suspended are not eligible for any type of financial aid/student loans until they have met the satisfactory progress requirements. Students may appeal this suspension [27] to the financial aid committee if there are extenuating circumstances contributing to the lack of academic progress.

The financial aid department oversees all financial aid appeals. When an appeal is received, the Financial Aid Director serves as the chair and convenes the Student Affairs Committee [28] to review all financial aid appeals. There are three different forms of financial aid appeals [29], including appeals based on satisfactory academic progress appeals (SAP), special circumstances, and dependency appeals. All appeal documentation must be sent no later than fourteen days before the last day of classes for the semester for which the student wants to appeal. Information regarding financial aid appeals is located on the CBC Financial Aid webpage [30].

A student on scholastic suspension is ineligible to enroll in the program from which suspended for one regular semester. A student on suspension for the first time may appeal the suspension before the admission committee [31]. A student on scholastic suspension from a program for the second time is not automatically eligible for readmission to the same program of study. Select admissions programs publish readmission criteria and procedures to appeal in the program handbooks [32].

Student Conduct Decision Appeals
Per the CBC Course Catalog and Student Handbook [33], "Coastal Bend College maintains a positive and pro-social learning environment. Students who cause disorder and disrupt the positive learning environment are subject to disciplinary action. Breaches of the code of conduct and the College District's policies and procedures, including the rules outlining expectations for student conduct [see FLB] [34], shall be reported in writing to the Dean of Student Services & Accessibility or designee. The Dean of Student Services & Accessibility or designee will investigate allegations, hold a conference (if applicable), and provide a written notice of the penalty and the student's right to appeal to the disciplinary appeals committee. A student may appeal the penalty by contacting the office of the Dean of Student Services & Accessibility."

Academic and Non-Academic Complaints

CBC emphasizes the fair resolution of formal student complaints. All students have the right to use the formal complaint procedure, which should be utilized whenever informal resolution is insufficient to resolve the issue(s). All formal complaints (academic and non-academic) are treated with confidentiality and only shared with those who need to know. The Dean of Student Services and Accessibility is responsible for managing these complaint procedures and centralizing the documentation [35].

A formal complaint is a request to resolve a problem, conflict, or concern that adversely affects a student. The CBC Formal Student Complaint Form [36] must be used to file a formal complaint. The procedure for filing a complaint has four levels according to CBC Policy FLD (Local) [37]. All students can appeal a Level One, Two, or Three within ten days of the response date or if no response was received. To file an appeal, students must submit the Student Complaint Appeal Form [38] online. These complaint procedures are published on the CBC student services webpage [39]. Examples of academic [40] and non-academic [41] complaints illustrate procedures utilized in solving these types of student complaints.

Civil rights, gender discrimination and harassment complaints

CBC strives to maintain a healthy and safe environment where all members of the community, students, faculty, and staff feel welcome on college locations and classrooms. Students, faculty, and staff are thus prohibited from conducting themselves in a way that results in any form of sexual harassment, sex-based harassment and/or sexual violence. The Director of Human Resources serves as the Title IX Coordinator and facilitates all Title IX complaint procedures. Students may report discrimination or harassment complaints by following the Title IX complaint procedures and using the Title IX online reporting form [42] available on the CBC Title IX website [43].

The Title IX Office investigates [44] complaints of discrimination filed based on race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, or covered veteran status. The institution has no pending investigations by the US Department of Educations' Office of Civil Rights for possible violations

alleging sexual violence nor closed investigations that were active at the time of the last SACSCOC comprehensive review or occurred since the last SACSCOC comprehensive review.

maintains a record of student complaints that can be accessed upon request by SACSCOC

At CBC, formal student complaints are thoroughly documented. The Dean of Student Services and Accessibility maintains complaint records in a centralized system through a protected Microsoft Office TEAMS site [45] with limited access and protected channels. These records [46] can be accessed upon request by SACSCOC.

Evidence
[1] Texas Education Code Title 3 Subtitle G Chapter 130 A
[2] CBC Board of Trustees Policy Manual
[3] CBC Course Catalog and Student Handbook
[4] Student Services webpage
[5] Program Handbooks
[6] CBC Policy FLD(Local)
[7] CBC Policy FFDA(Local)
[8] CBC Policy FFDB(Local)
[9] CBC Policy FMA(Local)
[10] CBC Policy CHA(Local)
[11] CBC Policy GDA(Local)
[12] CBC Policy FLDB(Local)
[13] TEAMS Complaint Site
[14] CBC Committee Handbook-Student Affairs Financial Aid Appeal Committee
[15] CBC Course Catalog and Student Handbook-page
[16] CBC Financial Aid Webpage
[17] CBC Committee Handbook-Student Affairs Admissions Appeal Committee
[18] CBC Course Catalog and Student Handbook-page
[19] Title IX Coordinator Job Description
[20] CBC Board of Trustees Policy Manual
[21] CBC Course Catalog and Student Handbook
[22] CBC Title IX Website
[23] CBC Student Services Website page
[24] CBC Policy FLBD (Local)
[25] CBC Committee Handbook-Student Affairs Committee
[26] Grade Appeal
[27] CBC Course Catalog and Student Handbook-page
[28] CBC Committee Handbook-Student Affairs Committee
[29] CBC Course Catalog and Student Handbook-page
[30] CBC Financial Aid webpage

[31] CBC Committee Handbook-Student Affairs Admissions Appeal Committee
[32] Program Handbooks
[33] CBC Course Catalog and Student Handbook-page
[34] CBC Policy FLB(Local)
[35] TEAMS Complaint Site
[36] CBC Formal Student Complaint Form
[37] CBC Policy FLD (Local)
[38] Student Complaint Appeal Form
[39] CBC student services webpage
[40] Student Academic Complaint Example
[41] Student Non-Academic Complaint Example
[42] Title IX online reporting form
[43] CBC Title IX website
[44] Title IX Flowchart
[45] TEAMS Complaint Site
[46] Complaint Records Inventory

12.5 **The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data.**
(Student records)

X Compliance ___ **Non-Compliance** ___ **Partial Compliance**

Narrative: Coastal Bend College (CBC) protects the security, confidentiality, and integrity of its students records for all students in all programs at all locations and in all modes of instruction. Security measures are in place and maintained to protect and back up data. CBC operates per federal and state laws and CBC policies relating to handling of and access to records. Policies and procedures are designed to secure and protect the confidentiality and integrity of all students. Some departments maintain separate protocols and documents which must adhere to the same security measures and standards established by college policies.

Maintenance and Security of Student Records

The Director of Admissions and Registrar [1] is the custodian of all currently enrolled students and official academic records. The college president or designee is the custodian of academic status records and all other records per CBC Policy FJ(Local) [2] and CBC Policy FJ(Legal) [3]. The following are identified as records custodians of student records per various CBC policies as the designee of the President: Registrar, Dean of Student Services, Provost/Chief Academic Officer (CAO) and Human Resources Director.

Per CBC Policy CS(Local) [4], the Director of Information Technology [5] is designated by the President as the information security officer (ISO) and authorized to administer information security requirements under law. Procedures addressing the privacy and security of the college district's website and mobile applications have been adopted and submitted to the Department of Information Resources (DIR). An Information Security Program [6] and Information Security Plan [7] is in place to ensure information security for CBC. Reports to DIR are submitted biennially in accordance with the law.

The Admissions and Registrar's office staff collect and maintain scanned and electronic records of admissions, enrollment, grades, transcripts, and international student records. Paper records are scanned into a document imaging system upon receipt. These records are stored within the Colleague system (CBCs student information system), where only authorized individuals [8] are permitted access through a secured username and password-protected web access. The document imaging system allows immediate access to student records for authorized personnel. Colleague access forms [9] are used to request approval and the President is the final approval for access.

The college network is protected by an industry-standard Palo Alto Firewall [10] securing access to the student's unique login credentials to the Cougar Den portal, which gives access to the Colleague student information system (SIS). In addition, the protected credentials give students access to the Blackboard Learning Management System (LMS) and Office 365 application. Credentials are created when the student is accepted to CBC. The Colleague SIS generates a login and password. Access to each system is restricted by user ID and password. To ensure quality control, adequate separation of duties is maintained across departments and according to the functions of the various offices [11].

The offices of Admissions and Registrar, Financial Aid, Business, Human Resources, Student Services, deans, president, and other offices and departments that obtain and process paper documents, ensure the security and privacy of student records by housing them in secure environments that include either locked doors or locked file cabinets. All student records are sent to the Beeville site. The protection and destruction of paper student records on all campuses are sustained by following the Texas State Library and Archives Commission Local Schedule JC [12] as legislated by TAC §7.125(a)(7) [13].

Enterprise Systems containing Student Records

CBC maintains student records and delivers record services through multiple enterprise systems, including the following:

- **Ellucian, Colleague Student Information System**. Internet Native Colleague is the student information system at Coastal Bend College. It is primarily used by core administrative offices, including the office of admissions, financial aid, and business office, to view and maintain data and process transactions.
- **Blackboard.** Blackboard is a web-based server software that features course management, customizable open architecture, and scalable design that allows integration with SIS and authentication protocols.
- **Web Extender.** Repository student records such as transcripts and bacterial meningitis records.

Local Student Records -Security and Integrity

CBC offices that handle electronic and hard-copy student records follow procedures [14] designed to ensure the documentation's security, confidentiality, and integrity. CBC's Information Technology Services Department provides scheduled backups of locally maintained public and secured servers. The frequency of backups is determined by the frequency of use and the sensitivity of the data on the server. Many heavily used servers, such as those dedicated to email, scanned documents, website, SQL server, data warehouse, and shared drives, have daily backups scheduled. The student information system is cloud-based

and backed up by a third party. The learning management system is a software product backed up by a third party, as well.

Departments that deal with student records keep local data, and the security protocols used include the following:

- **Accessibility Services.** Student records in the Office of Accessibility Services are maintained electronically on a secure server and channel managed by Microsoft Teams. These records are only accessible to authorized personnel. The confidentiality requirements of their profession bind professional staff members. As department employees, all staff members must sign a [confidentiality agreement [15]](#). Any request for copies of student records must be accompanied by a written authorization to release them. When a person walks in to request a copy of their records, they must show photo identification. When information is released, a record of what records were released, to whom they were released, and on what date they were released.
- **International Student Records.** Paper copies of international student files are kept in a locked file cabinet. Electronic student records are password-protected and kept on a password-protected server and in the [Federal Immigration Database (SEVIS) [16]](#). Only authorized users, such as the Director of Admissions, have access to and can change student records in the database. All authorized users of SEVIS have their access times and dates recorded in the database. A copy of international student files must be kept for one year after students graduate or leave the college, according to immigration regulations. Paper copies of the files are shredded after that time. SEVIS electronic records are still accessible/viewable in the SEVIS database.
- **Student Life Records.** Student activity and organization membership records are kept electronically on a secure server and channel managed by [Microsoft Teams [17]](#). Only authorized personnel, such as the Dean of Student Services and Accessibility and the Office of Student Life staff have access to these records. Some organizations, such as Phi Theta Kappa National Honor Society (PTK), require institutions to submit student members' academic records to national offices. Before submitting such information, student members must [sign an authorization [18]](#) to release the records. Social security numbers and other personally identifiable information are never released through the Office of Student Life.
- **National Junior College Athletic Association (NJCAA) Compliance and Athletic Records.** Hard copies are kept in locked file cabinets to ensure the security of athletes' records. Electronic copies of student information are maintained in a scholarship database and a prospect database on a secured server; on the [NJCAA Compliance Assistant [19]](#), a secure Internet-based NJCAA database; and within other NJCAA or regional conference reports completed on secure sites. Access to these databases and sites is controlled. To ensure the integrity of student records is maintained, coaches have "read-only" access to any areas other than the recruiting section of the NJCAA Compliance Assistant. The scholarship database is limited to athletic administrators and select administrators in the Financial Aid and Admissions offices.
- **Residence Life Records.** [Microsoft Teams [20]](#) manages student resident records that are kept electronically on a secure server. These records are only accessible to authorized personnel, such as the Dean of Student Services and Accessibility and Residence Life staff. Student housing records are kept in a locked file room in a locked office. The locked file room is only accessible to a few members of the Housing Department. The Microsoft Teams site for Residence Life, which houses most of the electronic records, is only accessible via a secure single sign-on (SSO), and department members have varying levels of access to the folders on the drive, depending on their positions. Housing addresses confidentiality on several levels, including record security, limited access to records, and [confidentiality agreements [21]](#) in all hiring paperwork and during staff training sessions. The Office of

Residence Life has procedures to reduce errors and prevent unauthorized access to or changes to records. All transactions, including the user's identity and action, are recorded in a secure database. Most transactions, such as payments, room changes, and damages/fees, are recorded in more than one location. Payments are recorded on the Daily Transaction Log and keyed to the student's record after being rung up on the cash register and credit card machine. Room changes and damage/fee assessments are documented on multi-part forms, distributed to the student and various offices, and kept in the student's file. Administrative records are kept in the office for one fiscal year before being moved to secure storage for five years before being shredded. Student housing records are kept in active files for the duration of the student's stay and then for five years after the contract expires.

- **Student Conduct Records.** Microsoft Teams [22] maintains student conduct records electronically on a secure server. Only authorized personnel, such as the Dean of Student Services and Accessibility and the conduct hearing officer, have access to these records. Without a legitimate educational need to know or the authorization of the charged party, persons who are not directly involved with a discipline case, an appellate review of a decision, or the enforcement of a sanction do not have access to the record or results of a hearing or sanctioning meeting. Major violation cases resolved with a sanction other than suspension are kept on file for seven years from the date of the last offense. Students who graduate before that date may submit a written petition requesting that their records be destroyed upon graduation. The college may retain records beyond the standard seven-year period in special circumstances, such as when any party involved files legal action. When a date for purging records is reached, all record formats are destroyed. Records pertaining to disciplinary sanctions that have been suspended are kept for at least ten (10) years from the date of the last incident. Minor violation notices are retained for seven years from the date of the previous offense; however, they are not classified as official college disciplinary records or made available for authorized investigation (i.e., background checks for employment, military service).

- **CBC Police Records.** Personal information is redacted from CBC Police records when a case concerns a victim of sexual assault and/or a juvenile. Throughout the year, records are preserved in the Incident Report Logbook, and at the end of the year, they are transferred to a locked cabinet. All workers hired by the CBC Police Department sign Confidentiality Agreements. A supervisor reads and signs each report to verify that the integrity of student records is preserved. Except in cases when a Texas misdemeanor is eligible for expunction, no formal record is ever removed.

- **Student Grades.** Faculty are the only individuals authorized to submit grades. Grades are submitted through the Blackboard LMS into Colleague SIS through an integration upload. If an error is made in grading by the faculty or a grade change is needed to move an Incomplete to a grade, then the faculty must submit a grade change form [23] to their immediate supervisor, who then submits it up to the Provost/Chief Academic Officer (CAO) for approval. Once the Provost/CAO approves, the form is submitted to the Director of Admissions and Registrar to make the change in the Colleague SIS.

Security of Student Records – Electronic

CBC utilizes an electronic student records system (MOVEit Portal) [24] provided by the State of Texas, when transferring student data required in state reporting that ensures security of student records. The electronic student records system permits an authorized state or CBC official or an authorized representative of an institution of higher education to electronically transfer to and from an educational institution in which the student is enrolled and retrieve student transcripts, including the following information:

- Course or grade completion
- Instructors of record
- Assessment instrument results
- Receipt of medical documentation for accessibility services, including an individualized education plan (IEP)
- Personal graduation plan as described by Education Code 28.0212.

The college's Colleague and Blackboard systems are hosted by their respective companies in a way that provides seamless access to personnel and to students at the college. These companies are contracted to provide services that include embedded security protocols [25].

The college network is protected by an industry-standard firewall [26], securing access to the student's records server. Student records are stored in the Colleague system. All electronic student data access occurs through user credentials and a username and password to further protect data, as described above. Access to systems is restricted by user ID and password. To ensure quality control, adequate separation of duties is maintained across departments and according to the functions of the various offices.

Privacy of Student Records

The confidentiality of student educational records is governed by the Family Educational Rights and Privacy Act (FERPA) of 1974 and complies with Section 438 of the General Education Provisions Act (Title IV of Public Law 90-247, as amended). Students are informed of the information via the CBC Course Catalog [27].

Students have the right to consent to the disclosure [28] of their educational records except to the extent governed by FERPA. One exception is the disclosure of information among college officials with legitimate educational interests. College officials are personnel employed by the institution as administrative, supervisory, academic, and support staff. These college officials are afforded access to student records in attendance; the access is based on the need to review educational records to fulfill academic and professional responsibility, as described above.

The college may also release directory information [29] per CBC Policy FJ(Local) [30]. Students are notified of this what directory information may be released in the CBC Course Catalog and Student Handbook [31].

Evidence
[1] Director of Admissions and Registrar Job Description and Resume
[2] CBC Policy FJ(Local)
[3] CBC Policy FJ(Legal)
[4] CBC Policy CS(Local)
[5] Director of Information Technology Job Description and Resume
[6] Information Security Program
[7] Information Security Plan
[8] Colleague list of Authorized Users
[9] Colleague access forms
[10] Palo Alto Firewall
[11] Colleague list of Authorized Users
[12] Texas State Library and Archives Commission Local Schedule JC

[13] TAC §7.125(a)(7)
[14] Procedures for processing student records
[15] Accessibility Services- confidentiality agreement example
[16] Federal Immigration Database (SEVIS)
[17] Microsoft Office Teams-Student Life Records Channel
[18] Student Life Records- Authorization example
[19] NJCAA Compliance Assistant
[20] Microsoft Office Teams-Residence Life Channel
[21] Residence Life- confidentiality agreement example
[22] Microsoft Office Teams-Student Conduct Channel
[23] CBC Grade Change Form-Example
[24] Texas Higher Education Coordinating Board MOVEit Portal
[25] Colleague and Blackboard Embedded Security Protocols-Contracts
[26] Industry-standard firewall
[27] CBC Course Catalog and Student Handbook-page3
[28] FERPA Consent to Disclosure Forms
[29] CBC Course Catalog and Student Handbook-page3
[30] CBC Policy FJ(Local)
[31] CBC Course Catalog and Student Handbook-page3

12.6 **The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans.**
 (Student debt)

X Compliance ___ **Non-Compliance** ___ **Partial Compliance**

Narrative: Coastal Bend College (CBC) provides information and guidance to help student borrowers understand how to manage their debt and repay their loans. This is provided to all students in all locations and in all modes of instruction.

A comprehensive system is in place to support students in their financial management of debt that they may incur. This includes financial counseling prior to matriculation, entrance counseling, ongoing counseling as they progress on their pathway, and exit counseling as they leave the college.

Pre-Matriculation Counseling

Financial Aid staff assist area high school counselors with FAFSA days/nights [1] at their request prior to students even entering Coastal Bend College. Financial Aid staff are available to assist students/parents with FAFSA assistance or answer any questions about financial aid, including student loans and debt. Coastal Bend College financial aid staff also assist any potential students who may need financial assistance whether they walk into a CBC site, call online, or email [2].

Students entering CBC are required to complete a New Student Orientation. This online orientation also includes a Financial Aid component [3] providing guidance regarding the types of aid available to students, including Federal Direct Loans. Representatives are available at face-to-face orientations [4] to provide this guidance in person.

Entrance Counseling

Coastal Bend College does not package Direct loans as part of their Title IV aid. Before the pandemic, the institution required students interested in borrowing Direct Loans to attend face-to-face entrance counseling. As of March 2020, Direct Loan entrance counseling is being conducted via email. Directions on how to apply for Direct Loans are on the CBC financial aid website [5]. Students who are interested in borrowing Direct Loans receive an email with direct entrance counseling power point presentation [6], loan application [7], and loan quiz [8]. Students can also come to campus and request a loan as well. The Direct Loan entrance counseling informs students of their rights and responsibilities as a student borrower, awarding processes, disbursement processes, repayment options, and default consequences.

Coastal Bend College follows US Department of Education federal regulation 34 CFR 685.304 [9] for Direct loan entrance counseling. Coastal Bend College ensures students borrowing Direct Subsidized Loans or Direct Unsubsidized Loans, complete entrance counseling prior to making first disbursement, unless the student has received a previous Direct Subsidized loan or Direct Unsubsidized loan. Students are also required to have a valid Master Promissory Note (MPN) [10] on file prior to first disbursement. Entrance counseling and MPN can both be completed at studentaid.gov. Once a student completes their entrance counseling and MPN, they are imported into the Coastal Bend College student information system.

Ongoing Counseling

The Coastal Bend College Director of Financial Aid processes student Direct loans once the Direct Loan application and quiz have been received from students. Loan requests are evaluated prior to awarding. Students must submit a loan application twice a year, once in the fall or spring semester and again in the summer semester. The Director of Financial Aid verifies all verification processes have been completed prior to awarding Direct Subsidized or Direct Unsubsidized Loans. Student loan borrowers are mailed an award letter to the address on file with the institution. A student can also view their award via Cougar Den (student portal) [11].

Coastal Bend College has a Loan Change Request Form [12] for students who need to increase, decrease, or cancel some or all their Subsidized loan or Direct Unsubsidized loan. Students who submit Loan Change Request Forms are processed by the Director of Financial Aid and then mailed an updated award letter with any changes to student loan. The Loan Change Request Form is available on the website, via email, or in person. The college website [13] also contains information about student loans which include Direct Loan entrance and Direct Loan exit counseling.

All students completing an Associate of Arts (A.A.) and an Associate of Science (A.S.) and most other Associate of Applied Science (A.A.S.) degree and certificate programs are required to take EDUC 1300 Learning Frameworks [14] as either a general education core or institutional requirement. A financial literacy component is included in this course providing additional guidance to help student borrowers understand how to manage their debt and repay their loans.

Exit Counseling

Coastal Bend College follows US Department of Education federal regulation 34 CFR 682.604 [15] for Direct Loan exit counseling. Coastal Bend College requires a student who is enrolled in less than half time, who withdraws, or who graduates to complete an exit counseling via studentaid.gov. CBC Direct Loan exit counseling informs students of borrower loan information,

repayment options, deferment, forbearance, loan forgiveness, and how to manage their loan student debt. Coastal Bend College notifies students of Direct Loan exit counseling requirements via mail [16]. A hold is placed on student registration as well as on the release of official transcripts until exit counseling is completed. The Coastal Bend College financial aid website has access to the Direct Loan Exit Counseling Guide [17].

Third Party Contract

Coastal Bend College also has a contract with a third-party servicer (Loan Science) [18] that assists students with student loan debt and default information. Loan Science has developed and markets a student loan debt disclosure service for the aggregation, calculation, presentation, and delivery of student loan borrowing data and estimated repayment data for students attending Coastal Bend College in accordance with relevant state and/or federal requirements.

Loan Science develops and distributes, on behalf of Coastal Bend College, student loan debt disclosure emails to enrolled students as identified by the college. The loan debt letters [19] include student loan data and calculations estimating monthly payments based on students outstanding federal student loan debt. Letters are mailed through U.S. Mail Service to students if no email address is available.

Loan science developed a comprehensive loan performance management program for educational institutions seeking to proactively manage their compliance with the US Department of Education Cohort Default Rate. Loan Science reaches out to former students with outstanding loans from Coastal Bend College to inform students of services available to assist with loan default prevention. Some of the services available are payment, repayment, deferment options, or strategies to prevent a student from defaulting.

Coastal Bend College most recent 2019 3-year official Federal Cohort Default Rate was 5.4. Coastal Bend College's default rate is in alignment with the federal cohort rate.

Evidence
[1] FAFSA days/nights
[2] CBC Financial Aid Website
[3] CBC Online Orientation-Financial Aid Component
[4] Face-to-Face Orientation Agendas
[5] CBC Financial Aid Website-Direct Loans
[6] CBC Direct Entrance Counseling Power Point Presentation
[7] CBC Direct Loan Application
[8] CBC Direct Loan Quiz
[9] US Department of Education federal regulation 34 CFR 685.304
[10] Master Promissory Note (MPN)
[11] Cougar Den (student portal)-Financial Aid
[12] Loan Change Request Form
[13] CBC Financial Aid Website
[14] EDUC 1300 Administrative Master Syllabus-Topical Outline
[15] US Department of Education federal regulation 34 CFR 682.604
[16] Notification Letter to Student Regarding Direct Loan Exit Counseling Requirements

[17] Direct Loan Exit Counseling Guide
[18] Loan Science Contract
[19] Loan Science Loan Debt Letter

Section 13: Financial and Physical Resources

13.1 **The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services.**
(Financial resources) **[CR]**

X Compliance ___ **Non-Compliance** ___ **Partial Compliance**

Narrative: Coastal Bend College's (CBC) audited financial statements for FY 2020, FY 2021, and FY 2022 demonstrate a stable financial base and sound financial resources adequate to support its mission, programs and services. As reflected in the Statements of Net Position, the college's unrestricted cash balances are adequate to support operations in an uninterrupted manner and unrestricted net assets have been consistently maintained over multiple years, with positive trend lines for both measures. A positive bottom line was achieved each year on the statements of revenues, expenses, and changes in net position as the college has successfully diversified its revenue sources and controlled expenses in a difficult economic environment while focusing on strategic priorities that support its instructional mission.

