



LOWER COLUMBIA COLLEGE

2018

ACCREDITATION
SELF-STUDY

Lower Columbia College

Year Seven Self-Evaluation Report

Prepared for the Northwest Commission on Colleges and Universities

July 11, 2018

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Institutional Overview

Lower Columbia Junior College opened its doors in 1934. The College's first graduating class received their associate degrees in 1936. Throughout the 1930s and 1940s, the College held classes in the Longview Public Library and in conjunction with the Longview School District. In 1948, the College received its first accreditation from the body now known as the Northwest Commission on Colleges and Universities (NWCCU). The first land purchase occurred in 1942, and construction on the College's first permanent building began in 1950. In 1967, LCC joined the state-supported community college system, governed by the Washington State Board for Community and Technical Colleges and became Lower Columbia College (LCC). Today LCC is one of 34 colleges in the state system. The College has a five-member Board of Trustees, appointed by the Governor of the State of Washington.

LCC serves students from Cowlitz and Wahkiakum counties and beyond through face-to-face and eLearning opportunities and is classified as "medium" and "rural" by the Carnegie Foundation. The campus has expanded to include 26 buildings on 38.75 acres in downtown Longview, located adjacent to the City's historical city center. Over 3,000 students enroll in the College's credit and non-credit offerings per quarter. With a service district population of just over 100,000, LCC has a comparatively high market saturation rate compared to similar institutions. LCC operates a limited number of apartments available to international students and student athletes, and the campus is conveniently located within walking distance of many other rental opportunities as well.

As a comprehensive community college, LCC offers a mix of transfer, Professional/Technical, community and customized education, and developmental educational opportunities. LCC offers a Regional University Center on campus through several partnerships with other institutions. LCC is also the grantee for a Head Start/Early Head Start/Early Childhood Education and Assistance Program (ECEAP), which serves eligible families with children ages 0-5, and operates a licensed childcare facility of its own on campus.

LCC's student population is approximately three-quarters White with an average age of about 30. The population poses significant socioeconomic challenges, a reflection of the surrounding area. Fluctuations in the economy tend to have a significant impact on enrollment, which has hovered around 3300 grand total FTE in recent years.

LCC typically employs approximately 400 individuals, including full- and part-time faculty and staff. LCC receives funding from state, federal and local sources and has an operating budget of approximately \$23 million. In addition to the Board of Trustees, the administration receives input from a number of technical advisory and college committees.

In terms of facilities, the college has been involved in a major renovation of the Main Building in recent years. Other facilities projects include completing the last segment of the Fitness Center remodel and competing for funding for a new Vocational Building.

Basic Institutional Data

Institutional Information

Name of institution: Lower Columbia College

Physical and mailing address: 1600 Maple Street, Longview, WA, 98632-3400

Main phone number: (360) 442-2300

Country: United States

Chief Executive Officer: Christopher Bailey, President

Phone: (360) 442-2100

Email: cbailey@lowercolumbia.edu

Accreditation Liaison Officer: Wendy Hall, Vice President of Effectiveness & College Relations

Phone: (360) 442-2491

Email: whall@lowercolumbia.edu

Chief Financial Officer: Nolan Wheeler, Vice President of Administrative Services

Phone: (360) 442-2200

Email: nwheeler@lowercolumbia.edu

Institutional type: Comprehensive

Degree level: Associate

Calendar Plan: Quarter

Institutional Control: State, Public

Student Enrollment Data

Basic Institutional Data Table 1: Undergraduate Students (all locations)

	Fall 2017	Fall 2016	Fall 2015
FTE	2,781	2,650	2,855
Headcount	2,935	2,787	2,969

Information about Faculty

In fall 2017, Lower Columbia College reported the following faculty numbers through the IPEDS system:

- 50 full-time faculty with tenure
- 15 full-time faculty on tenure track

- 6 full-time instructional staff with faculty status
- 99 part-time employees whose assignment is primarily instruction

No ranking system exists for faculty. The small number of full-time instructional staff with faculty status reside in the library and counseling areas.

Basic Institutional Data Table 2: Full-Time Faculty by Highest Degree Earned

< Associate	Associate	Bachelor	Masters	Specialist	Doctorate
1	6	1	50	1	12

Basic Institutional Data Table 3: Full-Time Faculty Mean Salary and Years of Service

Mean Salary	Mean Years of Service
\$61,592	12.5

Financial Information

Required financial information is available in the appendix (see Appendix – Audited Financial Statements for 2014, 2015, 2016, and 2017; also available on LCC's public website at lowercolumbia.edu/disclosure/business-office/financial-statement).

New Degree/Certificate Programs

Lower Columbia College submitted the following new degree and certificate programs to the NWCCU following the last comprehensive accreditation visit.