Audits
CBC's financial statements are audited annually by an independent CPA firm. Audits for FY 2020 [1], FY 2021 [2], and FY 2022 [3] included unmodified opinions each year. The college's fiscal year runs from September 1 through August 31. Summaries of audited financial statements for all three years are presented:

- FY 2020 – FY 2022 Statements of Net Position [4]
- FY 2020 – FY 2022 Statements of Revenues, Expenses, and Changes in Net Position [5]
- Condensed Statements of Cash Flows [6]

As described more fully in the notes to the financial statements, (FY 2022 Audited Financial Statements and Single Audits, open to p. 49) [7] and in accordance with Government Accounting Standards Board (GASB) requirements, the State of Texas allocates a portion of its unfunded defined benefit pension and Other Post Employment Benefits (OPEB) plans to the college based on payroll and actuarial assumptions. The financial impact of the accounting entries for these nonoperational activities results in a reduction of unrestricted fund balances due to the liabilities and other associated accounts recorded on the statements of net position. The impact on the statements of net position and the statements of revenues, expenses, and changes in net position is explained more fully in applicable sections of the financial analysis presented below:

Statements of Net Position

ASSETS

August 31,	2020	2021	2022	$ Change from 2020	% Change from 2020
Assets					
Current assets					
Cash & cash equivalents	$ 3,348,041	$ 5,118,901	$ 12,143,747	$ 8,795,706	262.7%
Short-term investments		1,535,007	1,470,584	1,470,584	
Accounts receivable, net	6,032,122	5,047,145	5,490,633	(541,489)	-9.0%
Prepaid expenses	323,626	281,236	309,557	(14,069)	-4.3%
Total current assets	9,703,789	11,982,289	19,414,521	9,710,732	100.1%
Non-current assets					
Restricted cash & cash equivalents	573,556	574,061	577,656	4,100	0.7%
Investments	6,566,449	4,906,775	2,892,776	(3,673,673)	-55.9%
Capital assets, net	15,916,626	14,818,326	14,988,430	(928,196)	-5.8%
Total non-current assets	23,056,631	20,299,162	18,458,862	(4,597,769)	-19.9%
Total assets	32,760,420	32,281,451	37,873,383	5,112,963	15.6%

Total assets grew from $32.8 million in FY 2020 to $37.9 million in FY 2022, an increase of $5.1 million, or 15.6%.

Cash and cash equivalents had the highest rate of growth, increasing from $3.3 million to $12.2 million. The college's increasing cash balance resulted primarily from CARES funding for the recovery of lost revenues coupled with operating budgets that ensured positive financial results. Operations continued uninterruptedly during this period, as adequate liquidity was maintained to fund operating expenses as needed.

The college is authorized to invest in obligations and instruments as defined in the Public Funds Investment Act (Sec. 2256.001 Texas Government Code) [8], consisting of obligations of or guaranteed by governmental entities, fully guaranteed or FDIC insured certificates of deposits, bonds in a high rating category, and certain other investment options (FY 2022 Audited Financial Statements and Single Audits, open to p. 37) [9]. Most cash and equivalents are maintained in demand deposit accounts. Total cash and investments grew from $10.5 million in FY 2020 to $17.1 million in FY 2022, increasing by 62% due primarily to revenue diversification to ensure adequate financial resources and strict budgetary controls.

Accounts receivable, capital assets and other asset classifications were relatively stable from FY 2020 through FY 2022.

Liabilities

Liabilities	2020	2021	2022	$ Change from 2020	% Change from 2020
Current liabilities					
Accounts payable	$1,124,515	$878,707	$2,202,512	$1,077,997	95.9%
Accrued payroll	-	444,634	773,777	773,777	
Compensable absences	683,741	611,863	573,170	(110,571)	-16.2%
Funds held for others	609,793	164,059	157,913	(451,880)	-74.1%
Unearned revenue	5,209,728	5,927,231	6,425,848	1,216,120	23.3%
Notes payable - current portion	529,000	547,000	566,000	37,000	7.0%
Bonds payable - current portion	418,000	429,000	452,000	34,000	8.1%
Lease payable - current portion	-	25,548	25,548	25,548	
OPEB liability - current portion	568,533	602,927	373,072	(195,461)	-34.4%
Total current liabilities	9,143,310	9,630,969	11,549,840	2,406,530	26.3%
Non-current liabilities					
Notes payable - long term portion	1,925,000	1,378,000	812,000	(1,113,000)	-57.8%
Bonds payable - long term portion	881,000	452,000	0	(881,000)	-100.0%
Lease payable - long term portion	-	80,852	55,304	55,304	
Net pension liability	5,315,180	6,010,497	2,492,481	(2,822,699)	-53.1%
Net OPEB liability	17,357,415	17,472,358	17,779,803	422,388	2.4%
Total non-current liabilities	25,478,595	25,393,707	21,139,588	(4,339,007)	-17.0%
Total Liabilities	34,621,905	35,024,676	32,689,428	(1,932,477)	-5.6%

Total liabilities decreased from $34.6 million in FY 2020 to $32.7 million in FY 2022, a reduction of 5.6%. Current liabilities increased by 26.3%.

The increase in current liabilities is due primarily to an increase in accounts payable and unearned (deferred) revenues. Accounts payable increased due primarily to significant expenses associated with CARES Act funding awarded for recovery efforts associated with the coronavirus pandemic. Unearned revenues increased primarily due to an increase in enrollment for Fall 2022 after coronavirus pandemic restrictions were eased and the deferral of associated revenues to be recognized in FY 2023. The higher current liabilities balance can be correlated to the increase in cash and other current assets. The current ratio, adjusted to exclude nonoperational liabilities for pensions, OPEB, and compensated absences, rose each year and stood at 1.83 as of August 31, 2022.

Total non-current liabilities decreased by $4.3 million, or 17%. The college paid off the remaining long-term balance of its bonds payable in FY 2022 and notes payable was also reduced from $1.9 million to $812,000 from FY 2020 to FY 2022. CBC's conservative approach to debt management contributes to its stable financial position while providing adequate funding to ensure that capital assets are maintained in satisfactory condition with adequate space to meet the college's mission. Nonoperational liabilities for pensions also decreased significantly.

Net Position

Form edited December 2022

Net position	2020	2021	2022	$ Change from 2020	% Change from 2020
Investment in capital assets, net of related debt	12,163,626	11,905,926	13,077,577	913,951	7.5%
Restricted					
Nonexpendable					
Endowments	573,556	574,061	577,656	4,100	0.7%
Expendable					
Student aid	78,418	76,903	77,482	(936)	-1.2%
Parking lot requirements	142,243	143,312	144,391	2,148	1.5%
Debt service	99,900	102,814	443,517	343,617	344.0%
Unrestricted	(20,118,267)	(19,812,557)	(14,650,759)	5,467,508	27.2%
Total net position, as restated	(7,060,524)	(7,009,541)	(330,136)	6,730,388	95.3%

Total net position grew from ($7.1 million) in FY 2020 to ($0.3 million) in FY 2022. Unrestricted fund balances grew each year and were ($14.7 million) for FY 2022. The negative balance in unrestricted funds is caused by the allocation of nonoperational transactions for pension, OPEB, and compensated absences liabilities and associated accounting entries in accordance with GASB requirements. A truer picture of unrestricted fund balances and available resources may be obtained by eliminating the impact of these nonoperational transactions. The college's Unrestricted Net Assets, Exclusive of Plant Assets and Plant-Related Debt (UNAEP), calculated in accordance with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) methodology as further described in 13.2, is as follows:

	2020	2021	2022
UNAEP	$9,005,641	$9,151,404	$12,081,858

UNAEP increased from $9.1 million in FY 2020 to $12.1 million in FY 2022. The college has consistently maintained adequate unrestricted net assets to achieve its mission and to provide flexibility to manage adverse or unanticipated economic circumstances such as the negative impact of the coronavirus pandemic and the resulting decrease in student enrollment.

Statements of Revenues, Expenses, and Changes in Net Position (SRECNP)

CBC has consistently increased its net position each year from FY 2020 – FY 2022. The following condensed SRECNP is extracted from the audited financial statements:

For the years ended August 31,	2020	2021	2022	$ Change from 2020	% Change from 2020
Total operating revenues	$ 4,466,623	$ 5,429,080	$ 15,781,197	$ 11,314,574	253.3%
Total operating expenses	22,865,169	22,488,083	26,213,369	3,348,200	14.6%
Operating income (loss)	(18,398,546)	(17,059,003)	(10,432,172)	7,966,374	-43.3%
Total non-operating revenues, net	20,229,648	17,109,986	17,111,577	(3,118,071)	-15.4%
Increase in net position	$ 1,831,102	$ 50,983	$ 6,679,405		

Total increase in net position FY 2020 - FY 2022	$8,561,490

CBC increased its net position each year from FY 2020 – FY 2022, with a total increase in net position of $8.6 million. These positive financial results were achieved through diversification and enhancement of revenue sources to maintain stability coupled with budgetary discipline. The operating loss was reduced each year, as operating revenues from tuition and fees, federal and state grants and contracts, and general revenues increased significantly. Non-operating revenues from state allocations and Title IV decreased during this period, partially offset by increases in ad valorem taxes for maintenance and operations.

While operating revenues and non-operating revenues increased by a combined $8.2 million in total from FY 2020 through FY 2022, operating expenses increased by only $3.3 million, providing a baseline budget that helps to assure positive financial results each year.

Operating Revenues

For the years ended August 31,	2020	2021	2022	$ Change from 2020	% Change from 2020
Operating Revenues					
Tuition and fees, net of discounts	$ 622,371	$ 744,903	$ 1,779,218	$ 1,156,847	185.9%
Federal grants and contracts	2,323,196	3,566,741	8,420,398	6,097,202	262.4%
State grants and contracts	392,959	522,073	1,596,666	1,203,707	306.3%
Non-governmental grants and contracts	45,197	-	27,218	(17,979)	-39.8%
Sales and services of educational activities	24,836	105,724	101,437	76,601	308.4%
Miscellaneous governmental receipts	99,178	120,250	115,410	16,232	16.4%
Auxiliary enterprises, net of discounts	848,134	327,002	768,335	(79,799)	-9.4%
General operating revenues	110,752	42,387	2,972,515	2,861,763	2583.9%
Total operating revenues	$ 4,466,623	$ 5,429,080	$15,781,197	$11,314,574	253.3%

Operating revenues increased by $11.3 million, or 253.3%, from FY 2020 to FY 2022. Primary operating revenue sources are tuition and fees, grants and contracts, and general operating revenues.

Tuition and Fees

CBC has navigated a difficult enrollment environment over the past few years and has increased net tuition and fees from FY 2020 to FY 2022 by $1.2 million, or 185.9%, during this period. The Texas Higher Education Coordinating Board (THECB) publishes an annual enrollment summary based on headcount for the state public and community two-year colleges in Texas. As published in the most recent THECB report [10], enrollment declined by 11.57% on average for these colleges from fall 2019 through fall 2022, and CBC enrollment declined by 17.83% during this same period. However, CBC enrollment stabilized in fall 2022, with an increase of thirty-two credit students, or 0.81%, above the average increase of 0.22% for the group. FTE has decreased over the years and is currently 1224 students.

The state of Texas has promoted and supported short-term awards and industry certifications to upskill and reskill Texans. As a result, CBC enrollment trends are reflecting many students choosing to enroll in non-credit short-term courses rather than credit. CBC reportable state funded contact hours [11] for non-credit increased by 782% annually from 2019 to 2021 demonstrating a significant shift in enrollment trends with many potential credit students shifting to non-credit. This trend is continuing.

Annual Contact Hours for Continuing Education Students				
Annual contacts hours for students enrolled in continuing education. Percent change is from first to last year displayed.				
	2019	2020	2021	
	Count	Count	Count	Percent Change
Total	13,922	16,417	122,963	783.2 %
State Funded Contact Hours	13,922	16,256	122,802	782.1 %
Non Funded Contact Hours		161	161	0.0 %

Coastal Bend College's FTE in the last 3 years has shifted from annual credit FTE high in FY 2020 of 2,747 to 2,378 in FY 2021. Key variables impacting this shift include changes in key leadership, increasing dual credit high school enrollment where students take a reduced credit load from a typical 12–15-hour load to a 3–6-hour load per semester, reduced enrollments in FY 2021 due to the coronavirus pandemic, and shifts in the types of coursework from credit to non-credit.

Year	Annual FTE
2019	2,569
2020	2,747
2021	2,378

A detailed analysis of the components of tuition and fees is included in annual financial reports. As per the FY 2022 audit [12] gross tuition and fees decreased from $9.4 million in FY 2021 to $9.0 million in FY 2022. CBC diversified its revenues by increasing non-credit continuing education courses to compensate for a decline of 4,105 students in Fall 2021 to 3,927 students in Fall 2022, mitigating the financial impact of the drop in enrollment. Net tuition and fees increased by $1.1 million in FY 2022. A number of old accounts receivable were written off in FY 2020 and FY 2021, resulting in a decrease in net tuition for those years of $1.4 million and $1.1 million, respectively. The FY 2022 accounts receivable is current, and a more typical write-off of $182,000 was recorded.

CBC successfully converted much of its curriculum to a virtual format because of restrictions due to the coronavirus pandemic. CBC had already been approved through a substantive change to provide 100% of a degree online prior to the pandemic. Additionally, CBC has secured a Department of Education Title III Grant [13] implemented in FY2023 with a primary activity focused on providing ongoing and focused professional development for faculty to ensure that students enrolled in online courses are receiving quality instruction and experiences and academic supports for students no matter the location or mode of instruction.

Grants and Contracts
CBC was successful in obtaining incremental funding from contracts and grants to mitigate the impact of coronavirus and enrollment declines. This significant increase in external funding was a crucial element of maintaining financial stability and a positive bottom line on the SRECNP each year. With the rebound in enrollment for fall 2022 and adherence to a strict budget discipline, CBC 's financial resources will remain stable in future years.

Operating revenues from federal grants and contracts increased from $2.3 million in FY 2020 to $8.4 million in FY 2022, largely as a result of CARES Act funding. As detailed in the Schedules of Financial Awards included in annual audits [14], CBC received Cares Act/Education Stabilization funds of $809,731 in FY 2020, $1,858,944 in FY 2021, and $7,714.163 in FY 2022 to replace lost revenues, provide additional student financial assistance and grants, and mitigate the negative impact of the pandemic on operational results.

Operating revenues from state grants and contracts also increased from $392,959 in FY 2020 to $1,596,666 in FY 2022, further diversifying operating revenue sources.

General Operating Revenues
General operating revenues increased from $110,752 in FY 2020 to $2.9 million in FY 2022.

Non-Operating Revenues

For the years ended August 31,	2020	2021	2022	$ Change from 2020	% Change from 2020
Non-Operating Revenues (Expenses)					
State allocations	9,868,969	8,443,172	7,444,959	(2,424,010)	-24.6%
Title IV	7,046,963	5,970,023	5,594,749	(1,452,214)	-20.6%
Ad valorem taxes					
Taxes for maintenance and operations	2,300,881	1,882,263	3,489,710	1,188,829	51.7%
Taxes for debt service	856,008	803,606	373,603	(482,405)	-56.4%
Gifts	57,895	59,113	419,327	361,432	624.3%
Investment income, net of inv expenses	265,851	173,125	110,011	(155,840)	-58.6%
Other non-operating expense	(5,647)	(450)	(139,455)	(133,808)	2369.5%
Other non-government funded expense	-	(96,500)	(84,000)	(84,000)	
Interest on capital related debt	(161,272)	(124,366)	(97,327)	63,945	-39.7%
Total non-operating revenues, net	$ 20,229,648	$ 17,109,986	$ 17,111,577	$ (3,118,071)	-15.4%

Non-operating revenues decreased by 15.4% from $20.2 million to $17.1 million from FY 2020 to FY 2022, offset by the increase in operating revenues.

Texas historically provides a high level of support for public higher education institutions including CBC. State appropriations, the largest non-operating revenue source, are allocated in three primary categories: educational and general support, state group insurance, and state retirement matching. Educational and general support was stable from FY 2020 to FY 2022, with $7.2 million provided for FY 2020, $7.8 million in FY 2021, and $7.6 million in FY 2022 recorded as unrestricted educational and general support revenues. Restricted state contributions for state group insurance and state retirement matching constitute the remaining portion of annual state allocations. These contributions along with other accounting data are adjusted annually by the state based on unfunded liabilities and associated calculations for pensions and OPEB, including any changes in assumptions used to calculate net liabilities and deferred inflows/outflows. CBC and other entities must use schedules provided by Teacher's Retirement System (TRS) and Employees Retirement System (ERS) to make entries related to the ultimate amount recorded as contributions from the state (state grant revenue). The decrease reflected above for state allocations is related to decreases in these calculations and associated funding provided by the state [15].

Ad valorem taxes for maintenance and operations increased by $1.2 million from FY 2020 to FY 2022, with a decrease of $482,000 for debt service that is correlated to the reduction in the College's required annual debt service payments. As explained further in the notes to the financial statements for FY 2022 audit [16] the Bee County Tax Assessor remits tax collections to CBC annually based on the assessed value of all real, business/land and personal property located in the college's tax area. The assessment value of these properties increased by 27% for FY 2022, and taxes remitted to CBC increased accordingly.

Gifts also increased significantly, providing additional revenues for key college initiatives. The decrease in Title IV revenues is correlated directly to enrollment patterns.

Operating Expenses

For the years ended August 31,	2020	2021	2022	$ Change from 2020	% Change from 2020
Operating Expenses					
Instruction	7,707,254	6,238,093	5,525,676	(2,181,578)	-28.3%
Public service	3,209	-	-	(3,209)	-100.0%
Academic support	1,204,460	1,176,266	1,074,228	(130,232)	-10.8%
Student services	2,601,754	3,236,551	7,355,944	4,754,190	182.7%
Institutional support	5,478,514	6,172,524	6,574,370	1,095,856	20.0%
Operation and maintenance of plant	2,200,739	1,847,519	1,890,185	(310,554)	-14.1%
Scholarships and fellowships	547,954	517,114	463,730	(84,224)	-15.4%
Auxiliary enterprises	1,651,915	1,818,508	1,826,748	174,833	10.6%
Depreciation	1,469,370	1,481,508	1,502,488	33,118	2.3%
Total operating expenses	$ 22,865,169	$ 22,488,083	$ 26,213,369	3,348,200	14.6%

Operating expenses increased by $3.3 million, or 14.6%, from FY 2020 through FY 2022. The college's stringent budget management and zero-based budget process kept operating expenses at a manageable level to ensure positive financial results each year while allocating adequate funds to support its mission, programs, and services.

In accordance with the Strategic Plan 2020 – 2025 [17], student services were enhanced significantly during this period, with an increase of $4.8 million that included increased financial

aid for students from the coronavirus pandemic funding. Additional student services staff were added including a Director of Residential Housing and a Director Accessibility to support CBCs goal 3 to "effectively and efficiently use resources to maximize student, community, employee and fiscal efficacy." Specifically, these staff were hired in response to Goal 3 objectives [18] that include 3.6-Identify areas of need and associated plans of action to improve the quality of CBC service and objective 3.8 to ensure a healthy and safe campus. Academic support services such as online tutoring services also increased.

Instruction decreased in total by $2.1 million from FY 2020 through FY 2022 due primarily to the allocation of restricted external funds to instruction. As detailed further in the FY 2022 audit [19] and the FY 2021 audit [20] (unrestricted expenses for instruction were relatively stable, with $6.7 million in FY 2020, $5.8 million in FY 2021, and $5.8 million in FY 2022. The decrease in unrestricted instruction expenses for FY 2021 correlates to the enrollment decline experienced during this period primarily due to the coronavirus pandemic. Funding was maintained at an adequate level to preserve quality instruction in accordance with the college's mission. Restricted expenses related to instruction for state-funded benefits declined during this period by $1.3 million as state allocations for employee benefits were recalculated by the state annually based on unfunded pension and OPEB liabilities and related deferred inflows/outflows. The TRS of Texas and the ERS provide schedules to CBC and other entities of the accounting entries to be recorded.

Change in Net Position

Increase in Net Position per Audited Financials (unadjusted)	$1,831,102	$50,983	$6,679,405
FY 2020 - FY 2022 Cumulative Increase in Net Position			$8,561,490
Impact of Nonoperational Activities on SRECNP:			
Increase in Net Position per Audited Financials	$1,831,102	$50,983	$6,679,405
Impact of Nonoperational Activities on SRECNP Inc/(Dec)	498,970	159,947	2,231,344
Increase in Net Position Excluding Nonoperational Activities	$1,332,132	($108,964)	$4,448,061
FY 2020 - FY 2022 Cumulative Increase in Net Position excluding nonoperational activities			$5,671,229

As detailed above, the college has managed its finances to achieve an increase in net position each year from FY 2020 – FY 2022, with a cumulative increase of $8.6 million during that period. The college's allocated share of the unfunded pension and OPEB liabilities decreased from FY 2020 – FY 2022, contributing to the overall increase in net position. If the increase in net position is calculated excluding these nonoperational activities for pension, OPEB, and compensated absences, the cumulative increase for FY 2020 – FY 2022 is $5.7 million.

These positive results over multiple years demonstrate that the college has consistently maintained a stable resource base while allocating adequate funding to achieve its mission of superb educational and life enriching opportunities to its students and the communities it serves.

Evidence
[1] CBC Annual Financial Report FY 2020
[2] CBC Annual Financial Report FY 2021
[3] CBC Annual Financial Report FY 2022
[4] FY 2020 – FY 2022 Statements of Net Position
[5] FY 2020 – FY 2022 Statements of Revenues, Expenses, and Changes in Net Position
[6] Condensed Statements of Cash Flows [
[7] FY 2022 Audited Financial Statements and Single Audits-Page 49
[8] Sec. 2256.001 Texas Government Code
[9] FY 2022 Audited Financial Statements and Single Audits-Page 37
[10] Texas Higher Education Coordinating Report
[11] CBC State Funded Contact Hours
[12] CBC Annual Financial Report FY 2022-Page 75
[13] Department of Education Title III Grant Abstract
[14] Schedules of Financial Awards
[15] CBC Financial Modeling Example
[16] CBC Annual Financial Report FY 2022-Page 63
[17] CBC Strategic Plan 2020-2025
[18] CBC Strategic Plan 2020-2025 Goal 3 Objectives
[19] CBC Annual Financial Report FY 2022-Page 76
[20] CBC Annual Financial Report FY 2021-Page 72

13.2 **The member institution provides the following financial statements:**
   (a)   **an institutional audit (or Standard Review Report issued in accordance with *Statements on Standards for Accounting and Review Services* issued by the AICPA for those institutions audited as part of a system-wide or statewide audit) for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide.**
   (b)   **a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.**
   (c)   **an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.**
   (Financial documents) **[CR]**

   X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) is in compliance with all requirements of Standard 13.2. The college's financial statements are audited annually by an independent CPA. The statements of financial position of unrestricted net assets, exclusive of plant and plant-related debt, reflect adequate and growing unrestricted financial resources over multiple years. Annual budgets are prepared based on its strategic plan with sound planning and fiscal procedures. CBC's Board of Trustees (BOT) reviews, approves, and monitors the college's budget.

(a) Financial Statements and Audits

Annual Financial Reports are prepared in conformity with Government Accounting Standards Board (GASB) requirements and generally accepted accounting principles. An independent external audit of the financial statements is conducted annually in accordance with government auditing standards.

Annual audits have been completed for FY 2020 [1], FY 2021 [2], and FY 2022 [3]. Each audit includes an unmodified opinion.

(b) Statements of Financial Position of Unrestricted Net Assets, Exclusive of Plant Assets and Plant-Related Debt (UNAEP)

CBC participates in the Teacher's Retirement System of Texas (TRS) pension plan, a multiple employer cost sharing defined benefit pension plan. The college also participates in the Employee's Retirement System (ERS) State Retiree Health Plan which provides health, dental, and life insurance benefits (classified as Other Post Employment Benefits/OPEB) to eligible retirees. The TRS and ERS Boards of Trustees provide annual calculations to CBC based on actuarial and other assumptions for its allocated portion of unfunded liabilities, deferred inflows, deferred outflows, and other related accounting entries in accordance with GASB requirements. Further information may be found in Notes 13 and 15 [4] to the financial statements. CBC also records an annual liability for compensable absences for eligible employees as further detailed in Note 8 to the FY 2022 financial statements.