Basic Institutional Data Table 4: Substantive Changes

Substantive Change	Certificate/ Degree Level	Program Name	Discipline or Program Area	Approved by NWCCU
Minor	Certificate	Automotive Technology Maintenance & Light Repair	Automotive Technology	7/5/15
Minor	Associate Degree	Biology Direct Transfer Agreement/Major Ready Pathway	Biology	9/29/17
Minor	Associate Degree	Computer Science AS-T for Washington State University Vancouver	Computer Science	3/28/18
Minor	Certificate	Fitness Specialist Certificate	Physical Education	5/23/16

Substantive Change	Certificate/ Degree Level	Program Name	Discipline or Program Area	Approved by NWCCU
Minor	Associate Degree	Music Direct Transfer Agreement/Major Ready Pathway	Music	1/24/17
Minor	Associate Degree	Nursing Direct Transfer Agreement/Major Ready Pathway (replaced Nursing Associate in Applied Science degree)	Nursing	3/15/15

In addition to the minor changes noted above, LCC is planning to submit a major substantive change request in fall 2018 to offer an applied baccalaureate degree in education. This will be the first request at the (applied) bachelor's degree level.

Domestic Off-Campus Degree Programs and Academic Credit Sites

LCC does not operate any off-campus sites within the United States where degree programs and academic credit coursework is offered.

Distance Education

LCC offers one distance education program, as noted in the table below.

Basic Institutional Data Table 5: Distance Education

Name of Site	Physical Address	Degree/Certificate Name and Level	Program Name	Student Enrollment	On-Site Staff	Co-Sponsor
LCC	1600 Maple Street, Longview	Associate in Nursing – Direct Transfer Agreement (AN-DTA/MRP)	LPN2RN-eLearning	Fall 2017: 47 Fall 2016: 46 Fall 2015: 46 Fall 2014: 40 Fall 2013: 39	No*	N/A

*not applicable – program administered on main campus.

Programs and Academic Courses Offered at Sites outside the United States

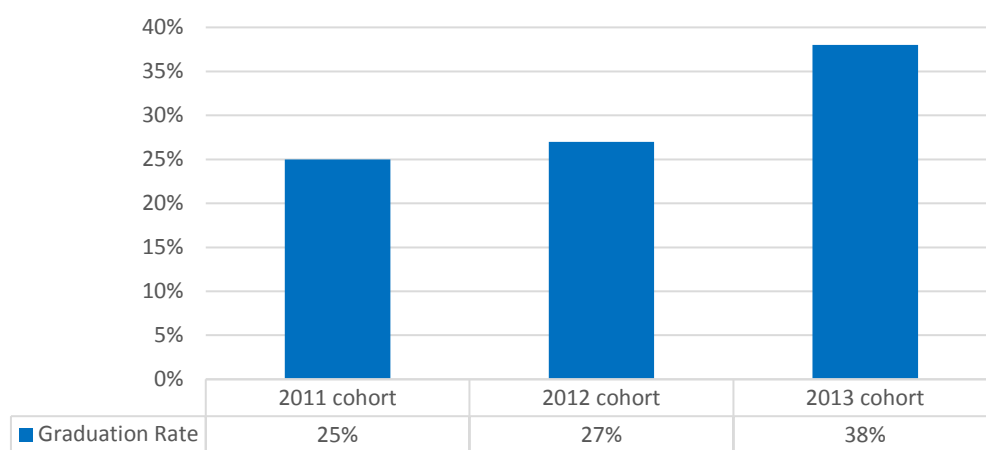
LCC currently does not offer any academic courses or programs at sites outside the U.S.

Student Achievement (Performance) Data

Graduation Rate

LCC bases its “Student Progress/Completion” KPI on the IPEDS 150% graduation rate. The Board of Trustees receives the data in one of the five annual monitoring reports (Student Access, Support and Completion). In the most recent report, the rate increased substantially to 38% (for the 2013 cohort), up from 27% the year before (2012 cohort) and 25% the year before that (2011 cohort).

Table SA-1: IPEDS 150% Graduation Rate



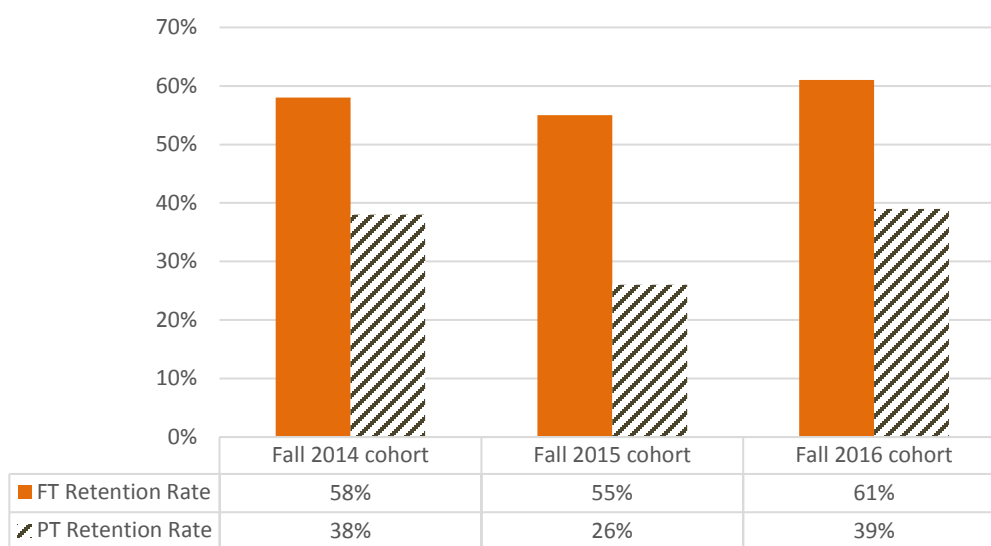
Actions taken to increase this rate include:

- LCC joined the Achieving the Dream Network in 2011 with the specific intention of increasing student completion. Related initiatives focused on:
 - Pathways were refined and shortened in pre-college English and math.
 - New alternative pathways in pre-college English and math were developed.
 - Substantial changes to new student orientation occurred.
 - Substantial revisions to advising practices occurred.
 - A new college success course based on the nationally known, research-based “On Course” curriculum launched and became mandatory for students placing in pre-college English.
- In 2018, LCC received a \$500,000 grant from College Spark Washington to create Guided Pathways. The State Board for Community and Technical Colleges matched the grant, for a total of \$1 million over five years. Part of the grant project involves participating in a statewide cohort, so colleges engaged in the work can learn from each other and grow together. Currently work is underway to finalize “Meta Majors,” streamline scheduling, reform advising practices, and reduce barriers for students during the entry process.

Retention Rate

Although LCC transitioned from the IPEDS retention rate to a statewide measure related to performance funding a few years ago, it still monitors the IPEDS retention rate for full- and part-time students (part of the Fall Enrollment IPEDS Survey Collection) as well. In the 2017-18 collection cycle, LCC's retention rate for full-time, first-time students was 61% (fall 2016 cohort), up from 55% the year before (fall 2015 cohort), which was down slightly from 58% the year before that (fall 2014 cohort). LCC's retention rate for part-time, first-time students was 39% (fall 2016 cohort), up from 26% the year before (fall 2015 cohort), which was down from 38% the year before that (fall 2014 cohort).

Table SA-2: Full- and Part-time Retention Rates



Actions taken to increase these rates include:

- LCC initiated internal quarterly retention marketing campaigns to alert students and advisors of upcoming registration dates and deadlines. The intention of the campaign is to maximize the number of students registering for the coming quarter by the last day of finals. Earlier registration increases the chance of students connecting directly with their assigned faculty advisor (although students can certainly register during quarter breaks, faculty are not on campus at that time).
- Convened a new Enrollment & Retention Group (now called the Strategic Enrollment Management Committee) in May 2015.
- Created a Strategic Enrollment Plan. The document appears on the “Strategic Plan” webpage (on the LCC website).
- Developed a new, central repository for information about resources available for students—including webpages and posters—designed to make the information widely available to students and staff.

- Scaled up the Canvas Course Advisor tool to all faculty advisors and educational planners. This tool not only facilitates more timely assignment of students to advisors, it also greatly increases efficiency and the speed at which critical advising information gets to students.
- Revamped and expanded the calling program targeting student retention.
- Promoted student retention and completion through support from the Student Success Fund.
- Implemented advising and orientation reform.
- Reformed Advising and Orientation processes (this work is ongoing).

Cohort Default Rate

Cohort Default Rates appear annually in the Student Access, Support and Completion Monitoring Report, which goes before the Board of Trustees in December. Most recently, the FY 2014 rate (the most current data available in December 2017) was reported at 20.6%. This follows a downward trend from 23.6% in FY 2013 and 25.4% in FY 2012.

Table SA-3: Cohort Default Rate



Actions taken to reduce this rate include:

- Employed an additional staff person to manage the Default Management Plan.
- Contracted with SALT to provide additional financial literacy to students (switching to ECMC in the future).
- Routinely counseled students on alternative forms of financial aid such as scholarships and work-study that do not have to be repaid.
- Encouraged potential loan borrowers to research jobs and earning potential with their chosen degree through Career & Employment Services.
- Recommended that all borrowers request amounts that are less than the maximum allowed.

- Recommended that transfer students minimize borrowing to prepare for future needs at four-year institutions.
- Encouraged borrowers to complete financial literacy and budgeting courses.
- Provided hard copies of loan materials including exit loan counseling.
- Required all new borrowers to complete Entrance Counseling (EC) and a Master Promissory Note (MPN) prior to awarding of aid each year.
- Requested all borrowers to complete Entrance Counseling (EC) prior to awarding aid each year.
- Requested all borrowers to complete the Federal Direct Loan Worksheet.
- Requested borrowers to complete a money management course each year.
- Counseled all borrowers who completely withdraw regarding the repercussions, including commencement of loan repayment in six months.

In addition to continuing the actions noted above, the following additional strategies will be implemented in 2018-19:

- Recommend that all borrowers complete additional financial literacy counseling.
- Send loan debt letters to students (per Washington state law).