CBC has prepared Statements of UNAEP for FY 2000 – FY 2022 [5] based on Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) methodology and audited financial statements. UNAEP increased each year, growing by $3.1 million, or 34.2%, from FY 2020 to FY 2022. Adequate unrestricted net assets were maintained at all times.

UNAEP	2020	2021	2022
Unrestricted Net Position Per SNP	($20,118,267)	(19,812,557)	(14,650,759)
Eliminate Impact of Nonoperational Activities			
Deferred Outflows Related to Pensions	(2,367,998)	(2,600,917)	(1,916,565)
Deferred Outflows Related to Benefits (OPEB)	(649,093)	(429,023)	(1,849,176)
Current Liabilities			
Compensable Absences	683,741	611,863	573,170
OPEB Liability - Current Portion	568,533	602,927	373,072
Noncurrent Liabilities			
Net Pension Liability	5,315,180	6,010,497	2,492,481
Net OPEB Liability	17,357,415	17,472,358	17,779,803
Deferred Inflows Related to Pensions	1,539,561	1,389,483	3,665,736
Deferred Inflows Related to Benefits (OPEB)	6,676,569	5,906,773	5,614,096
Subtotal - Impact of Nonoperational Activities on SNP	$29,123,908	$28,963,961	$26,732,617
UNAEP	$9,005,641	$9,151,404	$12,081,858

UNAEP Growth from FY 2020 - FY 2022 =	$3,076,217	34.2%

NOTES:
* All amounts presented agree to audited financial statements.
* There are no donor or other external restrictions placed on UNAEP.
* Negative unrestricted net position reflected on audited financials is due primarily to non-operational activities and related GASB 68 and GASB 75 reporting requirements.
* The defined benefit programs available to certain employees include pensions and Other Post Employment Benefits (OPEB) administered by the State of Texas.

(c) Annual Budgets

Overview
CBC's annual budgets are formulated in accordance with its instructional mission and the priorities delineated in its Strategic Plan 2020 – 2025 [6]. A balanced budget is prepared based on sound planning and fiscal procedures, providing a blueprint for financial stability, as evidenced by a positive bottom line on the statement of revenues, expenses, and changes in net position each year from FY 2020 – FY 2022. The CBC Board of Trustees reviews and approves the college's operating budgets and the budget to actual financial results throughout the fiscal year.

Board of Trustees

The Board of Regents provides oversight over the budget process and is responsible for reviewing, approving, and monitoring operating budgets. The CBC Board Policy Manual [7] defines the legal status, powers, duties, and responsibilities of the board, including establishment of tuition and fees and approval of an annual budget by September 1 each year.

Primary actions of the CBC Board of Trustees related to the FY 2023 Operating Budget are:

Review of preliminary budgets and related assumptions at a special meeting on July 26, 2022 [8]. The review includes a recap of projected revenues and a discussion of proposed personnel and operating expense allocations.

Additional review at a special meeting on August 9, 2023 [9], including current budget status, assumptions, and options.

Approval of final budget at a regular meeting on August 23, 2022 [10]:

- Review Bee County Appraisal District Certification of Values for 2022. The Certification of Values is the basis for assessment of property taxes that flow to the college.

Documents from August 23, 2022 meeting – Agenda Item 5D:

    Minute Order for Certification of Values [11]
    Certification of Values [12]

- Establish tax rates based on the Bee County Appraisal District Certification of Values for tax revenues supporting CBC. There was no change in rate for FY 2023.
  Documents from August 23, 2022 meeting – Agenda Item 6A:
      Minute Order for Tax Rate Adoption [13]
      Tax Rate Calculations 2022 (FY 2023) [14]
      CBC 22 Tax Resolution [15]
      2023 Budget Hearing Notice [16]

- Consideration and approval of the proposed FY 2023 Operating Budget. Materials presented to and approved by the Board were:
      Minute Order: Consideration and Possible Action to Approve Proposed Annual Operating Budget for Fiscal Year 2023 [17]
      Cover Sheet Board Book Budget FY23 [18]
      FY 2023 Projected Maintenance & Operating Revenues [19]
      FY 2023 Projected Operating Expenses (Excluding salaries) [20]
      FY23 Budget Options [21]

- Official minutes of the August 23, 2022 Board meeting [22], certified by the chair and the Secretary of the Board, documents approval by the Board of Trustees for the FY 2023 operating budget. The Board authorized a minor increase to the proposed salary budgets presented at the meeting based on options presented by the administration.

The same process was followed for board approval of the FY 2021 budget. The proposed budget [23] presented to and approved by the board include a revenue summary and expense summary [24]. Official minutes of the August 24, 2021 Board meeting [25], certified by the chair and the secretary of the Board, documents approval by the Board of Trustees for the FY 2022

operating budget. The Board authorized a minor increase to the proposed salary budgets presented at the meeting based on options presented by the administration.

The Board of Trustees reviews and approves monthly year to date financial results compared to the approved budget throughout the fiscal year. Unaudited statements of net position, statements of revenues, expenses, and changes in net position, and additional financial information comparing budget to actual are presented to and approved by the Board regularly.

The following Board documents are provided to demonstrate approval of the June 30, 2022 financials:
- The Agenda for the August 23, 2022 Board meeting [26]
- The Agenda Minute Order [27] related to the financial statements review
- The financial reports package [28] presented to and approved by the board
- Board of Trustees minutes for the August 23, 2022 meeting [29], certified by the Chair and the Secretary of the Board, documenting approval of the financial reports

Board oversight of financial results provides another layer of internal control and enforces responsible management of financial resources.

Campus Budget Process
Summaries of the approved budgets for FY 2022 and FY 2023 [30] demonstrate financial responsibility, with a balanced budget each year. Budgeted revenues and expenses of $21,594,366 were approved for FY 2022, with budgeted revenues and expenses of $23,929,121 approved for FY 2023. Processes for projecting revenues and allocating funding for expenses are detailed below.

Balanced Budgets
Balanced operating budgets are based on the priorities outlined in the CBC Strategic Plan 2020-2025 [31], and sound planning and fiscal procedures are employed throughout the process. A small pool of centralized funding for unanticipated or additional expenses needed throughout the year is maintained under the control of the president, providing some level of protection from economic fluctuations.

Revenue Projections
Revenue estimates are formulated for key sources such as enrollments, state appropriations, property tax assessments, and other sources in accordance with sound planning and fiscal procedures.

Enrollments are projected based on prior year enrollment, projected retention rates, demographics for the college's service region, admissions data and other factors. The FY 2022 operating budget is based on a flat annual enrollment of 5,536 students and the FY 2023 operating budget is based on a flat annual enrollment of 5,280 students.

The Texas legislature approves state appropriations biennially in odd-numbered years. Appropriations are projected early in the process and are known prior to the presentation of the budget to the board for approval. The FY 2023 enacted state appropriations are known over a year in advance, providing stability in the budget planning process.

Property tax assessments also provide stable and reliable funding for college operations. The board role and process for projecting and approving tax revenues flowing to CBC is outlined in the Board of Trustees section of this narrative.

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CARES institutional funds are budgeted based on amounts approved by the federal government.

Other revenue sources are projected by the Chief Financial Officer (CFO) and administration, or by budget unit heads if revenues are generated by their departments and are reviewed and updated carefully during the process as more financial data is made available.

Expenses
The mission, vision, and core values included in the Strategic Plan 2020-2025 [32] drive the budget process. Some key funding allocations in the FY 2022 and FY 2023 budgets based on initiatives delineated in the strategic plan include:

- Updated Faculty and Staff Salary Scales
- Key faculty and staff positions
- Operating expenses to achieve strategic objectives

Additional key funding allocations include a director of residential housing and funding for improvements in residential housing in support of CBC Goal #3 and Objective 3.2 [33], and the addition of a Director of Nursing programs and a nursing retention specialist to support CBC Goal #1 and Objective 1.2 [34].

Campus Activities
A budget presentation is shared with key campus administrators annually by the president, provost, and CFO. The FY 2023 budget presentation [35] reviewed by campus leadership as the budget process is initiated

Key aspects of these materials shared with campus management are:
- A review of goals for the previous year and specific actions taken to achieve them.
- Proposed goals for the new budget formulated in accordance with the strategic plan.
- Assessment tools.
- Multi-year historical data for enrollment including campus success in achieving key metrics
- Historical data for revenues and expenses.

A planning and budget retreat [36] is conducted for key administrators by the president, provost, and CFO. Key aspects of planning, institutional goals, and major steps in the budget process culminating with Board approval are reviewed in depth as included in the planning retreat presentation. Some of the major steps in the campus process are:

- A zero-based budget process is employed. This process prevents unnecessary spending and prevents significant misallocation of resources. Each budget unit head is required to justify his/her funding request with appropriate data and analysis.
- Each department/budget unit is required to submit a unit plan and department budget. Instructions [37] for these plans are distributed to campus administrators responsible for budgets. Unit goals and objectives must be presented and linked directly to the strategic plan's priorities, goals, and objectives. Examples of unit plans and budget requests are presented for the Radiology Department [38] and the Dean of Student Services and Accessibility [39].

- The President and cabinet review the annual program reviews including budget requests and make final decisions on funding allocations.

- After reviewing all budget requests, annual budget meetings are conducted on campus to review the final budget recommendations to be presented to the Board for approval.

- As discussed earlier in this narrative, the budget is reviewed and approved by the Board of Trustees before the new fiscal year begins on September 1.

Actual Audited Results in Line with Budget Projections
Audited financial results for FY 2020, FY 2021, and FY 2022 provide further evidence that the budget is balanced and structurally sound. Per the audited financial statements, CBC achieved a positive return on net position each of these years, with an increase in net position per the audited Statements of Revenues, Expenses, and Changes in Net Position (SRECNP) of $1,831,102 for FY 2020, $50,983 for FY 2021, and $6,679,405 for FY 2022. These positive financial results demonstrate that operating budgets were formed conservatively and provided the proper framework to ensure growth in net position and fiscal stability over multiple years.

Evidence
[1] CBC Annual Financial Report FY 2020
[2] CBC Annual Financial Report FY 2021
[3] CBC Annual Financial Report FY 2022
[4] CBC Annual Financial Report FY 2022 pages 51-58
[5] CBC Statements of UNAEP for FY 2020-FY2022
[6] CBC Strategic Plan
[7] CBC Policy BAA (Legal)
[8] CBC Board of Trustee Special Meeting-July 26, 2022
[9] CBC Board of Trustee Special Meeting-August 9, 2022
[10] CBC Board of Trustee Board Meeting-August 23, 2022
[11] CBC BOT Minute Order for Certification of Values
[12] CBC BOT Certification of Values
[13] CBC BOT Minute Order for Tax Rate Adoption
[14] Tax Rate Calculations 2022 (FY 2023)
[15] CBC 22 Tax Resolution
[16] 2023 Budget Hearing Notice
[17] Minute Order: Consideration and Possible Action to Approve Proposed Annual Operating Budget for Fiscal Year 2023
[18] Cover Sheet Board Book Budget FY23
[19] FY 2023 Projected Maintenance & Operating Revenues
[20] FY 2023 Projected Operating Expenses (Excluding salaries)
[21] FY23 Budget Options
[22] CBC Board of Trustee Board Meeting Minutes-August 23, 2022
[23] FY 2021 Proposed Budget
[24] revenue summary and expense summary
[25] CBC Board of Trustee Board Meeting-August 24, 2021

[26] Agenda for the August 23, 2022 Board meeting
[27] Agenda Minute Order
[28] financial reports package
[29] Board of Trustees minutes for the August 23, 2022 meeting
[30] Summaries of the approved budgets for FY 2022 and FY 2023
[31] CBC Strategic Plan
[32] Strategic Plan 2020-2025
[33] CBC Goal #3 and Objective 3.2
[34] CBC Goal #1 and Objective 1.2
[35] FY 2023 budget presentation
[36] planning and budget retreat
[37] Unit Plan Instructions
[38] Radiology Department Budget
[39] Dean of Student Services Unit Plan

13.3 **The institution manages its financial resources in a responsible manner.**
(Financial responsibility)

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) has consistently managed its financial resources responsibly over multiple years. Net position increased each year from FY 2020 – FY 2022. The college has maintained adequate liquidity and unrestricted cash balances during this period, with positive trend lines due to stringent budget and financial management.

Audits
CBC's financial statements are audited annually by an independent CPA firm. Audits for FY 2020 [1], FY 2021 [2], and FY 2022 [3] included unmodified opinions each year. The college's fiscal year runs from September 1 to August 31.

Texas Higher Education Coordinating Board Oversight
The Texas Higher Education Coordinating Board (THECB) provides leadership and coordination for Texas higher education and promotes access, affordability, quality, success, and cost efficiency. THECB establishes parameters, metrics, and goals for responsible financial management of Texas public community college districts and publishes an annual statewide report reflecting how successful each college was in meeting established goals.

The most recent THECB report [4] was published in April 2022, reflecting financial data and common metrics for FY 2021 for the fifty Texas community college districts including Coastal Bend College. The purpose of establishing and reporting on financial metric goals established by THECB are indicated in this report:

> *"The overall financial health of an institution can be assessed using two dimensions of inquiry. First, is the institution financially capable of successfully carrying out its current programs? Second, is the institution able to carry out its intended programs well into the future?*

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Along with these two dimensions, four key financial questions need to be asked:
• Are resources sufficient and flexible enough to support the mission?
• Are resources, including debt, managed strategically to advance the mission?
• Does asset performance and management support strategic direction?
• Do operating results indicate the institution is living within available resources?"

As included in the THECB report, CBC successfully met all financial metric goals established and reported by THECB for FY 2021 as follows:

Summary of Financial Metrics As Reported by THECB FY 2021	CBC	THECB Goal	Average for Group
Composite Financial Index	5.3	>2.0	5.3
Return on Net Position	7.9%	>0	11.30%
Operating Margin	7.7%	>0	9.50%
Primary Reserve	0.37	>.14	0.63
Viability Ratio	2.99	>0.42	1.87
Equity Ratio	63.2%	>20%	52.80%
Leverage Ratio	0.10	<2.0	0.20

By meeting all the goals established by THECB, CBC demonstrated that there are "no indications of financial stress". These results demonstrate that the college managed its financial resources responsibly in an unfavorable economic and challenging enrollment environment. Specifically, in response to the four overarching questions addressed by THECB, CBC demonstrated that it maintained sufficient and flexible resources to support its mission, managed resources strategically to support its mission, achieved asset performance and management to support its strategic direction, and lived within its available resources.

Board of Trustees Oversight
The Board Policy Manual [5] provides a comprehensive internal control system to safeguard the college's assets and ensure compliance with all applicable federal, Texas, and local laws and regulations. The primary sections of the manual as a guide to sound business practices and control of financial resources are:
- Business and Support Services [6]
- Personnel [7]
- Instruction [8]
- Students [9]

The Board Policy Manual is promulgated by the Texas Association of School Boards (TASB) to provide standardized and compliant internal control systems based on Texas, federal, and local requirements. The manual also includes policies and procedures specific to CBC and adopted by its Board of Trustees.

The Board of Trustees regularly reviews and approves periodic financial results compared to the approved budget. As an example, the following financial information was presented to and approved by the Board of Trustees at its regular meeting on August 23, 2022:

- Unaudited Statements of Net Position as of June 30, 2022
- Unaudited Statements of Revenues, Expenses, and Changes in Net Position as of June 30, 2022
- Additional graphics and schedules providing a comparison of budget to actual as of June 30, 2022

The following Board documents are provided to demonstrate approval of the June 30, 2022 financials:

- The Agenda [10] for the August 23, 2022 board meeting
- The Agenda Minute Order [11] related to the financial statements review
- The financial reports package [12] presented to and approved by the board
- Board of Trustees minutes [13] for the August 23, 2022 meeting documenting approval of the financial reports

Board oversight of financial results provides another layer of internal control and enforces responsible management of financial resources.

Cash Management
The college has increased its balance of unrestricted cash and short-term investments from $3.3 million in FY 2020 to $13.6 million in FY 2022. Annual days cash on hand increased from 55.81 days in FY 2020 to 164.52 days, or roughly 5.5 months of operating expenses. Adequate resources were maintained to allow the college to operate uninterruptedly and manage any unanticipated negative economic circumstances or events. The following chart summarizes annual days cash on hand based on Moody's methodology:

ANNUAL DAYS CASH ON HAND per audited financial statements

	2020	Restated 2021	2022
Current Assets:			
Cash & Cash Equivalents - Unrestricted	$3,348,041	$5,118,901	$12,143,747
Short term investments - Unrestricted	0	1,535,007	1,470,584
Total	3,348,041	6,653,908	13,614,331
Operating Expenses per SRECNP	22,865,169	22,488,083	26,213,369
Depreciation	(1,469,370)	(1,481,508)	(1,502,488)
Impact of Nonoperational Activities	$498,970	$159,947	$2,231,344
ADJUSTED OPERATING EXPENSES PER MOODY'S DEFINITION	$21,894,769	$21,166,522	$26,942,225
ANNUAL DAYS CASH ON HAND PER MOODY'S DEFINITION	55.81	88.27	164.52

Investment Management
Texas legislation (Sec. 2256.001 Texas Government Code) [14] limits investment options for its colleges to obligations of or guaranteed by governmental entities, fully guaranteed or FDIC

insured certificates of deposits, bonds in a high rating category, and certain other investment options (FY 2022 Audited Financial Statements and Single Audits [15]). These investment options encourage responsible management, provide a level of protection for investment principal, and limit the college's exposure to declines caused by market fluctuations. CBC is in compliance with this legislation. Investment income net of investment expenses per the audited SRECNP was positive for all three years, at $265,851 in FY 2020, $173,125 in FY 2021, and $110,011 in FY 2022. No unrealized gains or losses were recorded, demonstrating that investment policies were successful in protecting the principal of invested college funds.

Current Ratio

The college's stringent financial management resulted in an improvement in the current ratio over the past three years. The current ratio for FY 2022, adjusted to exclude nonoperational liabilities for unfunded pensions and OPEB, is 1.83 for FY 2022 as reflected in the chart below. These results demonstrate that the administration's financial policies, procedures, and processes have been successful in growing assets available for daily operations.

CURRENT RATIO - ADUSTED TO EXCLUDE NONOPERATIONAL LIABILITIES	2020	2021	2022
Current Assets per SNP	$9,703,789	$11,982,289	$19,414,521
Current Liabilities per SNP	$9,143,310	$9,630,969	$11,549,840
Less nonoperational liabilities:			
Compensable absences	683,741	$611,863	$573,170
OPEB Liability - Current Portion	$568,533	$602,927	$373,072
Current Liabilities Excl Nonoperational	$7,891,036	$8,416,179	$10,603,598
Current Ratio	1.23	1.42	1.83

Debt Management

CBC's long-term debt is $867,304 as of August 31, 2022, declining each year from FY 2020 to FY 2022 as existing bond issues have been paid down with no additional debt assumed during that period. The college paid off the remaining long-term balance of its bonds payable in FY 2022 and notes payable was also reduced from $1,925,000 in FY 2020 to $812,000 in FY 2022. CBC's conservative approach to debt management contributes to its stable financial position while providing adequate funding to ensure that capital assets are maintained in satisfactory condition and quantity to meet the college's mission.

The college's long-term debt as a percentage of capital assets has declined each year:

Long-term Debt as % of Capital Assets, Net Per Audited Financial Statements			
	Long-Term Debt	Capital Assets, Net	%
FY 2020	$2,806,000	$15,916,626	17.6%
FY 2021	$1,910,852	$14,818,326	12.9%
FY 2022	$867,304	$14,988,430	5.8%

Interest expenses as a percentage of total operating and non-operating revenues has consistently been below 1.0%, declining each year.

Summary of Interest Expense per Audited Financial Statements			
	Interest Expense	Operating & Nonoperating Revenues	%
FY 2020	(161,272)	24,696,271	0.7%
FY 2021	(124,366)	22,539,066	0.6%
FY 2022	(97,327)	32,892,774	0.3%

These metrics for debt management based on the audited financial statements demonstrate conservative and responsible management of debt.

Unrestricted Net Assets
The College's unrestricted net assets [16] have increased each year from FY 2020 – FY 2022, with a UNAEP balance calculated in accordance with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) methodology of $9.0 million in FY 2020, $9.1 million in FY 2021, and $12.1 million in FY 2022 UNAEP increased by $3.1 million, or 34.2%, during this period, enhancing a stable base of financial resources that may be deployed for operations as needed.

Net Position
CBC has increased its total net position each year, with an increase of $1,831,102 in FY 2020, $50,983 in FY 2021, and $6,679,405 for FY 2022. Unrestricted fund balances increased by $5,467,508 during this period.

These positive financial results were achieved within the framework of a balanced operating budget based on the Strategic Plan 2020-2025 [17]. As discussed further in 13.2, budgets are structured and monitored so the college can respond to changes in enrollment, economic fluctuations, or unanticipated circumstances. Internal controls built into the Colleague ERP enforce financial discipline and the maintenance of balanced budgets throughout the year, helping to assure positive financial results each year.

The college successfully diversified its revenue sources during a period of declining enrollment which stabilized with a modest increase in fall 2022. Additional funding from federal and state sources, along with an expansion of non-credit instruction, replaced and supplemented lost

revenues due to the coronavirus pandemic and related restrictions along with a decrease in enrollment. The college is well positioned to maintain increases in net position as enrollment and resulting tuition and fee revenues have recovered with a modest increase as of fall 2022.

Risk Management
Risk management is defined through the Board Policy Manual [18], which defines governing Board responsibility for liability insurance [19], tort claims, defense counsel, and law enforcement motor vehicles.

These insurance coverages are maintained through the Texas Association of School Boards Risk Management Fund and have proven successful in protecting CBC from business risks. Policy summaries are presented as evidence of adequate coverage for FY 2022 [20] and FY 2023 [21].

Property insurance coverage [22] is maintained for all facilities and contents. The policy is approved by the Board of Trustees and includes approved levels of deductibles that can be sustained through the college's contingency and reserve funds.

Insurance coverage has proven successful in protecting the institution's financial and physical resources.

Evidence
[1] CBC Annual Financial Report FY 2020
[2] CBC Annual Financial Report FY 2022
[3] CBC Annual Financial Report FY 2022
[4] THECB report *"Financial Condition Analysis of Texas Public Community College Districts"*
[5] CBC Board Policy Manual
[6] CBC Board Policy Manual- Business and Support Services
[7] CBC Board Policy Manual- Personnel
[8] CBC Board Policy Manual- Instruction
[9] CBC Board Policy Manual- Students
[10] CBC Board of Trustees Meeting Agenda-August 23, 2022
[11] CBC Board of Trustees August 23, 2022 Meeting Minute Order-Financial Statements
[12] CBC Board of Trustees August 23, 2022 Meeting Financial Reports Package
[13] CBC Board of Trustees Meeting Minutes-August 23, 2022
[14] Sec. 2256.001 Texas Government Code
[15] FY 2022 Audited Financial Statements and Single Audits-Page 37
[16] CBC UNAEP - FY 2020
[17] CBC Strategic Plan 2020-2025
[18] CBC Policy CKB (Legal)
[19] CBC Liability Insurance
[20] FY 2022 Policy Summaries
[21] FY 2023 Policy Summaries
[22] CBC Property Insurance Coverage

Form edited December 2022

13.4   **The institution exercises appropriate control over all its financial resources.**
        (Control of finances)

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) ensures proper management of financial resources through its internal control system. Independent audits of the financial statements for FY 2020 [1], FY 2021 [2], and FY 2022 [3] have consistently reported unmodified opinions.

Organizational Structure
The college's organizational chart [4] illustrates a proper segregation of duties for key administrative positions responsible for financial management.

Management Functions, Qualifications, and Experience
The current vice president of finance and business operations [5] reports to the president and has primary responsibility for oversight of financial resources. The vice president is responsible for maintaining a framework of internal control to administer, monitor and provide accurate reporting for all financial resources, while ensuring compliance with applicable, state, federal, Board, and institutional regulations. The current vice president has a Master of Science in Economics and a Master of Business Administration (MBA) in Accounting and Economics with extensive experience as a vice president of finance and treasurer, and as a chief financial officer.

The director of human resources/Title IX Coordinator [6] also reports to the president and has primary responsibility for all aspects of human resources (HR) including payroll, hiring of personnel, compensation and employee benefits, employment practices, and related functions. The current director has over thirty years of experience as a HR professional and has earned the designation of Senior Certified Professional by the Society for Human Resource Management (SHRM), a certification that demonstrates proficiency in human resources competencies and knowledge necessary to be an effective and strategic HR professional.

The director of information technology (I.T.) [7], reporting to the vice president of finance and business operations, is responsible for network and personal computer (PC) services including enterprise resource planning (ERP) systems, I.T. operations, technology support services, and data security. The current director has been in the position since 2014 and has over thirty years of experience in I.T. administration and instruction.

Financial Policies and Procedures
The Board Policy Manual [8] provides a comprehensive internal control system to safeguard the college's assets and ensure compliance with all applicable federal, state, and local laws and regulations. The primary sections of the manual as a guide to sound business practices and control of financial resources are:
- Business and Support Services [9]
- Personnel [10]
- Instruction [11]
- Students [12]

The Board Policy Manual is promulgated by the Texas Association of School Boards (TASB) to provide standardized and compliant internal control systems based on Texas, federal, and

local requirements. The manual also includes policies and procedures specific to CBC and is adopted by its Board of Trustees.

The CBC Procurement Manual [13] provides business office policies and procedures for college acquisitions and expenses including procurement, purchase requisitions, cooperative purchasing, construction services, contracts, vendor requirement, vendor relations, disposal of property, federally funded purchases, and procurement cards.

Appendix III of the Procurement Manual [14] provides additional guidelines and procedures for the use of procurement cards. Several forms used for the Procurement card process are presented.

Travel guidelines [15] to ensure compliance with all applicable regulations are published for all official college travel. The travel application form [16] ensures that approvals are obtained for all proposed travel to ensure compliance. A standardized travel expense report [17] is required for reimbursement of all official travel.

The Business Office Training PowerPoint [18] is available to all campus staff involved in business transactions and provides a comprehensive set of guidelines for daily processing of transactions by business office and campus staff, including enterprise resource planning system (ERP). This document includes regulations and institutional guidelines for procurement, accounts payable, required approvals, budget management and monitoring, petty cash, fleet, and fixed assets.

The CBC Human Resources provides examples of completed and approved business transactions include the following:

- Bank reconciliation for 8/31/2022 [19], approved by the director of finance and business operations
- A completed and approved FY 2022 requisition [20]
- A completed and approved FY 2022 purchase order [21]
- Approved hiring documents for a faculty position and a staff position [22]
- Budget statement available at any time through the ERP for monitoring and management of budget to actual departmental expenses. An example report for FY 2022 [23] is presented, and there are many other types of reports available through the ERP.

Enterprise Resource System (ERP)
All expenditures are processed through Colleague Finance, the college's ERP. Within the Colleague system, the college has established an approval stream for all transactions including finance, purchasing, personnel, and payroll. This system provides segregation of duties while ensuring that all actions are approved at the appropriate level and reviewed by qualified personnel in finance. The approval structure built into the ERP provides a sound internal control system.

Information Technology
The Board Policy Manual addresses key aspects of information technology related to internal control and data security that are followed by CBC within the context of Texas, federal, and local requirements:

- Information Security: CBC Policy CS(Legal) [24] and CBC Policy CS(Local) [25] includes policies related to oversight of information security, duties of the designated

information security officer, the appropriate structure of an information security program, training, and reporting requirements.

- Technology Resources: CBC Policy CR(Legal) [26] and CBC Policy CR(Local) [27] includes policies related to electronic transactions and communications, access, and acceptable use of technology resources.

Coastal Bend College Technology Infrastructure

The Office of Information Technology Services (I.T.S.) manages the administrative and academic information technology resources for the college. The office establishes the necessary computer network infrastructure, hardware, and software to ensure stable and reliable operation of all information systems and services. I.T.S provides access to technology over a wired and wireless network, utilizing a fiber optic backbone for voice, video, data, and security.

CBC currently has a firewall in place to protect from the outside environment (viruses), malware, and anything that comes in from the outside. Firewalls provide rules that allow for traffic to come in and out of the network.

Currently, Active Directory (AD) is used for user authentication to most applications, which includes access to Colleague, Cougar Den, Blackboard, the campus intranet, Wi-Fi network, and email system. AD is also used for PC logins in labs and offices. This system allows for the use of a single user identification and password to access all the college's resources.

Risk Management

Risk management is defined through the Board Policy Manual [28], which defines governing for liability insurance, tort claims, defense counsel, and law enforcement motor vehicles.

These insurance coverages are maintained through the Texas Association of School Boards Risk Management Fund and have proven successful in protecting CBC in a comprehensive manner from business risks. Policy summaries [29] are presented as evidence.

Externally Funded Programs and Student Financial Assistance

Detail of effective control of transactions for externally funded programs and student financial assistance is provided in 13.5 and 13.6. There were no material weaknesses, significant deficiencies, or other findings related to federal awards required to be reported under *Uniform Guidance* in the FY 2020, FY 2021, or FY 2022 Single Audits, demonstrating that internal controls for federal awards are in place and functioning as intended.

Audits

Independent audits of the financial statements for FY 2020 [30], FY 2021 [31], and FY 2022 [32] have consistently reported unmodified opinions. The FY 2020 audit included one finding related to the financial audit, while the FY 2021 included eight financial audit findings and the FY 2022 audit included four financial audit findings.

Corrective action plans for findings are noted in the audits. As reflected in the corrective action plans, the college has experienced significant and prolonged professional accounting staff and management vacancies in the past few years. An interim CFO was in place from September 2022 through February 2023, and a new Vice President of Finance and Business Operations began on Feb. 6, 2023. The interim will remain in place for the month of February to support the onboarding of the new VP. The new VP has been charged with correcting all findings by the end of FY 2023. Other corrective actions are currently underway, including hiring an

external accounting firm to assist in filling staff vacancies, processing FY 2023 transactions, analysis, developing new procedures, training, and documentation.

Evidence
[1] FY 2020 Audited Financial Report
[2] FY 2021 Audited Financial Report
[3] FY 2022 Audited Financial Report
[4] CBC Administrative Organizational Chart
[5] CBC Vice President of Finance and Business Operations Job Description and Resume
[6] CBC Director of Human Resources/Title IX Coordinator Job Description and Resume
[7] CBC Director of I.T. Services Job Description and Resume
[8] CBC Board Policy Manual-Introduction
[9] CBC Board Policy Manual- Business and Support Services
[10] CBC Board Policy Manual- Personnel
[11] CBC Board Policy Manual- Instruction
[12] CBC Board Policy Manual- Students
[13] CBC Procurement Manual
[14] Appendix III of the Procurement Manual
[15] CBC Travel Guidelines
[16] CBC Travel Application Form
[17] CBC Standardized Travel Expense Report
[18] Business Office Training PowerPoint
[19] Bank reconciliation for 8/31/2022
[20] Completed and Approved FY 2022 Requisition
[21] Completed and Approved FY 2022 Purchase Order
[22] Approved hiring documents for a faculty position and a staff position
[23] Example Budget Statement Report for FY 2022
[24] CBC Policy CS(Legal)
[25] CBC Policy CS(Local)
[26] CBC Policy CR(Legal)
[27] CBC Policy CR(Local)
[28] CBC Policy CKB(LEGAL)-LJC
[29] FY 2022 and FY 2023 Risk Policy-TASB Risk Fund Insurance
[30] FY 2020 Audited Financial Report
[31] FY 2021 Audited Financial Report
[32] FY 2022 Audited Financial Report

13.5 **The institution maintains financial control over externally funded or sponsored research and programs.**
(Control of sponsored research/external funds)

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative : Coastal Bend College (CBC) is in compliance with comprehensive standard 13.5. The college maintains a sound internal control system for all external funds. Annual Single Audits conducted by an external CPA firm, as required by federal Uniform Guidance, consistently reported for FY 2020, FY 2022, and FY 2022 that the college complies with all applicable federal, state, and institutional regulations.

Overview and Financial Summary
CBC receives external funding other than Title IV from the Federal TRIO program, the CARES Act, and Perkins Title 1 Grants. No sponsored research is conducted at the college. A summary of external funding extracted from the College's audited Schedule of Expenditures of Federal Awards (SEFA) for FY 2020 (FY 2020 Audited Financial Statements and Single Audit [1] , FY 2021 (FY 2021 Audited Financial Statements and Single Audit [2], and FY 2022 (FY 2022 Audited Financial Statements and Single Audit [3], is as follows:

Coastal Bend College
Summary of Non-Title IV Federal Expenditures
Per Schedule E - Schedule of Expenditures of Federal Awards per Audit
FY 2020 - FY 2022

For the years ended August 31,	2020	2021	2022
Grantor: U. S. Department of Education			
TRIO Cluster	$1,100,915	$1,345,201	$1,427,338
CARES Act/Education Stabilization Fund	809,731	1,858,944	7,714,163
Passed-Through from THECB - Career and Tech Ed Basic Grants	309,533	327,005	446,033
Total Expenditures of Federal Awards - Non-Title IV	**$2,220,179**	**$3,531,150**	**$9,587,534**

Board Policy Manual
The Board Policy Manual [4] provides guidelines based on sound business practices for CBC to follow in all transactions including externally funded grants. CBC has successfully followed these guidelines, in particular the Business and Support Services [5] and the Personnel [6] sections and is in good standing with the state and United States Department of Education (USDOE) for all programs.

The college has not been required to get letters of credit for federal regulatory agencies. There are no liabilities owed to external funding sources.

Colleague Finance ERP
All expenditures for grants and contracts are processed through Colleague Finance, the college's ERP. Within the Colleague system, the college has established an approval stream for all transactions including finance, purchasing, personnel, and payroll in Banner. Grant and contract revenue and expense transactions are subject to the same approvals and controls as those established for other college units. This system provides segregation of duties while ensuring that all actions are approved at the appropriate level and reviewed by qualified personnel in finance. These approvals and additional review and approval by a designated accountant reporting to the Chief Financial Officer (CFO) provide a sound internal control

system and facilitate compliance with federal, state, Board of Trustees, and institutional rules. Further detail is presented in Comprehensive Standard 13.4.

Procurement Manual
Processes and procedures outlined in the CBC Procurement Manual [7] are followed in the administration of all externally funded expenditures. The Procurement Manual provides guidelines, processes, and procedures that form a framework of internal control for all college expenditures.

Pre-Award Policies and Procedures
The Purchasing Manual Appendix IV [8] provides guidance for applying for external funding to ensure that all applicable federal, state, and institutional guidelines are followed in the process. All proposal requests, proposals, budgets, and related documents are subject to a stringent review by a supervisor, the business office, and executive leadership. A final approval [9] by the CFO and president is required before proposals are submitted to granting agencies.

The following documents are presented to further demonstrate compliant pre-award policies and procedures:

USDOE Approval of the FY 2022 Upward Bound program grant application [10]
USDOE Grant Award Notification for the FY 2022 Talent Search program [11]
USDOE Approval of the FY 2022 Talent Search program budget [12]

Post-Award Policies and Procedures
Specific guidelines for federal programs are included in the Purchasing Manual Appendix II – Procedures for Federally-Funded Purchases [13]. Federal funds are subject to compliance with the Uniform Guidance, 2 CFR Part 200, and regulations imposed by the awarding agency.

The CFO assigns a cost center and imports the formally approved budget to Colleague (CBC's current ERP system) only once the formal Notice of Grant Award (NOGA) and approved budget have been received. All budget revisions or transfers, along with routine financial reports required by the granting agency, must be approved by the CFO.

The grant manager/project director is responsible for reviewing all expenditures for compliance, and the business office also reviews expenditures for compliance with applicable federal, state, and institutional requirements. Expenditure approvals [14] are required at various levels depending primarily on the dollar amount of the transaction, with the president's approval required on all purchases exceeding $10,000 [15].

Budgets and year-to-date activity are monitored routinely through Colleague by the grant manager/project director and the Business Office.

An indirect cost (facilities and administration) rate is applied where applicable based on the Department of Health and Human Services' approved rate structure [16]. The current rate is .08%.

All personnel funded from external sources are required to submit a time and effort reporting form [17]**.** These forms are maintained by the grant manager/project director, reviewed and approved by the 1st level supervisor, and then forwarded to the Grants Compliance & Reporting Manager on a quarterly basis for document tracking and reconciliation with Payroll.

Award Sources and Purpose

Trio Programs

CBC expended $1.3 million of federal funding for the TRIO Programs in FY 2021 and $1.4 million in FY 2022. The federal TRIO Programs (TRIO) are outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to postbaccalaureate programs. CBC hosts the following TRIO programs: Talent Search-Alice, Talent Search-Beeville, Upward Bound, and Upward Bound-Rural.

As reflected in the college's organization chart [18], administration of TRIO programs reports to the Dean of Student Services and Accessibility. The incumbent dean [19] is a capable and experienced administrator with over sixteen years of progressively responsible experience in several administrative roles in higher education including CBC.

An approval stream is established within the Colleague ERP to ensure that all TRIO expenditure authorizations are reviewed and approved by appropriate levels of management.

TRIO expenditures are reported routinely to USDOE [20].

CARES Act/Education Stabilization Fund

CBC expended $1.9 million of federal funding from the CARES Act/Education Stabilization Fund in FY 2021 and $7.7 million in FY 2022. As reflected in the SEFA for FY 2021 (FY 2021 Audited Financial Statements and Single Audit [21] and FY 2022 (FY 2022 Audited Financial Statements and Single Audit [22], most of the funding was for federal aid grants to students and additional financial aid funding for the college. Audit results, as detailed below, indicate CBC complies with all federal regulations for CARES Act funding.

Perkins Title I Grants

Federal Carl Perkins Career and Technical Education Grants for Career and Technical Education – Basic Grants are passed through to CBC from the Texas Higher Education Coordinating Board (THECB). Perkins Title I grants are allotted to states through a formula based on the states' populations in certain age groups and per capita income.

A total of $327,005 from Perkins Title 1 grants was expended by CBC in FY 2021 and $446,033 in FY 2022. The college complied with all federal guidelines and with state guidelines promulgated by THECB for this program. The THECB Request for Applications [23] contains detailed guidance that CBC and other institutions follow in requesting and administering the Perkins Basic Grant Program.

THECB published *A Compliance Monitoring Review of the Carl D. Perkins Grant-Related Inventory Policies and Procedures at Coastal Bend College, Report No. THECB-CM-22-031 [24]*. The report included the following language: "We found that Coastal Bend College (CBC) substantially complied with relevant Carl D. Perkins (Perkins) grant rules and regulations regarding capital asset and equipment transactions according to the Uniform Grant Guidance found in Title 2, Subtitle A, Chapter II, Part 200, Subpart E" [25].

Schedule of Expenditures of State Awards

As reflected in the single audits, the college expended an additional $522,073 of funds classified as state awards and administered through the Texas Higher Education Coordinating

Board in FY 2021 [26]. These funds were primarily for the Texas Higher Education Opportunity Grant Program and the Nursing Shortage Reduction Program. The college is in compliance with all regulations for these programs.

Independent Reviews Demonstrating Compliance
Several recent independent reviews by State agencies validate compliance with externally funded programs. The Texas Higher Education Coordinating Board (THECB) conducted desk reviews [27] of two separate Institutional Capacity GEER grants passed through to CBC in FY 2021 to assess whether CBC as a subrecipient met the requirements of the Governor's Emergency Education Relief (GEER) Fund.

Both reports reflected positively on CBC, with no noncompliance issues noted.   The Texas Workforce Commission also conducted a desk review [28] of compliance with regulatory and contractual requirements having a direct impact on the Skills Development Funds (SDF) programs that administered by CBC for the Texas Workforce Commission (TWC). No issues of noncompliance were noted.

Single Audit Results
CBC is audited annually and an Independent Report on Compliance for each major program and on Internal Control Over Compliance Required by the Uniform Guidance is issued by the auditor. The TRIO, CARES Act, and Perkins Title I grants received and expended by CBC are audited annually for compliance.

The external audits (Single Audits) are conducted in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, and the audit requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirement, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

The following chart recaps Single Audit results reported in Section 1: Summary of Auditors Results for FY 2020 [29], (FY 2020 Audited Financial Statements and Single Audit, FY 2021 [30], (FY 2021 Audited Financial Statements and Single Au dit, and FY 2022 [31] (FY 2022 Audited Financial Statements and Single Audit:

Coastal Bend College Summary of Single Audit Results				
Audit Year	**Unmodified Opinion on Compliance**	**Material Weaknesses**	**Significant Deficiencies**	**Findings Required to be Reported According to Uniform Guidance**
FY 2020	Yes	0	0	0
FY 2021	Yes	0	0	0
FY 2022	Yes	0	0	0

As shown, no findings were reported for externally funded programs, and the single audits consistently demonstrate compliance with federal, state, and institutional regulations.

Evidence

[1] FY 2020 Audited Financial Statements and Single Audit
[2] FY 2021 Audited Financial Statements and Single Audit
[3] FY 2023 Audited Financial Statements and Single Audit
[4] CBC Board Policy Manual
[5] CBC Board Policy Manual-Section C-Business and Support Services
[6] CBC Board Policy Manual-Section D-Personnel
[7] CBC Procurement Manual
[8] Purchasing Manual Appendix IV
[9] Final Approval Executed by CFO and President example
[10] USDOE Approval of the FY 2022 Upward Bound program grant application
[11] USDOE Grant Award Notification for the FY 2022 Talent Search program
[12] USDOE Approval of the FY 2022 Talent Search program budget
[13] Purchasing Manual Appendix II-Procedures for Federally-Funded Purchases
[14] Expenditure Approval Example
[15] Purchasing Manual page 13
[16] Department of Health and Human Services Approved Rate Structure
[17] Time & Effort Reporting Form Fully Executed
[18] Trio Program Organization Chart
[19] Dean of Student Services and Accessibility Job Description and Resume
[20] TRIO Final FY 2022 Financial Report and Quarterly financial report for a 2021 quarter
[21] FY 2021 Audited Financial Statements and Single Audit pg. 80
[22] FY 2022 Audited Financial Statements and Single Audit pg. 85
[23] RFA for Perkins Basic Grant for 2022-2023
[24] A Compliance Monitoring Review of the Carl D. Perkins Grant-Related Inventory Policies and Procedures at Coastal Bend College, Report No. THECB-CM-22-031
[25] Uniform Grant Guidance found in Title 2, Subtitle A, Chapter II, Part 200, Subpart E
[26] FY 2021 Audited Financial Statements and Single Audit pg. 84
[27] Texas Higher Education Coordinating Board Desk Review
[28] Texas Workforce Commission Desk Review
[29] FY 2020 Audited Financial Statements and Single Audit pg. 67
[30] FY 2021 Audited Financial Statements and Single Audit pg. 84
[31] FY 2022 Audited Financial Statements and Single Audit pg. 88

13.6	**The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U. S. Department of Education.** *(Federal and state responsibilities)* **[Off-Site/On-Site Review]**

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) is in compliance with all Title IV, Texas, and institutional guidelines related to Title IV financial aid. State and institutional student financial assistance is also available for deserving students, and CBC complies with all applicable regulations for these programs. Results of single audits have consistently demonstrated compliance with guidelines related to Title IV financial aid, with no findings reported in FY 2020, FY 2021, or FY 2022.

Overview and Financial Summary – Federal Student Financial Assistance

A Schedule of Expenditures of Federal Awards (SEFA) is prepared annually by CBC and included within the scope of annual audits for FY 2020 [1], FY 2021 [2], and FY 2022 [3]. As reflected in the audited SEFA, CBC provided $7.6 million of Title IV federal financial aid classified in the Student Financial Assistance Cluster in FY 2022. Additional student financial aid grants were also made available through the CARES Act/Educational Stabilization Fund. The college participates in Supplemental Education Opportunity Grants, Work-Study, Pell Grants, and Direct Student Loans, all of which are programs that help keep tuition affordable for its students.

Overview and Financial Summary – State and Institutional Student Financial Assistance

The state of Texas also provides direct funding to CBC for state student financial assistance programs. $454,592 was spent for these programs in FY 2022, $522,073 in FY 2020, and $403,068 in FY 2020. The largest state student financial aid programs are the Texas Educational Opportunity Grant Program and the Nursing Shortage Reduction Program.

A Schedule of Expenditures of State Awards is prepared annually by CBC and included within the scope of annual audits for FY 2020 [4] and FY 2021 [5]. No findings were reported for state and institutional student financial assistance.

Many campus-based financial aid programs such as the Academic Scholarship, CBC Scholarship, Outreach Scholarship, and Rotary Scholarship are also available to students. These programs are administered by CBC subject to internally established criteria and are also included within the scope of annual financial audits, with no findings noted for FY 2020, FY 2021, or FY 2022.

U. S. Department of Education (USDOE) Status

CBC received notification that its Program Participation Agreement (PPA) had been recertified by the USDOE Regional Office in January 2019. The Dallas School Participating Team informed the college on January 11, 2019 of the Secretary of Education's determination that CBC satisfied the definition of an eligible institution under the Higher Education Act of 1965.

The Eligibility and Certification Approval Report (ECAR) [6] and Program Participation Agreement (PPA) [7] are provided as evidence. CBC's current PPA is effective through September 30, 2024. CBC has demonstrated compliance by adhering to USDOE guidelines included in the PPA.

Fiscal Operations Report

The USDOE requires all higher education institutions eligible to receive Title IV funding to submit a Fiscal Operations Report and Application to Participate (FISAP) on an Annual Basis, usually due October 1 of each year. This report serves as a financial reporting tool for Title IV expenditures and includes institutional requests for future funding. CBC submitted its FY 2021 FISAP [8] for the Federal Perkins Loan, Federal Supplemental Opportunity Grant (FSEOG) and Federal Work Study (FWS) Program on September 24, 2021, with no corrections required by USDOE. The FISAP for FY 2022 [9] was also accepted by USDOE as submitted. CBC does not participate in Federal Perkins Loans and therefore does not report or request such funds.

Additional Evidence of Compliance

CBC currently is in good standing with USDOE and has no identified issues of non-compliance. The College has not been placed on the reimbursement method, has not been required to obtain a letter of credit, has no significant pending litigation issues with respect to financial aid, has no significant unpaid dollar amounts due to USDOE, and has received no adverse communications from USDOE.

Financial Aid Office

The Financial Aid Office assists students in applying for federal Pell grants, federal student loans, campus-based aid, college work study, and scholarships. The Director of Financial Aid [10] has been in the position for ten years, with additional years of service in financial aid at CBC, and has successfully ensured that the office operates in accordance with federal, state, and institutional guidelines.

CBC publicizes standards for satisfactory academic progress and application guidelines for federal student aid on the Office of Financial Aid website [11]. Applying for Financial Aid [12] outlines the items students will need to apply for financial aid and includes the contact information where students can call for assistance. Financial Aid disbursement information is also outlined in the Financial Aid Office website [13].

All financial aid awards posted under Student Self-Service within Cougar Den are estimated awards. Most federal and state financial aid payments made to students are based upon cumulative satisfactory academic progress and enrollment status. Students who are on suspension due to not meeting Satisfactory Academic Progress (SAP) do not receive a disbursement unless they have an approved appeal. All disbursement dates are estimated; the Business Office cannot guarantee the date a student will receive the funds. The college recommends that students have an alternate plan in case of delays in funding. Students typically receive financial aid refunds approximately a week after their financial aid award has been disbursed.

Cohort Default Rate

CBC's 2018 three-year official Federal Cohort Default Rate [14] is 10.1%, comparing favorably to the 2018 default rate published by USDOE of 11.5% [15] for public 2–3-year schools. The college's default rate improved from the 14.7% rate reported for FY 2017. CBC contracts with a third-party servicer (Loan Science) to assist with default prevention. Loan Science corresponds with former students who have outstanding loans from the college to inform them of services available to assist with default prevention. Some of the services available are payment, repayment, deferment options, or strategies to prevent a student from defaulting.

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Single Audit Results

CBC is audited annually and an Independent Report on Compliance for each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance is issued by the auditor. The Student Financial Assistance Cluster of Title IV programs including supplemental educational opportunity grants, work study program, Pell grants, and Direct student loans are audited annually for compliance as a major program. CARES Act funding for financial aid and other programs administered through the Education Stabilization Fund are also classified as a major program and included within the scope of the annual federal compliance audit.