Preface

Instructional Updates

New degree and certificate programs implemented since the last visit include:

- Automotive Technology Maintenance & Light Repair Certificate of Proficiency (approved 7/5/17)
- Biology Direct Transfer Agreement/Major Ready Pathway (approved 9/29/17)
- Computer Science AS-T for Washington State University Vancouver (approved 3/28/18)
- Fitness Specialist Certificate program (approved 5/23/16)
- Music Direct Transfer Agreement/Major Ready Pathway - Associate degree (approved 1/24/17)
- Nursing Direct Transfer Agreement/Major Ready Pathway - Associate degree – replaced Nursing Associate in Applied Science (approved 3/15/15)

Terminated or suspended degree and certificate programs implemented since the last visit include:

- Accounting Technician Associate of Applied Science-Transfer (approved 1/31/18)
- Digital Forensics Certificate of Completion (approved 05/27/15)
- Engineering Associate in Science - Transfer (approved 11/16/17)
- Fire Science Technology Associate of Applied Science (approved 11/16/17)
- Fire Prevention Specialist Certificate of Proficiency (approved 11/16/17)
- Homeland Security & Emergency Management Associate of Applied Science (approved 05/27/15)
- Homeland Security & Emergency Management Certificate of Completion (approved 05/27/15)
- Information Technology Systems Associate of Applied Science – transfer (approved 3/28/18)
- Practical Nurse Certificate of Proficiency (approved 02/20/18)
- RONE Program Option – Nursing (approved 02/12/18)
- Technology DTA/MRP (approved 11/16/17)

Response to Topics Previously Requested by NWCCU

In LCC's fall 2014 Year Three/Mid-Cycle Evaluation, all outstanding recommendations were satisfied. There are no other outstanding accreditation issues at this time.

Mission, Core Themes & Expectations

Executive Summary of Eligibility Requirements 2 - 3

2. Authority. Lower Columbia College is one of 34 community and technical colleges in the state of Washington that derives its authority from the Community College Act of 1967 (revised as the Community College Act of 1991), per Revised Code of Washington [\(RCW\) 28B.50](#).

3. Mission and Core Themes. The LCC Board of Trustees adopted the current mission and core themes in 2011. The College adopted an updated [strategic plan](#) in 2017 to include new strategic initiatives.

Standards 1A – 1B: Mission and Core Themes

Mission Statement (1.A.1)

The mission, vision and values of Lower Columbia College are as follows:

The mission of Lower Columbia College is to ensure each learner's personal and professional success, and influence lives in ways that are local, global, traditional and innovative.

Our vision is to be a powerful force for improving the quality of life in our community.

Our campus community expects an environment of integrity, respect, collaboration, cooperation, inclusion, and innovation that fosters personal growth, academic excellence, and accountability.

LCC's mission statement and Strategic Plan are widely distributed. They appear on the college website, in the online [catalog](#), in poster form in every building, and in brochures available in several locations on campus. Additionally, the LCC President, as hiring authority for the College, speaks with every prospective employee about LCC's mission and values.

LCC's mission statement clearly communicates that student success is at the core of what we do. It is appropriate for a comprehensive community college, and easily understood by students and the community. Together, LCC's mission, vision and values define our reason for being.

Mission Fulfillment (1.A.2)

Our [Key Performance Indicators \(KPIs\)](#) further define the mission and provide metrics for evaluation. Each Core Theme contains a group of KPIs. Interdisciplinary review teams regularly monitor and assess progress, and findings are reported to the Board of Trustees. The interdisciplinary review teams are responsible for setting both mission fulfillment targets and aspirational goals for each KPI, per directive from the LCC Board of Trustees (note: mission fulfillment target and goal setting was added to the process in 2011).

Mission fulfillment is satisfied when one or more of the following conditions exists:

1. The aspirational goal was achieved; and/or
2. The mission fulfillment target was achieved; and/or
3. Actions have been developed and/or implemented to address the deficiency.

In cases where the third option occurs, detailed documentation is included in the appropriate [Monitoring Report](#). Example: the metric for academic performance of developmental education students in pre-college English has been inconsistent in recent years. In order to address the issue, English faculty have undertaken a comprehensive curriculum overhaul including complete course redesign, development of an alternative pathway, development of an entirely new placement assessment process, etc. The relevant Monitoring Reports include detailed documentation of the actions implemented to address the deficiency.

Regular review of progress on KPIs through the Monitoring Report process has been in place at LCC since 1999, nearly twenty years. The process involves a high degree of accountability and transparency across the campus, as the review teams, administration and Board of Trustees all participate in extensive review each year.

Rather than a single report, KPI review occurs at seven board meetings per year (including five in-depth presentations and two 'KPI Dashboard' reviews). For significant projects such as the pre-college English curriculum overhaul noted above, progress reports can occur over a period of several years.

This type of accountability has become part of the culture at LCC. We believe it to be significantly more effective than any attempts to roll mission fulfillment into a single score or grade (which might be better suited to an institution that devotes less of the governing board's time to the process). The entire history of the Monitoring Reports is available to the public through the College's website, including documentation related to actions taken and/or planned as well as the analysis undertaken for each report by the interdisciplinary review team.

Although covered in greater detail later in the report, it is worth noting that the College's operational and strategic planning processes work in tandem with the Core Theme and KPI review framework noted above. The same interdisciplinary teams, along with the administration and governing board, provide the inputs for short- and long-range planning to support

continuous improvement. Considerable effort in recent years to increase both the quantity and quality of participation in the work of the review teams across the campus has occurred. Steps have also taken to strengthen the alignment between the review process and related institutional planning.