The following chart recaps Single Audit results reported in Section 1: Summary of Auditors Results for FY 2020 [16], FY 2021 [17], and FY 2022 [18]:

Coastal Bend College Summary of Single Audit Results				
Audit Year	Unmodified Opinion on Compliance	Material Weaknesses	Significant Deficiencies	Findings Required to be Reported According to Uniform Guidance
FY 2020	Yes	0	0	0
FY 2021	Yes	0	0	0
FY 2022	Yes	0	0	0

NOTE: Above chart copied in photograph mode from 13.5 CBC Single Audits Results Summary.xlsx (sharepoint.com)

As shown, no findings were reported for federal or state student financial assistance programs. CBC's audit results for major programs including student financial assistance have consistently demonstrated compliance with federal, state, and institutional regulations.

Evidence
[1] CBC 2020 Annual Financial Audit-page 59
[2] CBC 2021 Annual Financial Audit-page 80
[3] CBC 2022 Annual Financial Audit-page 85
[4] CBC 2020 Annual Financial Audit-page 61
[5] CBC 2021 Annual Financial Audit-page 82
[6] Eligibility and Certification Approval Report (ECAR)
[7] Program Participation Agreement (PPA)
[8] FY 2021 FISAP
[9] FISAP for FY 2022
[10] Director of Financial Aid Job Description and Resume
[11] Office of Financial Aid Website-Satisfactory Progress Policy
[12] Applying for Financial Aid Website-Financial Aid Steps to Apply
[13] Financial Aid Office Website-Refund Information
[14] 2018 three-year official Federal Cohort Default Rate

[15] USDOE FY 2018 Official National Cohort Default Rates.
[16] CBC 2020 Annual Financial Audit-page 67
[17] CBC 2021 Annual Financial Audit-page 84
[18] CBC 2022 Annual Financial Audit-page 88

13.7   **The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.**
        (Physical resources) **[Off-Site/On-Site Review]**

        <u>X</u> Compliance ___ Non-Compliance ___ Partial Compliance

Narrative:

Narrative: Coastal Bend College (CBC) ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities no matter the location or mode of instruction. CBC's administrative campus is in Beeville, Texas. The college's external sites are in Alice, Kingsville and Pleasanton.

Coastal Bend College (CBC) is a comprehensive public community college with an expansive service area [1] that encompasses 9,000 square miles in the diverse South Texas counties of Bee, Karnes, McMullen, Live Oak, Duval, Jim Wells, Brooks, and parts of Atascosa and Kleberg counties. CBC has an annual enrollment of over 4,500 students, 74% of whom are minority, across its four locations in the cities of Alice, Beeville, Kingsville, and Pleasanton, Texas, and many high school locations.

Per the Texas Education Code Title 3 Subtitle G Chapter 130 A [2], community colleges have been legislated to "serve as a comprehensive college offering vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial, and compensatory education is to be provided consistent with open-admission policies, along with programs of counseling and guidance." Coastal Bend College's physical and technical infrastructure meets the needs of its educational programs, support services, and mission.

College Facilities

Administrative Campus in Beeville [3]

The administrative campus in Beeville consists of 33 buildings located on approximately 99.4 acres of land, totaling 514,865 gross square feet of educational and general, academic and student support, administrative support, and auxiliary spaces. The buildings include classroom, laboratory, and research spaces; auditorium, performance spaces, and gallery; the library; faculty and administrative offices and meeting spaces; informal learning and student gathering spaces; recreational and intercollegiate athletic facilities; and residence and dining halls.

Administrative Campus Facilities:

Robert J. Beasley Jr. Administration Building: opened in 1967, approximately 7,796 sq. ft., includes the Office of the President, Human Resources, Office of the Chief of Police, and Board of Trustees meeting room.

Louise Welder Hall Business Center Building: opened in 1967, approximately 7,796 sq. ft., includes Informational Technology Services (I.T.S.), Business Office Services, and Institutional Effectiveness.

Gertrude R. Jones Auditorium: opened in 1967, approximately 15.370 sq. ft., includes a leased space for The Purple Door, serves as a fine arts and community events venue, and hosts college functions.

Fred C. Latcham Academic Building: opened in 1967, approximately 13,200 sq. ft., includes faculty/staff offices, classrooms, and labs for subjects such as mathematics, English, and government.

Paul & Sarah Jaure Science Building: opened in 1967, approximately 13,200 sq. ft., includes faculty/staff offices, classrooms, and labs for subjects - Sciences.

Peter S. Maracek Gymnasium: opened in 1967, approximately 21,364 sq. ft., houses National Junior College Athletic Association (NJCAA) sports events for basketball, volleyball, training room(s), kinesiology classes, other college events such as recruiting events, job fairs, nurse pinning ceremonies, and graduation commencement ceremonies etc.

George F. Elam: opened in 1967, approximately 24,380 sq. ft., includes faculty/staff offices, cosmetology program, dental hygiene classes, computer labs (2), distance learning classrooms.

Luis P. & Joe Henry Alaniz Automotive Technology Multipurpose Building: opened in 1967, approximately 9,898 sq. ft., houses the automotive technology program classroom, storage, and lab. The welding program classroom is also housed in this building.

Central Utility, Physical Plant: opened in 1967, approximately 3,156 sq. ft., houses the chill/hot water loop system that services the college campus.

James R. Dougherty Student Center (SUB): opened in 1969, approximately 13,920 sq. ft., houses the cafeteria staff which is leased space to Great Western Dining; the college bookstore, which is leased space to Texas Book Company; the college TRIO program and Upward Bound program staff; and the recreational area for students, which is equipped with a pool table, ping pong table, and seating.

Grounds/Carpentry Warehouse: opened in 1972, approximately 9,852 sq. ft., houses the grounds and carpentry unit staff, equipment, supplies, and materials.

Joe Hunter Field, Baseball Stadium: opened in 1972, approximately 8,506 sq. ft., houses the college NJCAA baseball team and is used for various activities and events. The original facility was demolished in 2014 and a new stadium was built in the same location where it was completed June 2015, covering an area of 10,774 sq. ft.

Soccer Field: opened in 2010, approximately 75,600 sq. ft., this field is used by the college NJCAA soccer team throughout the year for the fall and spring semester schedules.

Benton Hall Dormitory: opened in 1972, approximately 38,708 sq. ft., The residential facilities include traditional dormitories as well as apartments for families. Residence hall has 35 suites available, each of which includes two dorm rooms and a shared restroom per suite. There is a

total of 70 dorm rooms and 35 restrooms. Two students are assigned per dorm room, four students per suite, and a total of 140 beds are provided.

James R. Dougherty, Dental Hygiene & PPF Office: opened in 1973, approximately 11,077 sq. ft., houses the dental hygiene program classes and lab on the second floor. The first floor houses the Physical Plant and Facilities (PPF) office.

Industrial Trades, Law Enforcement & Welding Programs: opened in 1978, approximately 10,000 sq. ft., houses the law enforcement program classrooms and lab on the second floor. The welding program lab and equipment are located on the first floor.

Multi-Purpose Building A, Oil & Gas Technology: opened in 1967, approximately 5,250 sq. ft., houses the oil and gas technology program classrooms and lab. This building also contains the designated records retention storage area and serves as the receiving warehouse for deliveries to the college via postal services.

Grady C. Hogue Learning Resource Center: opened in 1978, approximately 24,000 sq. ft., houses the Marketing Department, Library and Learning Resources Department, and campus mail services. This building also houses a leased space for Texas Workforce Solutions (T.W.S.) of the Coastal Bend which provides job finding services for the area and the college community.

College Apartments: opened in 1978, approximately 10,240 sq. ft., these residential facilities include traditional dormitories as well as apartments for families. The apartments have five buildings with 20 units available. Each apartment has 1 bedroom, two beds, 1 bath, kitchen, and dining room.

Multi-purpose Building. B, Warehouse: opened in 1980, approximately 7,200 sq. ft., this area consists of three warehouses all adjoined and serves as a storage facility for custodial & maintenance supplies, materials, and equipment. Another section serves as a storage for college surplus items and the college parade float is housed in one section.

Child Development Center: opened in 1980, approximately 4,000 sq. ft., serves as the early childhood development center and has playground areas on the backside of the building.

Frank Jostes, Visual Arts & Drafting Building: opened in 1982, approximately 16,310 sq. ft., houses the visual arts program classrooms and labs. This building also houses the Drafting and AutoCAD program and the nursing program classrooms.

Dan Hughes Building: opened in 1983, approximately 8,262 sq. ft., houses the nursing and radiology programs. This includes classrooms and labs (x-ray room and nursing).

R.W. Dirks Building, Student Services: opened in 1990, approximately 19,000 sq. ft., houses student services and enrollment management in a "one stop shop" called the Cougar Center. This area has offices for admissions, registrar, financial aid, veteran services, advising center, testing center, dual credit. This building also has student spaces where students have access to study rooms, computers, tutoring, and other services.

Glass Blowing Studio: opened in 1999, approximately 2,000 sq. ft., houses the glass blowing continuing education classroom/lab, supplies, and equipment.

College Sites [4]

Coastal Bend College also has three longstanding sites located in Alice, Kingsville, and Pleasanton, Texas.

The Physical Plant & Facilities (PP&F) Department staff provides support for the site communities in various aspects of daily operations. Transfer & General Education (TGE), Nursing & Allied Health (NAH), Career & Technical Education (CTE) programs are provided an assortment of support services that include, but are not limited to, items such as installation of new equipment, upgrading facility capacities through renovations, construction, classroom requirements, furniture, material and supplies, electronics, and technology, etc.

In addition, the site facility staff is responsible for maintenance and preservation of the facility, grounds, custodial services, overall environment, and various other support services to fulfill college site necessities.

Alice Site
The Alice Site opened for CBC in 1989. This site location is comprised of one building at approximately 60,000 sq. ft., and is in Alice, Texas, which is approximately 60 miles south of the main campus. This site houses a variety of faculty, staff, and student spaces.

Programs offered at the Alice site include welding, nursing, law enforcement, dual credit, and a variety of general academic courses. This facility also houses a welding lab, science labs, student spaces where students have access to labs, computers, tutoring, and other services. In addition, Texas Workforce Solutions (T.W.S.) of the Coastal Bend leases space at the site that provides job search services for the college community and local citizens of the area.

Kingsville Site

The Kingsville Site opened for CBC in 1990. This site location is comprised of one building at approximately 35,800 sq. ft., and is in Kingsville, Texas, which is approximately 77 miles south of the main campus. This site houses a variety of faculty, staff, and student spaces.

Programs at the Kingsville site include cosmetology, nursing, dual credit, and a variety of general academic courses.

This facility also houses a science lab, cosmetology lab, student spaces where students have access to study rooms, computers, tutoring, and other services. In addition, Texas Workforce Solutions (T.W.S.) of the Coastal Bend leases space at the site and provides job search services for the college community and local citizens of the area.

Pleasanton Site

The Pleasanton Site opened for CBC in 2002. This site is comprised of one building of approximately 38,900 sq. ft., and is in Pleasanton, Texas, approximately 71 miles northwest of the main campus. This site houses a variety of faculty and staff. Programs at the site include welding, nursing, cosmetology, dual credit, and a variety of general academic courses.

This facility also houses a welding lab, cosmetology lab, science labs, student spaces where students have access to study rooms, computers, tutoring, etc. In addition, Alāmo Workforce Solutions (A.W.S.) leases space at the site to provide job search services for the college community and local citizens of the area.

High School Sites

CBC has numerous off-campus sites at regional high schools. MOUs [5] are in place with each of the school district detailing expectations, including those for the teaching environment and facilities. The college hires academically qualified high school teachers to teach courses offered at these locations and requires a comparable learning environment to those offered at the CBC primary locations.

Common programs offered are the Associate of Arts (A.A.)/Associate of Science (A.S.) transfer degrees, Associate of Applied Science (A.A.S.) and/or Certificate Welding, and A.A.S. and/or Certificate Automotive Technology. The physical locations are maintained and supplied by the respective school districts. Classrooms are provided to support the programmatic offerings for general education courses and specialized facilities for welding and automotive repair. The facilities are reviewed periodically by full-time CBC faculty and administrators.

Students taking courses either virtually or at high school locations have access to academic and student support services. They may either come into the CBC administrative campus, CBC Alice, CBC Kingsville, or CBC Pleasanton; or they may access these services, such as advising, library and tutoring virtually as described in CBC Compliance Standards 11.1 [6] and 12.1 [7]. Staff from the office of Dual Credit routinely visit the high schools and hold information sessions [8] both virtually and in person to ensure that high school students have the access they need to all college services.

Administrative, Faculty and Staff Spaces

The college has numerous classrooms, offices, and meeting spaces throughout all its facilities at all locations. These spaces support academic programs and provide adequate space for college personnel, including faculty, staff, academic and student support service areas to conduct daily operations pertaining to their job duties for the college community.

In addition to the academic spaces which support academic program offerings, academic and student services spaces provide a range of services from admissions, registration, financial aid, advising, committees, interviews, community engagement and outreach, athletic events, Board of Trustee meetings, and various other events held within college facilities.

Library

All users have access to physical library resources and services during all open hours of the Grady C. Hogue Learning Resource Center/Library and CBC Center Libraries (CBC Alice, Kingsville, and Pleasanton) all academic year (Fall, Spring, Summer). At the circulation desk, professional library employees are accessible and available during hours of operation. The CBC (Beeville) is open Monday – Friday from 8am – 5pm. CBC Alice, Kingsville and Pleasanton hours of operation that may change slightly semester to semester but are open fifteen to twenty hours a week.

The library retains 29,800 physical resources, including books, print journals, and media items, despite ongoing efforts to acquire additional electronic resources to better support the expanding number of online courses and students. For in-building usage, all CBC libraries include computer facilities with printers, scanners, and laptops. There are also various individual and group study carrels with charging stations and collaborative tables.

Through its Distance Learning Services, the library provides access to print books, journal articles, and other print resources to students enrolled in online courses and/or reside outside

the college district. Through the Interlibrary Loan system, scanned versions of print articles are provided electronically to distance learning students.

Most library resources are accessible online, allowing all institution students, faculty, and staff to access them at any time, regardless of their physical location. In addition, the library offers virtual chat [16] and phone services throughout operating hours. Interlibrary Loan allows all CBC students, faculty, and staff to request books, articles, and other library materials not available at the library. More about the Library can be in CBC Compliance Standard 11.1 [9].

Space Utilization, Needs Assessment and Renovation Projects

Department Program Reviews & Unit Plans

CBC has made significant improvements to the spaces and infrastructure throughout the physical plant within the last five years. While the Facilities Master Plan (FMP) [10] provides the overarching framework, additional data sources are also analyzed such as a maintenance rotation list (deferred list), academic program reviews, safety requirements, and survey feedback. Each departmental unit is responsible for reviewing program and facility needs and verifying requirements in their specific areas. These may be reporting in annual planning [11] or in the three-year Instructional Program Review Plans [12].

A component of the review processes includes the evaluation of equipment and facilities. This section requires all program managers to assess the adequacy of the facilities and equipment to ensure existing space and structures are modernized and conducive to learning. These cyclical reviews indicate requirements that may include classroom capacities, potential growth of program, manner of engagement desired for classroom instruction, equipment, materials, and supplies required for industry standards, and a variety of other items that may be essential for each department/program. As needed improvements are identified in this process, they are added to the program's continuous improvement planning which is aligned to CBC's zero-based budgeting process (see sample program reviews below):

Math and Science Program Review-pages 26-29 [13]
Admission/Registrar Program Review/Unit Plan [14]
CTE/Allied Health FY2022 Program Reviews Equipment Requests [15]

All other departments and programs follow the same process to provide detailed feedback regarding their department overview as described in CBC Compliance Narratives 7.3 [16], 8.2a [17], 8.2c [18].

Once these program reviews are submitted to the appropriate administrator(s), they are then processed, reviewed, requirements are identified, prioritized, and used for budget requests. They are then presented to the college President, Chief Financial Officer (CFO), and all appropriate administrators and CBC Board of Trustees, for funding approvals. An example of a request submitted in the Dormitory FY 2022 budget [19] to purchase new minor equipment (furniture). The Residential Director FY2022 Annual Report [20] reflects the purchase of new furniture in the FY 2022 year indicating that needs identified through planning and budgeting are supported.

Additional information informing the facilities plan(s) include survey feedback [21]. During the Spring 2022 semester, a survey was given to the graduates in which 98% of student

participants indicated college facilities are clean and well maintained. 96% of those students indicated there were no safety concerns while attending CBC. Students are also survey every other year using the Community College Survey of Student Engagement (CCSSE). In the last administration (Spring 2021) students were asked how satisfied they were with library resources and services and 92% indicated that they were either somewhat or very satisfied.

Project Planning

The project planning process at the college is based on multiple factors, such as the needs, goals, and financial constraints of each department. To ensure that proposed projects align with the institution's strategic plan, regular reviews of resources occur in institutional unit planning and annual reporting, to assess the specific requirements of each department. This essential step enables the college to prioritize its spending and allocate its resources effectively, ensuring that the proposed projects can be implemented in a financially sustainable manner as outlined in their Departmental Unit Plans.

Once a project is authorized to proceed, individual college departments submit budget requests to secure funding for proposed projects outlined in their annual unit plans and budget requests. These requests are made internally through the college's annual operational budget sessions and are based on the projected costs outlined in their Unit Plans. Commonly, this process is part of an individual department's self-assessment, where their requirements are identified, cost estimates are created, and subsequently approved by department supervisors and/or administration. The college will allocate funds from available sources for their implementation in the upcoming fiscal year, and the approved project will be scheduled for implementation. Once a project is finished, it is added to the college's list of Completed Projects [22] and is documented as part of the college's historical records.

The college completed $1.5 million of projects in FY 2022 for building envelope, exterior, and HVAC-mechanical in FY 2022, and has completed in total $3.4 million of these projects from FY 2016 to FY 2023.

In FY 2020, because of the impact of COVID, the Governor issued a regulation [23] that required a halt for most capital projects. Funding levels dedicated by the college returned to normal in FY 2022 with the expiration of the Governor's order.

During the pandemic, CBC however, received funding through the CARES Act and was able to support some key information technology infrastructure projects occurring because of the increased need to deliver courses online. These projects included the purchasing of the following IT Hardware / Software

- Webcams
- Switches
- Servers
- Remote Software (Beyond Trust)
- Lifesize Video Conferencing renewal
- Polycom Video Conferencing renewal
- Web Site CMS

	VENDOR	ITEMS/SERVICES	AMOUNT
1	DELL Marketing	power switches	$89,619.96
2	DELL Marketing	power edges	$18,194.01
3	CDW	lifesize icon/assurance	$42,078.28
4	SHI	beyond trust remote	$11,184.00
5	CDW	beyond trust remote	$11,394.00
6	HANNON HILL	website	$93,000.00
		Total	**$265,470.25**

CBC's capital projects have been completed within a very conservative debt philosophy. The college has reduced its total long-term debt from $2.8 million in FY 2020 to $867,000 in FY 2022, a reduction of 69%. All existing debt is scheduled to be fully paid by 2026.

Preventative Maintenance

CBC's Facilities and Physical Plant maintains and funds a proactive campus-wide preventative maintenance program [24]. Breakdowns or functional disruptions to imperative equipment and systems can be very costly to repair and generate undesired disruption in the work and educational environments of the college community. Preventative maintenance maximizes equipment and system efficiency, reduces energy consumption, expands life span, and reduces equipment repair/replacement costs.

Preventative maintenance [25] is an essential part of the daily operational services carried out by CBC's physical plant department. The department offers custodial, grounds, and facility maintenance services [26], which includes daily preventative maintenance. This can include HVAC filter replacements that are scheduled or requested [27], daily and seasonal cleaning services for dorms, and ground weed treatment and fertilizing.

Inspection processes are carried out by physical plant and facilities staff and contractors as needed. Additional items may be added to the preventative maintenance list and scheduled for service as necessary. Scheduled preventative maintenance and routine upkeep [28] of building infrastructure, grounds, and major equipment are put in place to ensure reliable and efficient operations.

To ensure that preventative maintenance is adequately funded, CBC includes preventative maintenance funds in the annual operational budget for Building Maintenance - Renovations ($8K), Repair & Maintenance ($60K), and Supplies ($50K). This ensures that the physical plant department [29] has the necessary funds to carry out preventative maintenance activities regularly, thereby reducing the risk of equipment and system failures and minimizing disruptions to the college community.

Capital Project List Plan

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The current FY 2022-2023 Capital Project Plan [30] identifies $6.9 million in high priority projects which is in alignment with the Facilities Master Plan [31] s for an eight-year period, through 2030, correlating with strategic planning cycles. The plan includes a comprehensive summary of capital outlay planned needed for campus facilities and grounds improvements, furniture and equipment, information technology, infrastructure, and maintenance. The capital projects list is updated regularly based on new requests, funding availability, and once projects are completed.

Coastal Bend College has many improvements in process, and additional projects are in the planning stage to make them a reality. Floor plans from previous renovation projects, such as the Beeville dining center renovation [32], and the Cougar Centers [32] in Alice, Beeville, Kingsville, and Pleasanton, serve as examples of the planning and implementation process.

Master Planning Process

Coastal Bend College has a new Facilities Master Plan (FMP) [33] and planning process that serves as the guiding document for all current and future developments. This planning process aligns with the 2020-2025 strategic plan and will be the basis for all future master planning decisions. The old master plan, which covered a twenty-year period from 2003 to 2023, has expired and is no longer in use. However, it serves as a historical reference for past developments. The current F.M.P. is intended to be dynamic, adaptable, and updated as needed to ensure it remains relevant and in line with all future college strategic planning initiatives.

Since 2014, the college has undergone renovations and repairs, with prior administration focusing on HVAC equipment, electrical systems, building envelope, and student spaces. The Current Facilities Master Plan is a comprehensive and detailed document that guides the physical development of the college. It outlines the long-term vision and strategy for the institution's growth and expansion. This includes plans for new programs, new spaces, renovations, infrastructure repairs or upgrades, and space usage. The F.M.P. is a strategic tool that considers the college's objectives, goals, and mission, as well as enrollment projections for both present and future. By creating a roadmap that establishes a clear and consistent direction for the college's physical growth and development, the F.M.P. helps ensure that the college's expansion is well-planned and organized.

The college's Capital Outlay Plan [34] outlines the financial processes that project the cost of projects are included in the college's Facilities Master Plan (F.M.P.). The process of creating this plan is driven by the colleges departments and involves forecasting the financial needs, identifying the sources of funding, estimating the costs of the projects, and developing a plan to acquire the necessary funds. This includes, for example, issuing capital projects tax notes, obtaining available grants, and submitting budget requests using the college's annual operational budget and processes.

Additionally, the prioritization of projects is determined by the college's needs, goals, and budget constraints. It is periodically reviewed and updated by the college administration to ensure that it stays aligned with the institution's strategic plan and financial limitations, and that the projects included in the plan are still relevant and necessary. This is a crucial component in the college's budgeting process and it enables the institution to effectively prioritize spending and allocate resources to ensure that the projects outlined in the F.M.P. can be implemented in a financially sustainable manner.

Requests made by college departments to secure funding for proposed projects outlined in the F.M.P. are made internally through the college's annual operational budget hearings and are based on the projected costs outlined in the Capital Outlay Plan. Typically, this process is part of an individual department or program's self-evaluation where needs are determined, identified, cost estimates are created, and approved by the department supervisors and or administration.

The college allocates funds for approved projects from various available sources to implement them. Capital Budget Requests are submitted annually and departments must show the need and benefits of the projects for the college and community. This is done internally to ensure financial sustainability and alignment with the college's strategic plans and financial limits.

Approval Process for Capital Projects

The president and president's cabinet considers and grants approval for all projects. For capital projects, the college Board of Trustees grants final approval.

Deferred Maintenance

CBC, as do most other Texas community colleges has deferred maintenance projects. The primary deferred maintenance needs are electrical upgrades, roofing, parking, and HVAC systems. A large portion of the college buildings have withstood the natural elements that the Coastal Bend environment of South Texas experiences. The college faces comparable deferred maintenance needs and building upkeep requirements as many other similar aged facilities over South Texas do. These identified maintenance needs are not currently impacting instruction or the business and operations of the college.

Facility Operations Management

The Physical Plant and Facilities Department consists of custodial, grounds, maintenance, events, and general support services, which support the core educational mission [35] of the college. Support services are completed in all efforts in maintaining a safe, secure and functional campus environment. All efforts are to provide exceptional services, learning spaces for campus life, and activity outside the classroom setting. The college Physical Plant and Facility operations is responsible for the safety, preservation, maintenance and improvement of CBC facilities at all locations.