Core Themes, Objectives & Indicators (1.B.1 - 1.B.2)

In order to comply with accreditation standards adopted by the NWCCU in 2010, LCC identified a set of Core Themes in 2011 to encompass the Expected College Outcomes originally adopted in 1999, as follows:

Table 1B-1: Core Themes Mapped to Expected College Outcomes

Core Themes (Adopted in 2011)	Expected College Outcomes (Adopted in 1999, Replaced by Core Themes)
I. Workforce and Economic Development	<ul style="list-style-type: none">• Professional Technical• Customized Education
II. Transfer and Academic Preparation	<ul style="list-style-type: none">• Basic Skills and Pre-College• Transfer
III. Student Access, Support and Completion	<ul style="list-style-type: none">• Access
IV. Institutional Excellence	<ul style="list-style-type: none">• Institutional Excellence• Community Enrichment

Each of the Core Themes has a collection of associated Key Performance Indicators (KPIs), further delineated below.

The primary rationale for the selection of the particular KPIs in use at LCC is the American Association of Community College's (AACC's) list of Core Indicators of Effectiveness for Community Colleges. LCC adheres as closely as possible to the AACC framework given available data sources.

In addition, LCC has selected a number of other KPIs that represent significant areas of interest for the college.

The interdisciplinary review teams set mission fulfillment targets and stretch goals. The review teams, administration, and Board of Trustees review the metrics annually to ensure ongoing accuracy and relevancy.

Wherever and whenever possible, we benchmark our indicators against a comparison group (at the state or national level). In cases where no comparative data is available, historical data is used as a benchmark.

Core Theme One: Workforce & Economic Development

LCC's first Core Theme deals with professional/technical and customized education, particularly in terms of service to the surrounding workforce. There is one Monitoring Report for this Core Theme, called the "Professional/Technical and Customized Education Monitoring Report."

This Core Theme has two objectives:

- Objective 1: Provide quality professional/technical education for employment, skills enhancement, and career development.
- Objective 2: Partner with business, community groups, and other educational entities to provide workforce development and customized programs and services.

There are four KPIs for the first objective, as follows:

- Student performance: the proportion of students receiving grades of 2.0 or better in workforce classes numbered 100 and above. Non-productive grades (such as incompletes and audits) are not included in the analysis, which utilizes student transcripts as the data source. The review team for this Monitoring Report has set a mission fulfillment target of 80% for this KPI, and a stretch goal of 85%.
- Demonstration of program competencies. There are many different metrics in this KPI. Each program and/or discipline participates in a comprehensive Curriculum & Program Review process, which includes data collection and analysis. Faculty are required to utilize an appropriate [Curriculum & Program Review](#) template for this process, and work is conducted at regularly scheduled intervals (one day per quarter) throughout the academic year. A complete Curriculum & Program Review cycle takes two years, and all programs are on the same schedule.
- Licensure/certification rates: assessed for two programs at LCC, Nursing and Welding. The relevant programs receive this information each year from the testing agencies.
 - The Nursing program uses the NCLEX (Registered Nurse) exam administered through the National Council of State Boards of Nursing. The mission fulfillment threshold for the NCLEX exam, first time pass rate, is to exceed the state benchmark of 80%. The stretch goal is 90%.
 - The Welding program uses the Washington Association of Building Officials (WABO) exam. The mission fulfillment threshold for the WABO is a pass rate of 80%. The stretch goal is 100%.
- Placement rate in the workforce: based on a placement rate calculated nine months after graduation, and derived from a statewide data matching process that compares

Employment Security records against student data. LCC utilizes the placement rate for completers of Professional/Technical programs for this metric. The mission fulfillment target for this indicator is to be within 2% of the system average, with a stretch goal of exceeding the system average. The data source for this indicator is a database provided by the State Board for Community and Technical Colleges.

There are three KPIs for the second objective:

- Employer satisfaction: based on employer feedback surveys administered by the College. Specifically, employers are asked to rate the professionalism of LCC graduates compared to other employees. The mission fulfillment target for this indicator is 90% of employers rating LCC graduates' professionalism as average or above average in comparison to other employees. The stretch goal is 100%.
- Relevance of programs: based on a graduate feedback surveys administered by the College. Specifically, graduates assess their training at LCC in relation to their job duties. The mission fulfillment target is 85% who rate their experience at LCC in a positive manner. The stretch goal is 90%.
- Client assessment of programs and services. This indicator is the primary metric for the College's Corporate and Continuing Education arm. The metric includes course and program evaluations. There are several breakout categories in addition to the overall score. The mission fulfillment target for this KPI is 90%, and the stretch goal is 100%.

Core Theme Two: Transfer & Academic Preparation

LCC's second Core theme deals primarily with transfer preparation, academic transfer disciplines, and pre-college math and English preparation. This Core theme comprises two Monitoring Reports, called the "Basic Skills and Pre-College Monitoring Report" and the "Transfer Monitoring Report."

This Core Theme has three objectives. The first is included in the "Basic Skills and Pre-College Monitoring Report."

- Objective 1: Ensure that learners who are under-prepared for college level studies have access to developmental coursework and bridge opportunities to college-level work.

This objective has two associated KPIs.

- Basic Skills achievement: measures student retention and success rates for Transitional Studies students, also called Basic Education for Adults (including Adult Basic Education and English as a Second Language). Specifically, the metric compares fall-to-winter, fall-to-spring, and fall-to-fall retention. It also includes a four-year success rate (as defined by

federally defined gains). The mission fulfillment target for this metric is to be within three percent of the system for the four-year success rate, and the stretch goal is to meet or exceed the system average for the four-year success rate.

- Academic performance of developmental education students. This KPI addresses two things, performance in pre-college courses, and subsequent performance in college level.
 - First is the proportion of students in pre-college math and English courses who received a 2.0 or better (the grade needed for students to move on to the next level). The data source for this metric is student transcripts, with non-productive grades such as incompletes or audits excluded from the analysis. The mission fulfillment target for math is 70% and stretch goal is 75% (excluding students who withdrew from the course). The mission fulfillment target for English is also 70% and stretch goal is 75% (excluding students who withdrew from the course).
 - Second is the proportion of pre-college students who moved on to college level who received a 2.0 or better. The data source for this metric is student transcripts, with non-productive grades such as incompletes or audits excluded from the analysis. The mission fulfillment target for math is 80% and stretch goal is 85% (excluding students who withdrew from the course). The mission fulfillment target for English is 70% and stretch goal is 75% (excluding students who withdrew from the course).

The second and third objectives are included in the “Transfer Monitoring Report.”

- Objective 2: Offer courses and support for students to meet the requirements for transfer from Lower Columbia College.
- Objective 3: Provide the support for transfer students to successfully transition to upper division college and university programs.

The second objective has three associated KPIs:

- Student performance. This indicator measures the proportion of students achieving satisfactory academic performance in academic transfer courses (courses numbered 100 or above), defined as a 2.0 or better. The data source for this metric is student transcripts, and non-productive grades such as incompletes and audits excluded from the analysis. The mission fulfillment target for this metric is 78% and the stretch goal is 85%.
- Transfer Readiness. This KPI measures the proportion of students achieving 45 college level credits in a transfer pathway within two years. This measure comes from the Washington State performance-funding model. Data source is the State Board for Community and Technical Colleges (SBCTC). The mission fulfillment target is 20%, and the stretch goal is 30%.

- Demonstration of General Education Outcomes. This indicator, described more fully later in the report, is an aggregation of extensive student learning outcomes assessment work conducted by the LCC faculty on an annual basis. Throughout the academic year, faculty collect artifacts. Assessment occurs at an annual summer institute. The College's four outcomes (called "[Global Skills](#)") are Communication, Critical Thinking, Interpersonal Relations and Numeracy. Faculty score the artifacts using locally developed rubrics. The mission fulfillment target for this indicator is 3.0, and the stretch goal is 3.8.

The third objective has two associated KPIs:

- Academic transfer rate: also based on Washington State's performance funding model; measures the proportion of students who transferred, completed, or maintained enrollment four years after start. The data source for this metric is the SBCTC. The mission fulfillment target for this KPI is to be within 5% of the system average, and the stretch goal is to exceed the system average.
- Relevance of programs (academic success of transfer students after transfer). This indicator measures the average grade point average of students who have transferred from LCC to a public baccalaureate institution in Washington State. Based on student transcript data housed by the SBCTC through a collaborative (de-identified) data-sharing project. The mission fulfillment target is 3.00 and the stretch goal is 3.25.

Core Theme Three: Student Access, Support & Completion

LCC's third Core Theme takes a broad look at how well we are serving the students in our community, both in terms of quality and quantity. The metrics within this Core Theme are included in the "Access and Completion Monitoring Report."

There are two objectives related to this Core Theme:

- Objective 1: Offer a full array of educational programs and support services to meet the diverse needs of Cowlitz and Wahkiakum counties.
- Objective 2: Provide students with the support needed to pursue and achieve their educational goals.

The first objective has three associated KPIs:

- Participation rate of individuals age 17 and above who live within the College's service district. For this indicator, we compare the proportion of the service district population (age 16 and over) enrolled in credit courses at the College vs. a national comparison group. The data source for this project is the National Community College Benchmarking

Project. The mission fulfillment target is 80th percentile or higher, and the stretch goal is 90th percentile or higher.

- Participation and success rates of diverse student populations. There are three different aspects to this KPI.
 - Students of Color – for this metric, we compare the proportion of students of color enrolled at the college in comparison to the surrounding service district. The mission fulfillment target for this indicator is to enroll students of color at the rate of the surrounding community or higher. The stretch goal is to enroll students of color at a rate that is half again the proportion in the service district (1.5 times the service district rate). We also track the proportion of completers who are students of color as an informational item.
 - Students with Disabilities – for this indicator, we look at the proportion of students with disabilities enrolled in our transfer and workforce populations. The mission fulfillment target is 7% or higher, and the stretch goal is 9% or higher. We also track the proportion of completers who are students with disabilities as an informational item.
 - Students Receiving Veterans' Benefits – for this KPI, we also look at the proportion of students enrolled in our transfer and workforce populations, in this case receiving veterans' benefits. The mission fulfillment target is 3% or higher and the stretch goal is 5% or higher. We also track the proportion of completers who are veterans receiving benefits as an information item.
- Enrollment. In this indicator, we track of accrual of FTE (Full Time Equivalent) enrollment in comparison to our goal. In this case, our data source is FTE as calculated by the SBCTC. Our mission fulfillment target for this indicator is to be at 100% or higher of our goal. Our stretch goal is to be at 115% or higher.