As examples, the Physical Plant & Facilities department (PP&F) supports Transfer & General Education, Nursing & Allied Health, and Career & Technical Education programs.   Services include, but are not limited to, items such as installation of new equipment, upgrading facility capacities through renovations, construction, classroom requirements, furniture, material and supplies, electronics and technology. In addition, the PP&F department provides uniform services for all campus/site requirements. The department is responsible for the overall maintenance and preservation of the facilities, grounds, and aids with various equipment requirements to fulfill all college necessities.

The department is led and directed by a capable and experienced director of physical plant [36] with over eight years of experience at CBC. He reports to the Vice President of Finance and Business Operations. The director of physical plant's team includes

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- Custodial Services: responsible for enhancing and maintaining all academic, administrative, and other buildings assigned to provide clean, safe, and sanitary conditions.
- Grounds Services: Responsible for maintaining grounds and landscaping operations to consistently provide safe, clean, sustainable and an attractive landscaped environment for the college community.
- Maintenance Services: Responsible for providing skillful facility HVAC, plumbing, electrical, carpentry, maintenance, repairs, renovations, and construction services to provide the best possible environment in support of the college learning community.

The college has implemented a web-based facility PP&F and information technology (I.T.S.) work request system to provide management control of facility services from the time it is reported to completion.

Maintenance and Work Requests

The PP&F, I.T., Marketing / Public Relations, and Institutional Effectiveness departments utilize KACE Systems Management Appliance (KACE) [37] facility management software for all event setups, special functions, custodial, maintenance, grounds, work requests, preventative maintenance, and I.T. services. This work request software system, also serves as a record keeping system for college operations procedures. This system can also serve as a repository for previous requests and documentation. As the request software system became better utilized across the institution, other departments were included such as the marketing and business services office to expand services and streamline efficiencies across the institution. The Work Order Process [38] provides management control of facility services. Examples from IT [39], General Maintenance [40], Classroom Setup [41], plus a summary log [42] of requests are provided. Occasionally, some work requests are received by email [43].
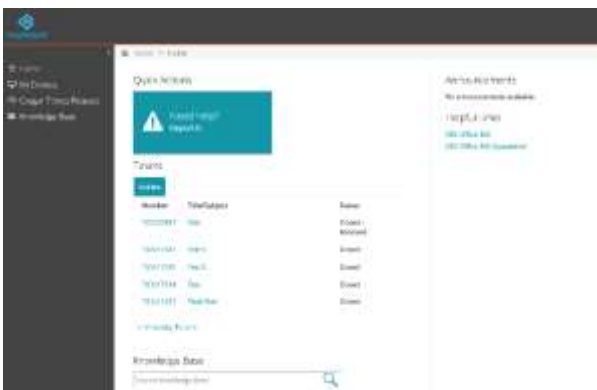
The KACE system is utilized by all employees.

The KACE software records and provides information related to all service requests such as repairing HVAC units, classroom cleanup, disinfecting and sanitizing spaces, groundskeeping, I.T.S. services, vehicle reservations and usage, technician/employee assigned, and can create a report for work requests when needed. The departments are able to review the need for continued service or replacement of reported items/parts.

In addition, as a result of the Covid-19 pandemic, the work request procedure has also served as an effective instrument to efficiently respond to potentially exposed spaces throughout the college facilities.

Facility Emergency Response

The response items below are determined to be emergencies from the time they are reported. At that time PP&F staff will always respond as soon as possible to these emergency calls requiring services from facility personnel. Contact information is located on the department webpage [44].

Form edited December 2022

Emergency [Immediate Response Required] – life threatening situations, safety, legal compliance, and facility infrastructure failure (plumbing, electrical, etc.). Work must start immediately to prevent injury to personnel or damage to facilities, grounds or equipment. Also included are breakdowns or outages that shut down all or a significant portion of the campus.

High [Response is Critical] – Facility or equipment is not operational. The entire or major portion of a campus or building is down. Daily college operations are affected. Work order is reported and issued, but detailed planning and scheduling is bypassed to get the work started as soon as practical.

Safety [Response is Critical] – Any reported issues that arise within the campus or facilities of the college that pose immediate safety concerns for students, staff and visitors (e.g. structural building problems, potentially unsafe equipment, tripping/fall hazards, unsafe working conditions, or other unsafe conditions impacting the campus community.

Beeville - 24 Hour Emergency Maintenance Line: 361-362-7419
Alice - 24 Hour Emergency Maintenance Line: 361-318- 3884
Kingsville - 24 Hour Emergency Maintenance Line: 361-319-4185
Pleasanton - 24 Hour Emergency Maintenance Line: 361-362-5183

Emergency requests require submittal of a work request through KACE software program (kace.coastalbend.edu) after emergency services have been provided to provide documentation of the emergency and actions taken.

Physical Inventory

The college maintains a physical inventory to ensure accurate and complete accounting for a wide range of college properties. When new property has been received, the purchaser (department) notifies the Grants Compliance & Property Manager who then appropriately tags the property with an asset number that is assigned and linked to the description, make, model, serial number, and location of said property. The tagged property is then scanned and uploaded to the college database (RCI). The Grants Compliance & Property Manager is responsible for tracking and ensuring that all Physical inventory remains compliant with the college's physical inventory guidelines.

Physical Inventory Transfer

All departments are required to complete a [Property Transfer Form [45]](#) if the property needs to be moved, transferred, e-waste, surplus, or discarded. The transfer form is signed by the responsible departments involved along with the required signature of the college president and CFO.

Physical Inventory Disposal

Disposal of physical inventory is initiated through the individual department, the college work request software (KACE) is used to have designated college staff to remove items and place them in the e-waste or disposal. Computer hard drives and e-waste are serviced by a recycling company. Upon recycling and destruction of electronics, hard drives, etc., the recycling company provides the college with a certificate of destruction that is sent to both the PP&F and IT departments for record keeping. The change in status is recorded in physical inventory system. All assets are appropriately tagged with bar codes and can be located as required for annual inventory.   Periodic inventory checks are performed by the Grants Compliance &

Property Manager to ensure physical inventory complies. This process allows the college to manage the inventory with a review of internal controls.

Coastal Bend College Technology Infrastructure

The director of information technology services (I.T.S.) [46] manages the administrative and academic information technology resources for the college and serves as the chief information officer. The director reports directly to the Vice President of Finance and Business Operations. The department of I.T.S. establishes the necessary computer network infrastructure, hardware, and software to ensure stable and reliable operation of all information systems and services. I.T.S. provides access to technology over a wired and wireless network, utilizing a fiber optic backbone for voice, video, data, and security.

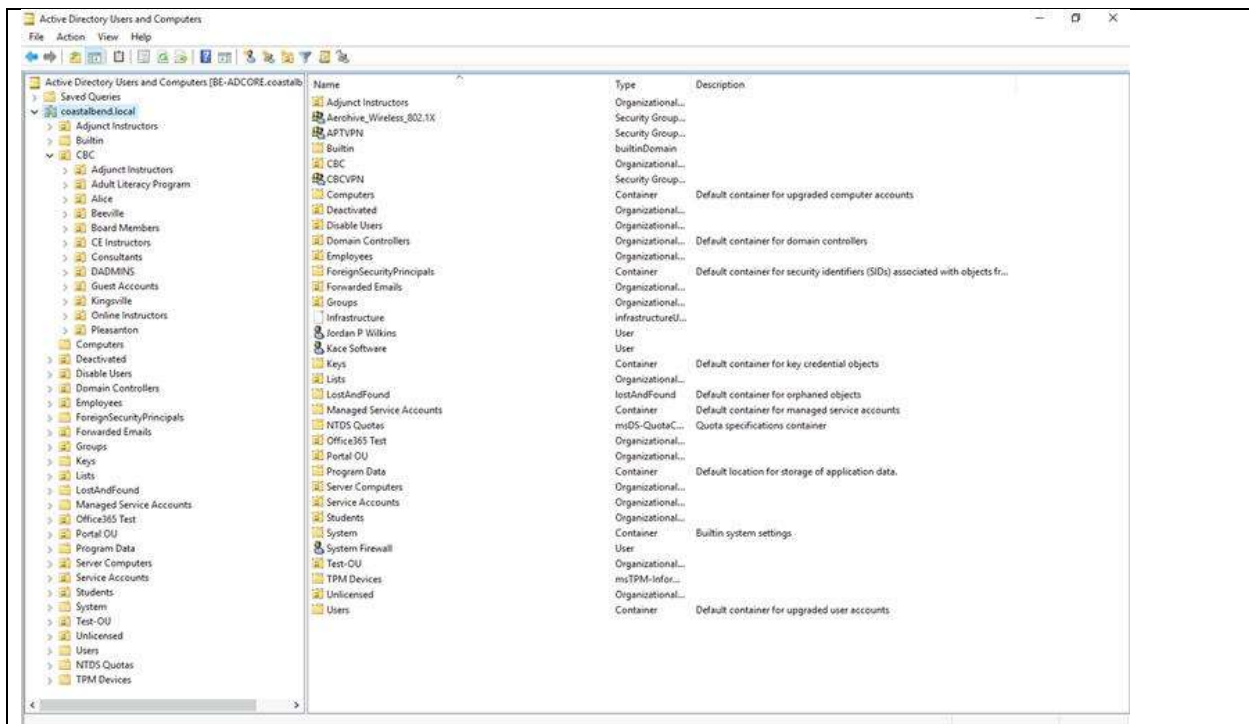**Security and Access PALO ALTO Firewall**

CBC currently has a firewall in place to protect from the outside environment (viruses), malware, and anything that comes in from the outside. Firewalls provide rules that allow for traffic to come in and out of the network. CBC underwent a security and risk management assessment and an internal and external pen test. Currently, I.T.S. is working on improving an "above average for community colleges" score.

- [Coastal Bend QA FY21 CSTLBDCLG_TCF Assessment Report FINAL] [47]
- [FY22 CSTLBDCLG External Network Penetration Test Report] [48]
- [FY21 CSTLBDCLG Internal Network Penetration Test Report] [49]

Active Directory

Currently Active Directory (AD) is used for user authentication to most applications, which includes access to Colleague, COUGAR DEN, Blackboard, the campus intranet, Wi-Fi network, and email system. AD is also used for PC logins in labs and offices. This system allows for the use of a single User ID and password to access all of the college's resources.

Active Directory Credentialing Hierarchy

Technology Infrastructure

CBC maintains a significant technological infrastructure to support the needs of students, faculty, and staff at its four physical locations (one main campus and three remote campuses) as well as online education, including dual credit. I.T.S. employs a 10-person staff responsible for maintaining much of this infrastructure. ITS works closely with embedded technical staff in other divisions who support select components of the technology infrastructure. One of these departments is Distance Learning - ITS has assumed that role in the absence of a Distance Learning Director, including management of the Blackboard Learning Management System (LMS) and providing instructional design support for distance and online courses.

Network

CBC has a robust network designed to support the current and predicted future needs of the college. A rotation plan is continually completed to make sure that hardware / software needs are met.

The current architecture has point-to-point connections from each location to Beeville, with one internet connection. These connections regularly support distance learning as well as administrative video conferencing.

Connection speeds are as follows:

Beeville (administrative campus) – 100 m.p.s. with 1 gigabyte pipe to the internet.
Alice, Kingsville, Pleasanton – 100 m.p.s.
Joe Hunter Field Baseball Stadium – 50 m.p.s.

The data center, which houses the main router, is located on the Beeville campus. Also, in the data center, there are a variety of network switches, servers, and appliances. Each site has its own mini data center that houses servers and switches. Each building located on the Beeville

campus has its own switch room. Wireless is available to students, employees, and guests at all locations. Wireless is provided at high school locations by the high schools.

CBC is currently using the GRANDSTREAM phone system with ProteIPBx as the backbone.

At each site, servers, switches, routers, internet connections, and drops coming from each office / classroom undergo ongoing evaluation.

Our servers at the main campus are backed up locally at the main campus. The local backups are being replicated to the off-site backup storage and is housed at our Pleasanton location in the event we lose data or experience a natural disaster in Beeville.

Virtual Teaching & Learning Infrastructure

CBC maintains a learning management system (LMS) and broad portfolio of software to support on-campus and online teaching and learning. Selection of software takes into consideration the range of academic programs the college offers. CBC transitioned from a hosted Blackboard Learn environment to a SaaS environment in Fall 2018. Blackboard provides faculty and students with a reliable, modern, engaging, and easy-to-use system that is also mobile-friendly. A course shell is automatically created for each course section, and students are automatically populated for each CBC course section each semester via a feed from CBC's student information system, Colleague.

Respondus LockDown Browser and Respondus Monitor, which was piloted by our nursing programs, enables online test proctoring. Educational publisher resources include digital works, library markets, training programs, and textbooks.

CBC's video conferencing classroom locations are technology-enabled with dual 70" monitors in each of the 16 classrooms (4 at each site). Each room has cameras in the back and front of the rooms. Eight of the video conferencing rooms are equipped with Polycom equipment while 14 rooms are equipped with Lifesize equipment (4 – Beeville, 4 – Alice, 3 – Kingsville, 3 – Pleasanton). There are also 6 conference room locations (Board Room, President's Conference Room, Dirks 119, 1 in Alice, 1 in Kingsville, 1 in Pleasanton). In addition, Lifesize is used through the use of an app for any additional virtual classrooms and meeting rooms. CBC's video conferencing capabilities were enhanced due to increased demand in the COVID environment and have proven successful in meeting the campus demand for this service.

Risk Management

CBC manages risk appropriately for its physical resources, maintaining positive relationships with all appropriate authorities, consultants, insurers and contractors that assist in management of physical resources, facilities, and identified risk(s).

CBC maintains property insurance coverage [50] adequate for all facilities and contents. The policy is approved by the Board of Trustees and includes approved levels of deductibles that can be sustained through the college's contingency and reserve funds.

The safety and well-being of CBC's community is important. To this end, a joint Property Grounds Hazardous Assessment was conducted with the Texas Association of School Boards and college staff. The resulting report is utilized as a guide for conducting annual risk assessments. These assessments are carried out by CBC's facility and public safety department staff, who work tirelessly to minimize risk and enhance safety on campus. These

risk assessments are conducted annually in December, and the previous two years' inspection reports [51] are available for review. CBC strives to maintain a safe and secure campus environment for everyone.

Evidence
[1] CBC Service Area Map
[2] Texas Education Code Title 3 Subtitle G Chapter 130
[3] Beeville Administrative Campus Maps
[4] College Sites Maps (Alice, Kingsville, Pleasanton)
[5] Dual Credit High School MOU-Example
[6] CBC Compliance Standards 11.1
[7] CBC Compliance Standards 12.1
[8] Dual Credit Parent/Counselor/Student Information Session Agendas
[9] CBC Compliance Standard 11.1
[10] Facilities Master Plan (FMP)
[11] CBC Annual Unit Plan Example-Program and Facility Needs
[12] Instructional Program Review Resource Needs
[13] Math and Science Program Review-pages 26-29
[14] Admission/Registrar Program Review/Unit Plan
[15] CTE/Allied Health FY2022 Program Reviews Equipment Requests
[16] CBC Compliance Narratives 7.3
[17] CBC Compliance Narratives 8.2a
[18] CBC Compliance Narratives 8.2c
[19] Dormitory FY 2022 budget
[20] Residential Director FY2022 Annual Report
[21] Spring 2022 Graduation Survey Results
[22] Completed Projects List
[23] Governor Abbott COVID Regulation
[24] Preventative Maintenance Program
[25] Preventative Maintenance Schedules
[26] Physical Plant Department Services
[27] Work order example
[28] Routine Maintenance
[29] Physical Plant Department Webpage
[30] Capital Project Plan
[31] Facilities Master Plan
[32] Beeville dining center renovation example
[33] Facilities Master Plan
[34] Capital Outlay Plan
[35] CBC Mission Statement
[36] Director of Physical Plant Job Description and Resume
[37] KACE Systems Management Appliance (KACE)

[38] Work Order Process
[39] I.T. KACE Work Order
[40] General Maintenance KACE Work Order
[41] Classroom Setup KACE Work Order
[42] KACE Summary Log
[43] Email Example
[44] Physical Plant Department Webpage
[45] Property Transfer Form
[46] Director of Information Technology Services Job Description and Resume
[47] Coastal Bend QA FY21 CSTLBDCLG_TCF Assessment Report FINAL
[48] FY22 CSTLBDCLG External Network Penetration Test Report
[49] FY21 CSTLBDCLG Internal Network Penetration Test Report
[50] CBC Property Insurance Coverage
[51] FY22 and FY21 Inspection Reports

13.8 **The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.**
(Institutional environment)
[Note: An institution should also include information about the status of any open or closed investigations by the U.S. Department of Education's Office of Civil Rights related to sexual violence that were active at the time of, or have occurred since, the institution's last comprehensive review. If there have been no such investigations, the institution should indicate as much.]

X Compliance ___ **Non-Compliance** ___ **Partial Compliance**

Narrative Coastal Bend College (CBC) takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. CBC ensures that each of its instructional sites remain safe havens for its students, faculty, and staff. While it is difficult to predict exactly when and where an incident may occur that may impact the safety of our college community or the normal operations of the college, substantial effort is made to provide an appropriate response to maintain a safe environment.

Every CBC site, department, and individual no matter the location or mode of instruction, must be prepared to ensure efficient and effective management of any incident. Through its emergency management function, the college helps to ensure that it continues to provide a safe, orderly learning environment. The college emergency management process [1] embraces state and federal standards and proven practices.

Very low crime rates [2] as reported in Annual Fire and Safety Reports validate the effectiveness of the College's programs to provide a safe and secure environment for students, faculty, and staff.

The Coastal Bend College District

CBC is a state supported two-year public community college. The college district [3] is in the southeastern part of Texas and is approximately 9,600 square miles. The service area for the college is defined by the Texas Legislature and includes all or parts of nine southeast Texas counties: Bee, Live Oak, Atascosa, Karnes, Duval, Kleberg, Jim Wells, Brooks, and McMullen.

CBC has its administrative campus in Beeville and three other instructional sites located in the cities of Alice, Kingsville, and Pleasanton. The fall credit enrollment inclusive of all sites is around 4,100, including dual credit high school students. The administrative campus in Beeville is the only residential campus within the district, with a co-ed dormitory (Benton Hall) and student apartments. All CBC policies and procedures apply to all students no matter the mode of instruction or location. Memorandums of Understanding (MOUs) [4] with high school districts are in place with high school districts to ensure that the high schools take reasonable steps to provide a healthy, safe, and secure environment. These MOUs additionally require that dual credit courses taught by dual credit faculty at the high school are conducted through face-to-face instruction, except when a State of Emergency is activated and it is deemed necessary for the ISD dual credit faculty to conduct online instruction to adhere to the College's Instructional Contingency Plan, using the College's Learning Management System.

At its core, the college is committed to protecting all members of the college community. Two departments take the lead on different aspects of this district-wide responsibility:

1. The College Police Department is responsible for law enforcement, campus security, public safety, and coordination of emergency response strategies.
2. The Department of Facilities Management oversees key requests and card access and is responsible for assuring occupational, environmental protection, and insurance-related incidents.

District Multi-Hazard Emergency Operations and Disaster Mitigation Plan

The CBC Safety Committee [5] by the Chief of Police/Director of Public Safety, is responsible for the promulgation of emergency procedures, which supersedes and rescinds all previous versions of the emergency or other safety plan or plans promulgated by the college. The District Multi-Hazard Emergency Operations and Disaster Mitigation Plan [6] is designed for use alongside local, regional, state, and federal emergency management plans.

The plan and related appendices, including individual department and site emergency plans, are reviewed annually in September of each year and updated at least every three years on a schedule consistent with that for the Junior College Audit Review as set forth in Chapter 37.108 of the Texas Education Code (TEC) [7] or as policy changes dictate.

The TEC requires junior college districts to complete safety and security audits [8] of their facilities once every three years. CBC last completed this audit in 2021. Audits are conducted with the aim of identifying hazards, threats, and vulnerabilities that might pose a danger to life or property and/or may interfere with a safe, secure, and healthy environment that is conducive to higher education, followed by a corrective action plan. CBC cooperates in this requirement and every three (3) years tenders a report. This report is documented through Texas School Safety Center, the submission receiving agency for the State of Texas.

In addition, per TEC §37.108 (a), The Texas Education Code [9] requires "that each public institution shall adopt and implement a multi-hazard emergency operations plan (EOP) for use in the district's facilities." In 2017, the CBC Safety Committee reviewed the then existing plan. As a result of this review, the committee recommended to the CBC administration that the plan be substantially updated to conform to existing protocols, best practices and procedures. The committee then produced the multi-hazard emergency operations plan (EOP) referred to as the CBC Safety Plan. The original plan has gone through several updates including the most recent in 2021-2022 [10].

This new safety plan [11] is a multi-hazard and mitigation plan and addresses the prevention, preparedness, response, and recovery phases of emergency management. The plan provides organizational strategies that, when appropriate, follow National Incident Management System (NIMS) and the Incident Command System (ICS) structures and response strategies. The plan specifies the authorities, functions, and responsibilities that pertain to establishing a coordinated, cooperative response by CBC and local, state and federal emergency services. By coordinating phases of emergency management, the plan helps save lives, protect property, sustain the college, and preserve the environment in and around the college.

The CBC safety plan is reviewed annually in November by the Chief of Police and Emergency Management with a report to the college President. Master copies of the document are stored in the CBC Police Department Headquarters located in the Robert Beasley Administration Building on the main campus in Beeville.

As part of its emergency management strategy, the CBC safety plan and support documents, are designed to provide students, faculty, and staff a safe environment in which to live, learn, and work. An example of proactive procedures employed by CBCPD in the protection of life and property is that Coastal Bend College Police Department (CBCPD) creates an Emergency Action Plan [12] for large events. The plan provides actions to be taken during various scenarios or occurrences, identifies key players, provides contact information, and follows Incident Command System (ICS) format.

This plan embraces a strong preparedness strategy that focuses on preventing and preparing for emergencies of all kinds that could affect the CBC name. It is designed to ensure an effective and efficient response and recovery.

Because no two CBC sites or facilities are the same, there is no generic plan or manual that will provide all the necessary information to mitigate the effects of every situation. As such, at all times, safety accountability remains the foremost concern for the college and its stakeholders. This plan identifies relationships, responsibilities, and general protocol so that departments and CBC sites can implement unique school-centered emergency management strategies. The CBC Emergency Response Plans [13] are site specific\and address specific and/or unique safety issues affecting that instructional site.

Fortunately, CBC has not had many emergencies requiring emergency response plans. The most notable use of the safety plan to date was during Hurricane Harvey in August of 2017. An After-Action Report [14] detailing CBCs emergency response.

Campus Security

In July of 2017, the Department of Public Safety was created by the 2017 college President. Prior to this date, the CBC district did not have a consolidated and dedicated Public Safety Department. One of the duties of the Department of Public Safety was to ensure that the CBC district was compliant with US Department of Education (USDOE) standards concerning the safety of both students and employees.

Coastal Bend College District Police Department (CBCPD)

The Coastal Bend College District Police Department (CBCPD) was created and licensed by the state of Texas on November 21, 2018 in accordance to a directive issued by the CBC Board of Trustees. The Department is headed by a Chief of Police and Emergency Management [15].

The first CBC Chief of Police was sworn in on November 26, 2018. Currently, the department has only one officer. The key motivation to the creation of the police department was the CBC Board of Trustees concern of the growing need to have a department level organization dedicated to determining and providing the law enforcement, security, and emergency management needs of the college district. The CBCPD is committed to maintaining a healthy, safe and secure atmosphere for students, employees, and visitors.

The department is responsible for enforcement, security, safety education, fire drills, and emergency response [16] on CBC premises, sites, buildings, and property and to render assistance to other law enforcement agencies as requested. The safety and security of the district is the responsibility of the Chief of Police and Emergency Management. The Chief reports to the college President (Organizational Chart) [17].

The department is also responsible for publishing the Annual Safety and Fire Report (ASR) [18], and the accurate and timely collection and submission of campus crime statistics to the USDOE in accordance to the Clery Act. Fire Drills and other safety related drills and trainings [19] fall under the responsibility of the CBCPD.

The 2022 Annual Security and Fire Report [20] submitted to USDOE reflects a very low crime rate for Coastal Bend College for 2019, 2020, and 2021. No violent crimes, sex offenses, or arson was reported for any of the campus locations including student housing for 2019, 2020, or 2021. The very low crime statistics as reported demonstrate that the college provides a safe and secure environment for its students, faculty, and staff.

The law enforcement jurisdiction for CBCPD is state-wide by statute. The primary jurisdiction of peace officers commissioned by Coastal Bend College Junior College District includes all counties and cities in which property is owned, leased, rented, or otherwise under the control of the Coastal Bend College District. CBCPD police officers have the same arrest authority as State Peace Officers and may enforce criminal as well as traffic offenses in all counties and cities of jurisdiction.