The second objective has five associated KPIs:

- Student persistence. With this metric, we track fall-to-fall persistence rates for first-time degree-seeking students as it tracked for purposes of performance funding in Washington State. The data source is a database provided by the SBCTC. This indicator is broken down for our full- and part-time student populations. The mission fulfillment target for full-time students is 45% or higher and 30% or higher for part-time students. The stretch goal is 50% or higher for full-time and 40% or higher for part-time students.
- Student progress/completion. This KPI measures a combined completion, transfer and/or still enrolled rate for both transfer and workforce students. The data source is IPEDS. Our mission fulfillment target is to be within 3% of the national average. The stretch goal is to meet or exceed the national median graduation rate.

- Student satisfaction with support services. LCC participates in the Community College Survey of Student Engagement (CCSSE) every three years to measure this indicator. Specifically, the “Support for Learners” benchmark category looks at student satisfaction with a wide variety of student services. The mission fulfillment target is to be at a mean score of 50 or higher (meaning in the top half of the national cohort). The stretch goal is to be at a mean score of 52 or higher.
- Success of academic support programs. This indicator compares the proportion of students who succeed (earn a 2.0 or better) in the course for which they received tutoring. The LCC Tutoring Program provides the data for this KPI. The mission fulfillment target is to be at a rate of 80% or higher. The stretch goal is to be at a rate of 85% or higher.
- Faculty-student engagement: also based on the Community College Survey of Student Engagement (CCSSE). In this case, the benchmark category in question is faculty-student engagement. The benchmark is comprised of a number of questions that get at the quality and quantity of student interaction with the faculty at LCC. The mission fulfillment target is to be at a mean score of 50 or higher (meaning in the top half of the national cohort). The stretch goal is to be at a mean score of 55 or higher.

Core Theme Four: Institutional Excellence

The fourth Core Theme looks at a host of indicators that may be indirect in terms of student learning, but deemed critical to the overall function of the institution. For many classified and exempt staff, this is the area of college performance where they can see their own work reflected. The data for these indicators is included in the “Institutional Excellence Monitoring Report.”

There are two objectives for this Core Theme:

- Objective 1: Demonstrate our commitment to institutional integrity by investing in our campus, students and employees.
- Objective 2: Uphold our reputation for high quality and contribute to the value of the community by promoting excellence in our programs, services and activities.

The first objective has three associated KPIs:

- Professional development of faculty and staff. This indicator looks at the accrual of professional development units by full-time faculty as an average. The formula used takes into account the amount of time that goes into each activity, in areas that are relevant to individual disciplines and/or the teaching and learning process. Human Resources Services tracks the data for this KPI. The mission fulfillment target for this KPI is six units or higher. The stretch goal is 10 units or higher.

- Faculty/staff satisfaction and morale. The data for this indicator comes from a national survey called the Personal Assessment of Campus Environment, or PACE, administered out of North Carolina State University. The survey allows the College to compare its results by individual survey question and/or by benchmark area. The mission fulfillment target for this metric is to meet or exceed mean scores and/or benchmarks for the comparison group “Medium 2-years” (based on Carnegie Foundation Classifications; this is the group in which LCC belongs). The stretch goal is to meet or exceed all participating institutions. LCC participated in the PACE survey in 2016 and 2017, and is intending to participate every three years moving forward.
- Condition of infrastructure. This KPI looks at several different areas:
 - Facilities. This indicator has two parts, both related to a Facilities Condition Survey provided by the State of Washington every other year. In this metric, the ratings are as follows: 146-175 superior, 176-275 adequate, 276-350 needs improvement through maintenance, 351-475 needs improvement through renovation, >475 replace or renovate. Mission fulfillment targets for this two-part KPI are an overall score of 275 or below and 70% of buildings receiving a score of 350 or below. The stretch goals are an overall score of 200 or below and 100% of buildings receiving a score of 350 or below.
 - Foundation. This multi-part indicator looks at several things; data source is the annual (audited) financial statement.
 - Net assets annual growth: measured as a percentage change in Foundation net assets from year to year. The mission fulfillment target is 5% with a stretch goal of 10%.
 - Endowments as a percent of net assets: measured as a percent. The mission fulfillment target is 70% with a stretch goal of 80%.
 - Program support as a percent of net assets. This looks at the financial support provided to the College each year. The mission fulfillment target is 4% with a stretch goal of 6%.
 - Direct student support as a proportion of program support. This indicator looks at the direct student support provided to students, in the form of scholarships and grants, as a proportion of the total program support provided to the college every year. The mission fulfillment target is 30% with a stretch goal of 35%.
 - Financial. This area looks at our ability to meet ongoing operating expenditures.
 - Cash and investments to operating expenditures. This metric looks at LCC’s ability to absorb or cushion fluctuations in funding. The mission fulfillment target is 30% or higher, and the stretch goal is 40% or higher.

The second objective also has three associated KPIs:

- External perceptions/satisfaction with LCC: based on a community survey administered by the College every three years. The survey measures community perception of how well the College is doing across different mission areas. The mission fulfillment target is 90% and the stretch goal is 95%.
- Student/graduate satisfaction with instruction: based on an LCC Graduate Survey administered at Commencement. The survey queries students about their participation in meaningful learning experiences at LCC. The mission fulfillment target is 85% and the stretch goal is 95%.
- Cultural enrichment of students and community. There are two parts to this indicator, both of which come from the National Community College Benchmarking Project. The metrics derive from a comparison between actual attendance and service district population.
 - Cultural Activities. The mission fulfillment target is 50th percentile or above and the stretch goal is 70th percentile or above.
 - Sporting Events. The mission fulfillment target is 50th percentile or above and the stretch goal is 90th percentile or above.