Currently, CBC augments its security needs at off campus sites (Alice, Kingsville, and Pleasanton) on an as needed basis by employing local municipal and county law enforcement officers after hours. The CBCPD maintains good relationships with local law enforcement and other governmental entities. MOUs [21] are in place to further define CBC's relationships with local law enforcement. Criminal acts and calls for service are investigated by the municipal police for each city. Although CBCPD will respond to major incidents, local law enforcement agencies are typically the first responding police agency to emergencies on CBC instructional sites.

Additionally, MOUs [22] with local high schools for dual credit instruction provides that "if the college is using space on an ISD campus or facility in manner that gives the College control over the space, including the assignment of an employee of the College as an administrator, ISD's law enforcement agency will respond in a timely manner to any requests made by the College for statistical information of crimes that have been reports at that location so that the College may fulfill its obligations under the Clery Act (20 U.S.C. 1092 (f) and it's regulations."
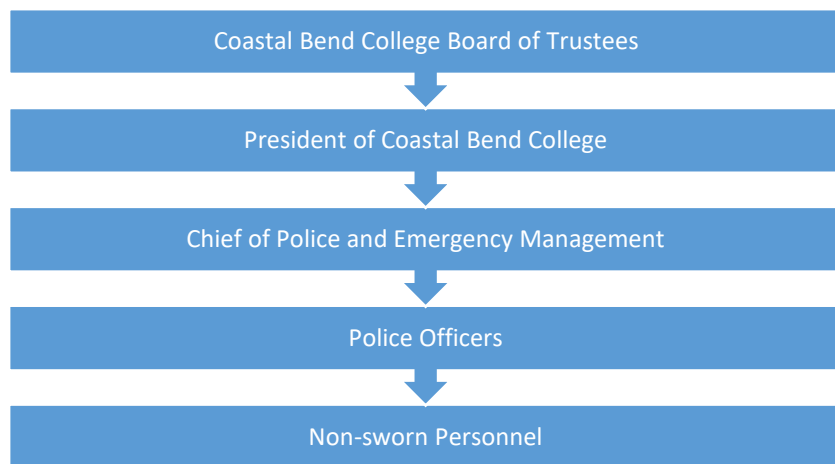
To augment college security needs, the CBC main campus and instructional sites are part of an integrated camera system manufactured by a company named Avigilon. This surveillance system records 24/7 and serves to enhance our safety and security function. Security cameras are located throughout each instructional site and at the Benton dormitories, both inside and outside common areas.

The main campus in Beeville is a residential campus with multiple buildings, a baseball stadium, soccer field and a 1.5 mile running track on its campus spread over approximately 100 acres of property. As a residential campus, the Beeville campus employs contract off-duty police officers to provide security from 10 pm to 2 am to protect both the dormitory and college property. After 2 am, the main campus in Beeville relies on on-duty response by local law enforcement.

To provide information and direction in public safety issues and concerns, a CBCPD website [23] is maintained and is accessible and provides information concerning assorted safety issues and topics.

CBCPD Administrative Structure Flow Chart
The administrative structure of the Coastal Bend College Police Department:

Coastal Bend College Board of Trustees

President of Coastal Bend College

Chief of Police and Emergency Management

Police Officers

Non-sworn Personnel

District-Wide Crisis and Emergency Notification System

The CBC system has in place an emergency notification system through RAVE, a proprietary emergency system, and it is named COUGAR ALERT. This alert system is designed to provide redundant message delivery through phone, email, text, computer, and social media. Students who register for classes are automatically enrolled in COUGAR ALERT [24]. Employees are automatically enrolled using the Colleague database. Records are imported into the RAVE system. Employees can self-enroll at getrave.com [25] and are provided with directions on how to do so. A sample of CBC emergency messaging can be found at RAVE [26].

Daily Crime and Fire Log

CBCPD maintains a Daily Crime and Fire Log [27] that is accessible from the Department website [28] to the public 24 hours per day. Basic information concerning crime and fires that occur on any of CBC's four locations in Beeville, Alice, Kingsville, and Pleasanton are documented in this log. The log documents all crimes that are reported to have occurred on CBC property.

Timely Warnings

Timely warnings are triggered when the institution determines that a crime or other event that

presents a clear and present danger to students and employees. This is determined by the CBCPD Chief of Police or designee. The amount and type of information presented in the warning will vary depending on the circumstances of the crime. If there is certain information that could compromise law enforcement efforts, it may be withheld from the timely warning notice. An effort will always be made to distribute a warning as soon as pertinent information is available so that the warning is a preventive tool, not solely a description of the incident.

Timely Warning Notices are typically issued for the following Uniformed Crime Reporting Program (UCR)/National Incident Based Reporting System (NIBRS) crime classifications: major incidents of arson, aggravated assault, and murder/non-negligent manslaughter, robbery, and sex offenses.

Cases of aggravated assault and sex offenses would be considered on a case-by-case basis, depending on the facts of the case and the information known by the CBCPD. The decision to issue a Timely Warning Notice based on a reported sex offense will be determined on a case-by-case basis depending on when and where the incident occurred, when it was reported, and the amount of information known by CBCPD.

Similarly, CBCPD will assess reports of property crimes and will distribute a Timely Warning Notice in the event of a pattern of crime that poses a serious or continuing threat to the community. The Chief of Police or designee reviews all reports to determine if there is an on-going threat to the community and if the distribution of a Timely Warning Notice is warranted. Timely Warnings also may be posted for other crime classifications and locations, as deemed necessary. Timely Warning Notices will be issued to students and employees in a manner that is timely, that withholds the names of the victims as confidential, and in a manner that aids in the prevention of future similar crimes. Timely Warning Notices are distributed to the CBC community via Cougar Alert [29] and at times by written flyer.

Violence Assessment and Threat Assessment

The college utilizes a Behavioral Intervention Team [30] approach in dealing with mental health issues or violent or potentially violent students or employees. This team approach is managed by the Dean of Student Services. A link to reporting student misconduct [31] is found on the CBC Public Safety Website [32].

Notification of Registered Sex Offenders

CBC provides the Texas Department of Public Safety Registered Sex Offenders Database link [33] for the use by its college community. This link is found on the CBC Public Safety Website [34].

General Access to Buildings

General access to buildings is controlled by the Physical Plant and Facilities Department (PP&F), who manage key issuance and the daily locking and unlocking of entry and exit doors. This function is supervised by the Director of Physical Plant and Facilities. Key requests are made by an employee who completes a Key Request Form [35]. The request is reviewed and approved by the employee's supervisor and the Director of Physical Plant and Facilities. If approved, the request is then sent to the Administrative Assistant for the Director of Facilities and the key is issued to the employee. If the key is a master, then the President of the college has final approval and must also review and approve.

Sanitation Services

Facilities are cleaned daily on a regular schedule by the custodial staff to provide a sanitary environment. Each facility is cleaned according to the specific needs of that department. This ensures that CBC maintains a healthy environment for employees, students, and visitors. Refer to 13.7 [36] for additional information on preventative maintenance services and schedules.

Workplace and Student Lab Safety

CBC provides video and online safety training, and it is available for all employees with specific job responsibilities which may require the handling of hazardous materials or job specific training. An orientation is required for all new hires and is conducted through our Human Resources Department. This training incorporates PowerPoint presentations, videos, and quizzes through Safe Colleges Training [37].

Students at all locations and in all modes of instruction are provided with health and safety information during orientation [38], classroom lab safety orientations [39], in the CBC College Catalog and Student Handbook [40], and on the CBC website [41].

Hazardous Materials

CBC provides video and online training, and it is available for all employees with specific job responsibilities which may require the handling of hazardous materials. All hazardous material is removed from campus by Clean Harbors [42] of Corpus Christi, Texas.

Fire Protection

Fire prevention is a significant concern due to the threat to human life and the potential for significant property damage. Most CBC buildings are equipped with fire alarms that alert occupants and directly notify the fire alarm monitoring company who in turn alert local fire departments. Alice, Kingsville. and Pleasanton sites are equipped with sprinkler systems. All buildings are equipped with fire suppression devices, such as fire extinguishers. Procedures for reporting fire emergencies and for evacuation of all buildings are compliant with local, state, and federal regulations.

Maps have been placed in conspicuous public areas in every CBC building to facilitate evacuations and to identify the locations of fire alarm pull downs and fire extinguishers. Smoke detectors have been installed in every dormitory room and each dormitory room has a fire extinguisher. The sprinkler systems are monitored by Koetter Fire Protection [43] of Corpus Christi, Texas and are certified [44] every 3 months in conjunction with the local Fire Marshal or Fire Chief of the specific community.

Emergency Evacuation

Each campus receives emergency evacuation drills each year. This includes the Beeville, Kingsville, Alice, and Pleasanton instructional sites as well as the Benton dormitory and the CBC apartments. Fire drills are documented by a Fire Drill Assessment and Critique Form [45].

Emergency Evacuation Maps [46] are conspicuously posted in CBC buildings near fire alarm pull downs or fire extinguishers as a guide for students, staff, and visitors. Also posted behind exit and entry doors are Standard Response Protocols [47] which provide response options in the event of an emergency.

CBC also has created a [Specific Event Emergency Procedures Manual (SEEP) [48].](#) The SEEP manual is a risk management tool created to provide a written plan of detailed procedures, protocols, and responses containing accepted best practices and options to be followed and implemented in a specific emergency or critical operation.

Potentially catastrophic events that may affect the college include flooding, hurricanes, and tornados. Hurricane potential in Kingsville and Alice is elevated due to the proximity to the Gulf coast. The Beeville Campus is only 60 miles inland from the Gulf. Also, hurricanes and tornados create an increased probability of high winds, heavy rain, and rising water.

Investigations

Accidents involving injury are reported to the CBC Police Department through a [reporting process [49]](#) found on the [Public Safety website [50]](#). If an injury has occurred involving a CBC employee, then CBC Human Resources investigates the incident. The circumstances of the accident that caused the injury are reviewed and when possible, and a curative response is recommended by the Department when appropriate. The link to the [CBC Incident/Safety/Injury Report [51]](#) is found on the [Public Safety Website [52]](#).

The grounds at all sites are well manicured and free of hazards. The buildings are inspected and maintained for safety and security. All buildings are properly ventilated, have adequate lighting, an adequate supply of drinking water, restroom and hand-washing facilities, and heating and cooling systems. All employees are responsible for safety within individual work areas.

Facility maintenance personnel arrive prior to normal operational hours to ensure overall campus safety which includes the following: buildings are open and free of accident hazards, all walkways are clear, any existing barricades (when circumstances warrant) are still in place, and precautionary measures for weather conditions are performed as required. Refer to [13.7 [53]](#) for additional information on preventative maintenance services and schedules.

Title IX

The [Title IX coordinator and staff [54]](#) administer the college's Title IX Mission Statement "The Title IX team is committed to maintaining an environment that respects the dignity and worth of every member of its community by ensuring that every student, staff, faculty, visitors, and vendors can work and learn in a safe and nurturing environment. Members of the campus community are entitled to an educational, learning, and working environment free of harassment, discrimination, sexual misconduct, and retaliation." The Title IX office applies to and protects students, staff, faculty, visitors, and vendors at the Coastal Bend College campus as well as other sites, centers, and programs affiliated with the College.

[Title IX policies and procedures [55]](#) are published on the office's website, including a [flowchart [56]](#) of established procedures for complaints. The Title IX Office or college legal team routinely conduct [training [57]](#) on campus. In keeping with current laws and CBC policy [Title IX complaints [58]](#) are forwarded to the Title IX Coordinator for CBC. The CBCPD will investigate criminal conduct as required by state law when a prosecutable offense is discovered, and the cooperation of the victim is obtained, or a criminal offense(s) related to Sexual Assault, Sexual Harassment or Stalking is reported by credible sources. In situations where the alleged conduct does not rise to the level of a prosecutable criminal offense or the victim desires to not report the conduct to the CBCPD but to the Title IX Coordinator for CBC and the complaint falls under the auspices

of a Title IX violation; it will be investigated only by the Title IX Coordinator for CBC [59]. The Title IX Coordinator prepares quarterly reports [60] regarding the status of Title IX complaints and presents these to the president of the college.

USDOE Office of Civil Rights

There have been no investigations by the USDOE Office of Civil Rights for possible violations alleging sexual violence during the reaffirmation period, further validating the College's effectiveness in establishing and maintaining a healthy, safe, and secure campus environment.

Specific Topic Training

As documented earlier in this report, in the previous year prior to Covid-19 (2018 & 2019) mandatory employee safety training has occurred on each of our campuses in 6-hour training sessions. Safety trainings are now regularly provided during convocation weeks [61] (the week prior to the start of the fall and spring semesters) and throughout the semester in smaller settings. Trainings incorporate the Citizen Response to Active Shooter Events (CRASE).

The course, designed and built on the Avoid, Deny, Defend (ADD) strategy, provides strategies, guidance, and a proven plan for surviving an active shooter event. Topics include the history and prevalence of active shooter events, civilian response options, medical issues, and considerations for conducting drills.

Other instruction for employees is provided by CBC Human Resources in an online presentation through SAFE COLLEGES Training [62]:

- Sexual Harassment: Staff to Staff
- Sexual Harassment: Policy and Prevention
- Title IX and Sexual Misconduct
- Workplace Bullying: Awareness and Prevention

Other job specific safety training occurs throughout the district as needed.

Crime Statistics

To comply with the Jeanne Clery Act, 34 C.F.R. 668.46 [63], Institutional Security Policies and Crime Statistics, CBC links to the U.S Department of Education (USDOE) website entitled Campus Safety and Security [64]. This tool allows consumers the ability to view CBC crime statistics for the last three calendar years for all four CBC locations. Crime statistics can also be found in the ASR [65] published each year in October and is accessible on the Public Safety Webpage.

Public Safety Department Annual Review

An internally driven Program Review [66] is conducted each year for the CBCPD. The process includes a self-assessment, external and internal review, and an implementation plan that outlines actions to be taken following the review. This tool allows the department to provide information on successes, future direction, and identify areas in need of improvement. This document is also used to support budget development. The benefits of Program Review include the following:

- providing programs with opportunities for self-study, strategic planning, and change

ensures that each unit systematically takes time to step back from everyday challenges to evaluate its strengths, weaknesses, and progress in order to create a strong foundation for the development of future strategic plans and priorities.

- facilitating continuous improvement and helps units benchmark progress in critical areas.
- providing information utilized in area-wide and College -wide strategic planning and decision-making. Program Review creates a base of knowledge and shared understanding that provides a critical backdrop to college decision-making processes, including the setting of priorities, hiring plans, budget setting, space allocations, and determination of program sizing.

Evidence
[1] CBC Emergency Management Process
[2] CBC Crime Rates
[3] CBC Service Area
[4] CBC Dual Credit MOU example
[5] CBC Committee Handbook-Safety Committee
[6] District Multi-Hazard Emergency Operations and Disaster Mitigation Plan
[7] Chapter 37.108 of the Texas Education Code (TEC)
[8] CBC Safety and Security Audit Examples
[9] TEC §37.108 (a), The Texas Education Code
[10] CBC Safety Plan
[11] CBC Safety Plan
[12] CBC Emergency Action Plan Example
[13] CBC Emergency Response Plans Example
[14] CBC After-Action Report
[15] Chief of Police and Emergency Management Job Description and Resume
[16] Examples of Safety Education
[17] CBC Administrative Organizational Chart-President
[18] Annual Safety and Fire Report (ASR)
[19] Safety Training Examples
[20] 2022 Annual Security and Fire Report
[21] MOUs with area Law Enforcement
[22] CBC Dual Credit MOU example
[23] CBC Police Department Website
[24] Cougar Alert
[25] GETRAVE
[26] RAVE
[27] Daily Crime and Fire Log
[28] CBC Police Department Website
[29] Cougar Alert Example
[30] Behavioral Intervention Team
[31] Form for Reporting Student Misconduct
[32] CBC Police Department Website

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[33] Registered Sex Offenders Database link
[34] CBC Police Department Website
[35] Key Request Form
[36] CBC Compliance Narrative 13.7 Link
[37] Safe Colleges Training
[38] Orientation Example
[39] Classroom Lab Safety Orientations
[40] CBC College Course Catalog and Student Handbook
[41] CBC Website Example
[42] Clean Harbors Contract
[43] Koetter Fire Protection
[44] Sprinkler System Certification example
[45] Fire Drill Assessment and Critique Form
[46] Emergency Evacuation Maps
[47] Standard Response Protocols
[48] Specific Event Emergency Procedures Manual (SEEP)
[49] Incident Report Process
[50] CBC Police Department Website
[51] CBC Incident/Safety/Injury Report
[52] CBC Police Department Website
[53] CBC Compliance Narrative 13.7 Link
[54] Title IX coordinator and staff
[55] Title IX policies and procedures
[56] Title IX Flowchart
[57] Title IX Training Sign In Sheets
[58] Title IX Complaint Example Redacted
[59] Title IX Coordinator Job Description and Resume
[60] Title IX Report to President Example
[61] Convocation Week Schedules-Safety Training
[62] SAFE Colleges Training
[63] Jeanne Clery Act, 34 C.F.R. 668.46
[64] Campus Safety and Security
[65] Annual Safety and Fire Report (ASR)
[66] Safety and Security Annual Report Example

Section 14: Transparency and Institutional Representation

14.1 **The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus.**
(Publication of accreditation status) **[Off-Site/On-Site Review]**

X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: Coastal Bend College (CBC) accurately represents its accreditation status and publishes the name and telephone number of the Southern Association of Colleges and Schools (SACSCOC) in accordance with SACSCOC's requirements and federal policy. **CBC does not have branch campuses.**

a. **Accurately represents accreditation status and publishes**

In accordance with the SACSCOC Institutional Obligations Public Disclosure Policy [1], CBC accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC. This information is displayed on the college accreditation website page [2]. This statement reads "Coastal Bend College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Coastal Bend College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org)."

Programmatic Accreditation is also listed on the accreditation webpage; however, it is distinguished by a subheading between SACSCOC institutional accreditation and program specific accrediting bodies.

CBC also publishes the accreditation statement in the CBC Course Catalog and Student Handbook [3] and in some publications such as program brochures [4].

b. **ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus**

Coastal Bend College does not have any branch campuses, only external sites, which operate under one institutional accreditation.

Evidence
[1] SACSCOC Institutional Obligations Public Disclosure Policy
[2] CBC accreditation website page
[3] CBC Course Catalog and Student Handbook-page
[4] CBC Program Brochures

14.2   **The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC's policy.**
        (Substantive change)

        X Compliance ___ Non-Compliance ___ Partial Compliance

Narrative: The Coastal Bend College (CBC) Board of Trustees (BOT) has an approved Board CBC Policy GK (Local) [1] and procedure GK (Procedure) [2] requiring the college to report all substantive changes in accordance with SACSCOC policy. It is then the responsibility of the CBC BOT to review and approve the CBC GK(Local) Policy and any substantive change notifications/requests requiring CBC BOT approval prior to submission to the Southern Association of Colleges and Schools (SACSCOC).

This policy is published in the CBC Board Policy Manual [3] and in the CBC Cougar Den-Institutional Effectiveness and Research [4]. The policy is reviewed for currency by the CBC SACSCOC Institutional Accreditation Liaison (IAL) and updated/approved by the CBC BOT regularly at CBC Board of Trustee Meetings.

The IAL is responsible for regularly reviewing the Substantive Change Policy and associated procedures for needed updates. This review in 2021 determined that SACSCOC Substantive Policy had changed and subsequently, a change to the CBC Substantive Change Procedures was presented for review to the CBC Board of Trustees at the March 16, 2021 BOT meeting [5]. No policy changes were needed.

All CBC employees are responsible for being aware of this substantive change procedure and for following the procedures identified per the policy. Proposed institutional changes are reviewed by the administration to determine if the changes reflect a substantive change. If a substantive change is needed, the CBC Substantive Change procedures must be followed before implementing changes.

Ultimately, it is the responsibility of the CBC President to determine if CBC Board action is needed regarding a substantive change and/or approve substantive change notifications/requests [6] prior to submission to the SACSCOC. If the President determines that the change requires that the CBC BOT approve, he/she adds the item to the CBC BOT Board Meeting Agenda [7].

Examples of times the BOT have reviewed changes prior to Substantive Changes/Notifications being completed included the closing of the Associate of Applied Science (A.A.S.) Degree in Accounting [8] and in the start-up of the recently approved A.A.S. Industrial Mechanics program [9].

Recently, CBC determined that many of the dual credit high schools were reaching a threshold where greater than 49% of students enrolled may be able to earn a degree. Subsequently, the Director of Dual Credit submitted the Substantive Change Form [10] requesting to add the high schools as new sites to the appropriate academic dean, who then approved the request and submitted to the Provost/Chief Academic Officer (CAO) and CBC Institutional Accreditation Liaison/Cabinet Member.

It is the responsibility of the CBC Institutional Accreditation Liaison (IAL) to assist CBC administration with notification and/or development of substantive changes [11]. The Provost/CAO/IAL, a president's cabinet member, requested that the Director of Dual Credit take

the requested changes to the CBC Curriculum Committee for consideration. After the requested changes were approved [12] by the CBC Curriculum Committee, the Provost/CAO/IAL then worked with all instructional deans to develop the prospectus [13] for approval regarding substantive changes according to the guidelines and timelines established in the SACSCOC Substantive Change Policy.

It is also the responsibility of the CBC IAL to submit the final approved notification/substantive change to the Commission in advance of substantive changes and program developments in accord with the substantive change policies of the Commission. The Provost/CAO/IAL then submitted [14] the completed notification and/or prospectus for approval to the CBC President. After the CBC President reviewed, approved the substantive change, and determined that no board approval was necessary, it was mailed to SACSCOC [15] per the established process, according to the guidelines and within the timelines.

Once official notification [16] was received from SACSCOC, the CBC Provost/CAO/IAL notified all relevant employees of the SACSCOC approved changes and documented the approval by SACSCOC in the CBC SACSCOC log of communications [17].

Notifications and Substantive Changes submitted in the last several years include:

Approval Date	Description of Substantive Change
8/21/2018	New Program-Associate of Applied Science Degree Program in Business Management and Level 1 Certificate
1/8/2020	OCIS 25-49% of Program at Devine High School, Devine TX; Freer High School, Freer TX; Hebbronville High School, Hebbronville, TX; Pearsall High School, Pearsall, TX; Poth High School, Poth TX; Raymondville Early College High School, Raymondville TX; Woodsboro Junior/Senior High School, Woodsboro TX
9/1/2020	OCIS 25-49% of Program at Academy High School, Kingsville, TX; Agua Dulce Secondary, Agua Dulce, TX; Banquete High School, Banquete, TX; Benavides Secondary School, Benavides TX; Bishop High School, Bishop TX; Falls City High School, Falls City, TX; Floresville HS, Floresville TX; Kaufer Early College High School, Riviera, TX; Kenedy High School, Kenedy TX; Lasara High School, Lasara, TX; Premont Collegiate High School, Premont TX
9/11/2020	OCIS 50% or More of Program-Hebbronville High School, Hebbronville TX
9/11/2020	OCIS 50% or More of Program-Raymondville Early College High School, Raymondville TX
9/11/2020	OCIS 50% or More of Program-Devine High School, Devine TX and Pearsall High School, Pearsall TX
1/27/2021	OCIS 25-49% of Program San Marcos High School, San Marcos, TX
5/7/2021	OCIS Closure Stevenson Prison Unit, Cuero, TX
7/2/2021	OCIS 50% or More of Program-San Marcos High School, San Marcos TX
4/1/2022	

6/16/2022 **6/16/2022**	Program Closure AAS in Accounting, the Level 1 Certificate in Fundamentals of Accounting and the Level 2 Certificate in Accounting.
6/16/2022	OCIS 50% or More of Program-Freer High School, Freer TX OCIS 50% or More of Program-Karnes City Early College High School, Karnes TX
6/16/2022	OCIS 50% or More of Program-Premont Collegiate High School, Premont TX
6/16/2022	OCIS 50% or More of Program-San Diego Early College High School, San Diego TX
6/16/2022	OCIS 50% or More of Program-Academy High School, Kingsville TX; Bishop High School, Bishop TX; Kenedy High School, Kenedy TX
6/16/2022	OCIS 50% or More of Program-Agua Dulce High School, Agua Dulce TX; Ben Bolt High School, Ben Bolt TX; Benavides High School, Benavides, TX
6/16/2022	OCIS 50% or More of Program-Floresville High School, Floresville TX; H.M. King High School, Kingsville TX; Banquette High School, Banquette TX; Kaufer High School, Rivera TX; Lasara High School, Lasara TX
11/11/22	OCIS 50% or More of Program-Mathis High School, Mathis TX; Falls City High School, Falls City TX; Poth High School, Poth TX; Refugio High School, Refugio TX
	New Program Approval-Associate of Applied Science in Industrial Mechanics, Certificate in Industrial Mechanics

Coastal Bend College is in compliance with having, maintaining, and following the CBC substantive change policy in accordance with SACSCOC Substantive Change Policy.

Evidence
[1] CBC Policy GK (Local)
[2] CBC GK (Procedure)
[3] CBC Board Policy Manual
[4] CBC Cougar Den-Institutional Effectiveness and Research
[5] CBC Board of Trustee Meeting Minutes-March 16, 2021
[6] CBC Fully Executed Substantive Change Form
[7] CBC Board of Trustee Meeting Agenda
[8] CBC Board of Trustee Meeting Minutes
[9] CBC Board of Trustee Meeting Minutes
[10] CBC Fully Executed Substantive Change Form-Dual Credit
[11] Provost/CAO/IAL email
[12] CBC Curriculum Committee Minutes
[13] CBC Prospectus Sample pages
[14] Notification email from Provost/CAO/IAL to President
[15] Notification email that Submission has been received
[16] Official approval of Substantive Change from SACSCOC
[17] Snapshot of Log of Communications

14.3 **The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.**
(Comprehensive institutional reviews) **[Off-Site/On-Site Review]**

X Compliance ___ **Non-Compliance** ___ **Partial Compliance**

Narrative: **Narrative:** Coastal Bend College (CBC) applies all appropriate standards and policies to its distance learning programs and off-campus instructional sites. CBC does not have branch campuses and does not offer correspondence coursework or programs.

The office of Provost/Chief Academic Officer (CAO)[1] has oversight [2] over the instructional divisions (including faculty and programming), academic and student services and primary sites (CBC Alice, CBC Kingsville, CBC Pleasanton) and provides direction and support to ensure that all programming and services no matter the location or mode of instruction are fully in compliance with all appropriate standards and policies.

A Distance Learning Committee [3] comprised of faculty and other ex officio members assist in maintaining currency and supporting innovation in distance learning, remote student support, distance learning resources/tools, curriculum design and delivery, and related professional development. Committee members provide assistance to the CAO in maintaining oversight of compliance with all regulatory bodies regarding distance learning standards and guidelines.

Courses and programs

CBC offers instruction through multiple modes of instruction and in many different locations. All locations have been approved by Southern Association of Colleges Commission of Colleges (SACSCOC) through substantive changes [4]. Internet technologies are used to deliver the instruction both synchronously and asynchronously. All curriculum and all programs, no matter the mode of delivery is reviewed in the same manner by the relevant parties including SACSCOC, CBC Board of Trustees, State of Texas and the CBC Curriculum Committee. There is no distinction in quality, academic expectations, student learning outcomes or other program expectations based on the mode of instructional delivery or the location of the instruction. All must undergo the same scrutiny. An administrative master syllabus is in course for every course offered by Coastal Bend College. All sections of the course taught in any mode of instruction or at any location must follow the same course learning outcomes, program learning outcomes, competencies and major assignments listed in the master syllabus.

Academic and student support services

Students at any location and in any mode of instruction have access to academic and student support services along with other relevant services of the college such as the business office.

Off-campus instructional sites

CBC requires that all locations where instruction occurs provide adequate facilities for instruction (electronic or physical). CBC has a considerable number of high school sites. Memorandum of understandings are in place that detail expectations for these locations and substantive change requests are completed prior to offering a substantial amount of instruction. Clinical agreements are in place for clinical sites to ensure that the level of quality in the learning environments are maintained there as well.

Form edited December 2022

Application of standards and policies

The chart below provides excerpts from CBCs compliance that demonstrate how CBC has applied appropriate standards and policies to distance learning and to off-campus instructional sites.

Standards and Brief Overview of Specific Narratives Related to Distance Learning and off-campus instructional sites
3.1a [5] *CBC enrolls a minimal number of out-of-state students exclusively in distance education courses and has been approved by the State of Texas to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA)*. Information regarding this agreement is posted on the CBC Distance Learning Website. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. Coastal Bend College is a member in the National Council for State Authorization Reciprocity Agreements (NC-SARA). All the United States except for California are a member of SARA. *Authorization by SARA allows member institutions to offer distance education to students residing in other member SARA states.*
6.1 [6] Coastal Bend College (CBC) employs an adequate number of full-time faculty to support the college mission and goals of the institution (Coastal Bend College Mission, Goals, Vision, Core Values and Statement of Ethics) and to *support all its academic programs no matter the location or mode of instruction.* Measures are in place to ensure that faculty are effectively carrying out these responsibilities. Course evaluations occur every regular semester and are reviewed as part of the faculty evaluation process. The most recent fall 2022 semester overall course evaluation reports (see survey results below) demonstrate that students, *including those taking online instruction, believe instructors are effective in the classroom.*
6.2b [7] *Various processes of effectiveness such as the program reviews, course evaluations [10] and faculty evaluations are in place to help administration, coordinators and directors regularly monitor and ensure that CBC employs sufficient number of full-time faculty at all locations and in all modes of instruction.* CBC full-time *faculty maintain complete oversight of all curricula, regardless of location or mode of instruction,* and are charged with the responsibility of ensuring curriculum and program quality and integrity. *CBC offers instruction at multiple sites and in multiple modes of instruction. All faculty and instruction, no matter the location or mode of instruction are monitored and evaluated to ensure quality curriculum and program quality, integrity, and review.* These evaluation methods have defined items included to evaluate mastery of subject matter, teaching performance, student learning, support of college policies and procedures and participation in college, division and program activities as assigned. Specific items are included to understand effectiveness in regard to modes of instruction and technology.
6.5 [8] Reoccurring mandated professional development opportunities for faculty include, but are not limited to, employment discrimination training, compliance training, cybersecurity training, and industry professional development. All state mandated training is provided by the college either online or in person at college in-services. *Distance learning training is provided to all faculty regardless of the modality they teach and no matter the location*

to ensure that they have knowledge to perform in a distance learning platform if the need arises.

Distance learning education is provided by CBC's Information Technology Department. Professional development is also provided at convocation and throughout the year with guest speakers and in-services.

8.2a [9] Seventy percent of CBC students are academic transfer majors at CBC. Transfer and general education program faculty have identified program student learning outcomes for the Associate of Arts and the Associate of Science General Studies program (A.A. and A.S. Program Student Learning Outcomes]. *These are the set of student learning outcomes that all students completing the program are expected to obtain regardless of the location or mode of instruction.* These learning outcomes are in alignment with course student learning outcomes published by the Texas Higher Education Coordinating Board in the Lower Division Academic Course Guide Manual (ACGM). These learning outcomes are developed at the state level by vertical teams of community college and university faculty from across the state. Additionally, they work to align curricula with transfer universities' expectations through pathway articulations.

Thirty percent of CBC students are Career and Technical Education (CTE) and Allied Health (AH) majors. CTE and AH faculty have identified a set of program student learning outcomes for each program. *These are the set of student learning outcomes that all students completing the program are expected to attain regardless of location or mode of instruction.* The identification of program student learning outcomes is informed through a variety of sources, such as advisory committees, licensing and accreditation agencies, state level guidance, and the United States Department of Labor. Student learning outcomes are included in the CTE and AH Assessment Plan Report (CTE and AH Assessment Report).

8.2b [10]Texas has identified a set of core objectives [3] for students in Texas colleges and universities. These core objectives are designed to allow all students in associate degree programs to attain essential general education competencies. The competencies are embedded in general education core courses. *These are the set of student learning outcomes that all students completing the program are expected to obtain regardless of the location or mode of instruction. They are identified in the CBC Administrative Master Syllabus to ensure that all faculty teaching the course understand that these are course requirements.*

9.3 [11] CBC requires all associate degree-seeking students to complete a substantial, college-level general education component that is based on coherent rationale. *This is true for students at all locations and taking courses in all modes of instruction.* The general education courses provide the skills and knowledge necessary for an educated person to read, write, and speak effectively; and to exercise qualitative and quantitative critical thinking skills. Moreover, the core curriculum contains courses that provide multiple perspectives about the individual and the world in which he or she lives; that stimulate a capacity to discuss and reflect upon individual, political, and social aspects of life so students understand ways in which to exercise responsible citizenship; and that enable students to integrate knowledge and understand the interrelationships of the disciplines.

9.4 [12] At least 25 percent of the credit hours required for an undergraduate degree at Coastal Bend College are earned through instruction offered by the institution. *These requirements are the same for all students at all locations and enrolled in all modes of instruction.*

10.2 [13] Coastal Bend College (CBC) makes available to its students and the public its current academic calendar, grading policies, cost of attendance and refund policies in the College catalog. CBC annually publishes the combined Coastal Bend College Course Catalog and Student Handbook. This publication is available and accessible to students in

electronic format via the college website *to all students at all locations in all modes of instruction.*

10.4 [14] Coastal Bend College (CBC) publishes and implements policies on the authority of faculty in academic and governance matters, demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and places primary responsibility for the quality, and effectiveness of the curriculum with the faculty*. This includes all faculty teaching in all programs at all locations in all modes of instruction*

10.5 [15] Continuing education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance" are to be offered as well. CBC's published *admission policies are consistent with the institution's stated missions, and the goals of the college district and apply to all students in all programs no matter the location or mode or instruction.*

10.6 [16] *Coastal Bend College (CBC) offers distance education courses and programs in accordance with CBC Policy EBA (Local) and was approved to offer 100% of a program online on October 21, 2009 [2].* No correspondence education is provided by CBC. Procedures have been developed to ensure that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives credit. Written procedures are also in place for protecting the privacy of students enrolled in distance education courses or programs and ensures that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity.

All courses (no matter the mode of instruction or location) have a LMS Blackboard shell that the student is allowed access to once the semester begins. Once a student registers, they are added to the course Blackboard shell through a Colleague process, however, the student will not have access until the first day of the semester. They must use their unique secure login provided to them through the registration process to enter. This ensures that they are the registered student entering the Blackboard course shell for the course.

10.7 [17] Coastal Bend College (CBC) publishes and implements policies for determining the amount and level of credit awarded for courses, *regardless of format or mode of delivery.* Additionally, "courses delivered in shortened semesters are expected to have the same number of contact hours and the same requirement for out-of-class learning as courses taught during a normal semester." *All sections of courses follow the same administrative master syllabus with the same student learning outcomes and major requirements no matter the length of the course, mode of instruction, location, or faculty.*

11.1 [18] The library and other learning/information resources and services are accessible to students, faculty, and staff *at all locations and for students and faculty in all modes of instruction.*

The director along with other library staff choose resources to help students complete their assignments successfully, help faculty support their curriculum, teach individuals and scheduled classes how to conduct effective research, and assist patrons in developing critical thinking skills *no matter their location or mode of instruction*.

Through its *Distance Learning Services,* the library provides access to print books, journal articles, and other print resources to students *enrolled in online courses and/or reside outside the college district.* Through the Interlibrary Loan system, scanned versions of print articles are provided electronically to *distance learning students.*

Most library resources *are accessible online, allowing all institution students, faculty, and staff to access them at any time, regardless of their physical location*. In addition, the library offers virtual chat and phone services throughout operating hours. Interlibrary Loan allows all CBC students, faculty, and staff to request books, articles, and other library materials not available at the library.

The CBC Library is a member of Amigos Library Services and TexShare, the state's resource-sharing program. These two library programs and reciprocal agreements are utilized by the Interlibrary Loan system to give access to materials not available on campus. *Most articles and chapters are supplied online to the requester,* while physical volumes and other print materials can be picked up during building hours. The CBC library services provide electronic books to students and faculty via EBSCO HOST e-books (formerly NetLibrary), Ebrary subscriptions, and permanent e-book collections for community colleges purchased through AMIGOS. *These resources are available on the library's website 24 hours a day, seven days a week.*

In addition to electronic books and media, the library provides access to databases [23] that *provide online, full-text access* to research resources, including as academic journals, professional periodicals, popular magazines, and significant news outlets.

A *virtual library orientation* that includes how to navigate library resources is accessible via the library's website and is embedded within the EDUC-1300, Learning Framework course within the institution's learning management system, Blackboard. EDUC-1300 is a required course in the general education core curriculum and is included in most AAS degree and certificate programs.

All the online library services provide CBC students and faculty access to the educational materials they require to support their research from any location. CBC's on campus library services coordinate checkout process so students can utilize all the resources available at each campus location, which may include laptops, noise cancelling headphones, scientific calculators and more. Faculty may bring in textbooks and other materials to leave as reserve materials for their course. The CBC Library Policy Manual outlines the procedures for using reserve materials.

11.3 [19] Students and faculty at Coastal Bend College (CBC*), regardless of their location or mode of instruction,* have access to library services and user privileges, as well as regular and timely instruction in the use of library and other learning/information resources. All students have access to both scheduled and on-demand instruction in the utilization of technology, the library, and other learning/information tools. *The library offers all group instruction sessions and individual research and instruction consultations in person and virtual.*

Students in remote locations who wish to borrow physical books can have them delivered to any CBC location. In rare instances, books may be delivered directly to an in-town student.

The library provides a vast array of resources and services for dual credit and for off-campus access. Through EZproxy authentication using their CBC username and password, students, faculty, and staff gain remote access. *The remote access enables students who attend classes at other CBC sites and through distance the ability to contact the library and*

access its resources 24 hours a day, seven days a week, even when the physical libraries are closed.

A professional library staff member or librarian is accessible to students and faculty during published hours in-person, by telephone, through electronic CBC Live Chat and through email assistance, to facilitate access and/or provide on-the-spot guidance for using the library and its resources, including all digital learning resources.

12.1 [20] An advising professional provides these services to students participating *in online programs or courses at the college's site locations, either online or at their site location*.

Early Alert Program- *All CBC students and all CBC locations no matter the mode of instruction*. The EAP referral is located online for faculty to complete.

Tutoring- *All CBC students and all CBC locations*. The online tutor request is located online, and students are paired with a tutor by a Success Coach,

Library Services- *Available to all CBC students and all CBC locations.*

In addition to the career development provided by CBC's success coaches, the Texas Workforce staff provide career coaching; career assessment; career information, which is *accessible in-person, virtually, and through career management systems*; specific career development initiatives; experiential learning opportunities, such as job shadowing, internships, and externships; employer development and recruitment services centered on networking evenings and job fairs; and employer development and recruitment services.

CBC Care Team-Available to all CBC students and all CBC locations. The CARE Team referral is located online*. Available to all CBC students and all CBC locations*. The Purple Door Offices are located at CBC's administrative campus in Beeville; however, they *serve all CBC students*. CBC has partnered with a local transportation service, Rural Economic Assistance League Inc. (REAL), where they *provide students transportation to all CBC locations* at no cost.

CBC online students have access to the same services as on location students. The Virtual Student Success Center at Coastal Bend College can also be found online, via a comprehensive web portal that supports students' academic needs beyond our traditional hours of operation and beyond the physical limitations of our existing Student Success Center

12.3 [21] These published student right and responsibilities *apply to all enrolled students in all modes of instruction and programming and at all locations.*

Information about student rights and responsibilities *are disseminated to students during New Student Orientation both face to face and in the New Student Online Orientation. It is also included in the Learning Frameworks course curriculum, during academic advising, in the student portion of the Cougar Den and in the course learning management system, Blackboard. All administrative master syllabi are also used to disseminate rights and responsibilities to the campus community.*

12.4 [22] CBC has developed appropriate and clear procedures to address any written complaints that may arise from students in these types of courses and programs. These policies and procedures are used *for all students no matter the location or mode of instruction or type of instruction.*

All students, regardless of modality or location, can file written student complaints through the online form found on the CBC Student Services Website page or they may come into the student services office and be assisted in the student service student success center.

12.5 [23] *Coastal Bend College (CBC) protects the security, confidentiality, and integrity of its students records for all students in all programs at all locations and in all modes of instruction.* Security measure are in place and maintained to protect and back up data. CBC operates per federal and state laws and CBC policies relating to handling of and access to records. Policies and procedures are designed to secure and protect the confidentiality and integrity of all students

13.7 [24] Coastal Bend College (CBC) ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities *no matter the location or mode of instruction.*

CBC has numerous off-campus sites at *regional high schools*. MOUs are in place with each of the school district detailing expectations, including those for the teaching environment and facilities. The college hires academically qualified high school teachers to teach courses offered at these locations and *requires a comparable learning environment to those offered at the CBC primary locations.*

Students taking courses either virtually or at high school locations have access to academic and student support services. They may either come into the CBC administrative campus, CBC Alice, CBC Kingsville, or CBC Pleasanton; *or they may access these services, such as advising, library and tutoring virtually* as described in CBC Compliance Standards 11.1 and 12.1. Staff from the office of Dual Credit routinely visit the high schools and hold information sessions both virtually and in person to ensure that high school students have the access they need to all college services.

Through its Distance Learning Services, the library provides access to print books, journal articles, and other print resources to students enrolled in online courses and/or reside outside the college district. Through the Interlibrary Loan system, scanned versions of print articles are provided electronically to *distance learning students.*

Most library resources are accessible online, allowing all institution students, faculty, and staff to access them at any time, regardless of their physical location. In addition, the library offers virtual chat and phone services throughout operating hours. Interlibrary Loan allows all CBC students, faculty, and staff to request books, articles, and other library materials not available at the library.

CBC maintains a significant technological infrastructure to support the needs of students, faculty, and staff at its four physical locations (one main campus and three remote campuses) as well as online education, including dual credit. I.T.S. employs a 10-person staff responsible for maintaining much of this infrastructure. ITS works closely with embedded technical staff in other divisions who support select components of the technology infrastructure. One of these departments is Distance Learning - ITS has assumed that role in the absence of a Distance Learning Director, including management of the Blackboard Learning Management System (LMS) and providing instructional design support for distance and online courses.

13.8 [25] Every CBC site, department, and individual n*o matter the location or mode of instruction,* must be prepared to ensure efficient and effective management of any incident.

MOUs with high school districts are in place with high school districts to ensure that the high schools take reasonable steps to provide a healthy, safe, and secure environment. These MOUs additionally require that dual credit courses taught by Dual Credit Faculty at the high school are conducted through face-to-face instruction, except when a State of Emergency is activated and it is deemed necessary for the ISD Dual Credit Faculty to conduct online instruction to adhere to the College's Instructional Contingency Plan, using the College's Learning Management System.

Additionally, MOUs with local high schools for dual credit instruction provides that "if the college is using space on an ISD campus or facility in manner that gives the College control over the space, including the assignment of an employee of the College as an administrator, ISD's law enforcement agency will respond in a timely manner to any requests made by the College for statistical information of crimes that have been reports at that location so that the College may fulfill its obligations under the Clery Act (20 U.S.C. 1092 (f) and it's regulations."

Students at all locations and in all modes of instruction are provided with health and safety information during orientation, classroom lab safety orientations, in the CBC College Catalog and Student Handbook, and on the CBC website.

14.1 [26] In accordance with the SACSCOC Institutional Obligations Public Disclosure Policy [1], CBC accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC. *This information is displayed on the college accreditation website* page.

Coastal Bend College applies all appropriate standards and policies to all its programs and services in all locations and in all modes of instruction as evidenced in the narrative excerpts above and throughout this compliance report.

Evidence
[1] Provost/CAO Job Description/Resume
[2] Provost Organizational Chart
[3] CBC Committee Handbook-Distance Learning Committee
[4] Link to Narrative 14.2
[5] Link to Narrative 3.1a
[6] Link to Narrative 6.1
[7] Link to Narrative 6.2b
[8] Link to Narrative 6.5
[9] Link to Narrative 8.2a
[10] Link to Narrative 8.2b
[11] Link to Narrative 9.3
[12] Link to Narrative 9.4

[13] Link to Narrative 10.2
[14] Link to Narrative 10.4
[15] Link to Narrative 10.5
[16] Link to Narrative 10.6
[17] Link to Narrative 10.7
[18] Link to Narrative 11.1
[19] Link to Narrative 11.3
[20] Link to Narrative 12.1
[21] Link to Narrative 12.3
[22] Link to Narrative 12.4
[23] Link to Narrative 12.5
[24] Link to Narrative 13.7
[25] Link to Narrative 13.8
[26] Link to Narrative 14.1

14.4 **The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions.** (See SACSCOC policy *Accrediting Decisions of Other Agencies*.)
(Representation to other agencies) **[Off-Site/On-Site Review]**
[Note: Institutions responding to part (a) of this standard should provide evidence (e.g., appropriate portion of the most recent self-study, report from the other accreditor, etc.) that demonstrates the accurate representation to other U.S. DOE recognized agencies with regard to such things as institutional purpose, governance, programs, and finances.]

X **Compliance** ___ **Non-Compliance** ___ **Partial Compliance**

Narrative: Coastal Bend College (CBC) represents itself accurately to all U.S. Department of Education (USDOE) recognized accrediting agencies where it holds accreditation and informs those agencies of any change in accreditation status, including the imposition of public sanctions. CBC has one administrative campus in Beeville, Texas and three instructional sites (Alice, Kingsville, and Pleasanton, Texas), and each of these locations identifies itself as Coastal Bend College.

a. represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation

The college identifies itself as Coastal Bend College (CBC) and its regional accrediting body as Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) on the CBC College Accreditation website [1] and in the CBC Course Catalog and Student Handbook [2].

The college represents itself accurately and consistently in all reports prepared for SACSCOC and other USDOE-recognized accreditors. In addition to its regional accreditation, CBC has programs holding specialized accreditation by the Commission on Dental Accreditation (CODA) and the Joint Review Committee on Education in Radiologic Technology (JRCERT). Information on the most recent review, accreditation status notification, and next review for each of these accrediting agencies is provided below.

CODA

CBC's Dental Hygiene program had its most recent on-site visit by CODA in spring 2019. A program survey was submitted in conjunction with the regular on-site visit. The CODA on-site visit took place on February 27-28, 2019. Following that submission and on-site visit, the college received notification of its accreditation status on Friday, August 23, 2019. That notification from the Commission on Dental Accreditation reported a change in accreditation status from "Approval without Reporting Requirements" to "Approval with Reporting Requirements." While this represents a change in status, it does not meet the level of an adverse finding requiring notification. On March 2, 2022, following submission of additional documents, the Commission determined the program demonstrated compliance and adopted a resolution to continue the program's accreditation status of "approval without reporting requirements." [3]. The next site visit by CODA will be in 2027.

JRCERT

CBC's Radiography program had its most recent on-site visit by JRCERT October 4-5, 2021. The college received notification [4] that the Radiography program maintained its JRCERT accreditation for a period of 5 years. There has been no change in accreditation status since. The next site visit will be in the second quarter of 2026.

CBC represents itself accurately to these accrediting agencies and to the public as can be seen in the program brochures [5] and in the CBC Program webpages [6]. The following introduction in the most recent Title III grant application [7] to the Department of Education demonstrates that CBC represents itself accurately to the U.S. Department of Education.

> **(b) informs those agencies of any change of accreditation status, including the imposition of public sanctions**

There has been no change in institutional or program accreditation status and there have been no imposition of public sanctions. If a change in accreditation status requiring notification were to occur, the college President and/or the SACSCOC Institutional Accreditation Liaison (IAL) would notify SACSCOC and any other accrediting agency as required.

Evidence
[1] CBC College Accreditation website
[2] CBC Course Catalog and Student Handbook
[3] CODA Dental Hygiene Program Accreditation Letter
[4] JRCRT Radiological Technology Accreditation Letter
[5] Program Brochures
[6] CBC Program Webpages

14.5 **The institution complies with SACSCOC's policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current *Principles of Accreditation*.**
(Policy compliance)
[Note: For applicable policies, institutions should refer to the website. A single assessment of compliance is needed for this standard.]

14.5.a "Reaffirmation of Accreditation and Subsequent Reports"

Applicable Policy Statement. If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role within that system.

Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.

Narrative: Coastal Bend College is not a system and does not have branch campuses.

14.5.b "Separate Accreditation for Units of a Member Institution"

Applicable Policy Statement. If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. If the Southern Association of Colleges and Schools Commission on Colleges determines the unit should be separately accredited or the institution requests to be separately accredited, the unit may apply for separate accreditation from any institutional accrediting association that accredits colleges in that state or country.

Implementation: If, during its review of the institution, SACSCOC determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, SACSCOC will use this policy to recommend separate accreditation of the extended unit. No response is required by the institution.

X Compliance   **___ Non-Compliance**   **___ Partial Compliance**

Narrative: Not applicable

Form edited December 2022