Summary

We have provided an analysis of our performance in each KPI area to the Board of Trustees every year since 1999. The findings are presented in a series of Monitoring Reports that include meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives for each of our core themes.

Monitoring Reports include data, mission fulfillment and aspirational targets, a summary of actions taken since the previous report, and a SWOT analysis conducted by the interdisciplinary review team. Each of the five review teams is comprised of 20-25 faculty and staff members.

Aggregated data is also available in the form of a [dashboard](#).

A complete history of Monitoring Reports are available to the public through the LCC website. The dashboard is also available through the website.

Progress toward accomplishing our mission, including the Monitoring Reports and dashboard, is reviewed throughout the year by the Board of Trustees. The information informs the annual evaluation process for the LCC President.

Resources & References for Standards 1A - 1B

- A. [Revised Code of Washington \(RCW\) 28B.50](#)
- B. [LCC Strategic Plan](#)
- C. [LCC Catalog](#)
- D. [Core Themes, Objectives and Key Performance Indicators](#)
- E. [Monitoring Reports](#)
- F. [Curriculum & Program Review Process, including link to Template](#)
- G. [General Education Outcomes \(Global Skills Assessment\)](#)
- H. [Five-Year Performance History \(KPI's\), also called the "Dashboard"](#)

Resources & Capacity

Executive Summary of Eligibility Requirements 4 - 21

4. Operational Focus and Independence. Lower Columbia College (LCC) operates solely as an institution of higher education per Washington State law and stated mission. LCC functions independently of any other organization and complies with all relevant state laws ([RCW 28B.50](#)), regulations and policies, as well as institutional policies.

5. Non-Discrimination. LCC campus values state: “Our campus community expects an environment of integrity, respect, collaboration, cooperation, inclusion, and innovation that fosters personal growth, academic excellence, and accountability.” These values are evident throughout [policies](#) related to LCC students and employees. LCC complies with all state and federal laws regarding non-discrimination and anti-harassment and the appropriate language is prominent on required locations including but not limited to website, college publications, etc.

6. Institutional Integrity. Lower Columbia College adheres to established ethical standards, laws and policies in all of its operations and relationships. Specifically, the institution adheres to the Revised Code of Washington ([RCW](#)) [42.52](#), Ethics in Public Service, and guidelines provided by the [Washington State Executive Ethics Board](#). General ethics for college employees and officers are included in LCC Administrative Policy 225.

7. Governing Board. A five-member [Board of Trustees](#) is appointed by the Governor of the state of Washington. The Board complies with all relevant state laws, regulations and policies, as well as its own institutional [policies](#). The board monitors progress related to Core Themes and Key Performance Indicators. Board members have no contractual, employment or personal financial interest in the institution.

8. Chief Executive Officer. The [President](#) of Lower Columbia College is a full-time employee, appointed by the Board of Trustees, who serves as the chief executive officer for the institution and serves as secretary to the Board.

9. Administration. Lower Columbia College provides a professional level of administrative and support services in achieving its mission and goals while meeting high standards of accountability and efficiency in managing public resources and funding.

10. Faculty. Lower Columbia College employs professionally qualified, full-time faculty adequate in number and qualifications to achieve its educational mission and goals. They are actively involved in the formulation of institutional policy, participate in curriculum development and academic planning, and play a major role in advising. Evaluation processes for full-time and adjunct faculty are included in the [faculty contract](#). The LCC Association of Higher Education

Agreement with the College also defines faculty workloads. The College provides time and resources for professional development.

11. Educational Program. The College offers educational programs leading toward a number of degrees and certificates. The Curriculum Committee ensures that all educational programs contain a recognized field of study, contain sufficient content and use information resources effectively. Several professional/technical programs have obtained specialized accreditation. The College ensures that the learning experience includes faculty and student interaction, academic advising and orientation, and student leadership opportunities.

12. General Education and Related Instruction. The College's transfer degree programs require a core of general education components, commensurate with standards and requirements at receiving institutions and comparable to requirements at other community colleges. The College's professional/technical degrees and certificates of 45 credits or more include a required core of related instruction. The faculty systematically carry out assessment of general education outcomes and related instruction.

13. Library and Information Resources. LCC provides library and information technology resources and services for students and faculty for all of its educational programs. The library provides on-campus and remote access to electronic and print resources. Library staff provide instruction to students and faculty on use of the tools.

14. Physical and Technological Infrastructure. LCC provides the necessary physical and technological infrastructure to carry out its mission and goals, and incorporates related elements in its Core themes and Key Performance Indicators.

15. Academic Freedom. As an institution of higher learning, LCC provides the setting for the free exchange of information, ideas and knowledge in a manner that protects its faculty, staff and students from inappropriate behavior. Per policy and adopted values, the College fosters a culture that provides faculty the academic freedom to pursue scholarship, research and artistic creation. LCC's [Code of Student Conduct](#) outlines students' guaranteed right to freedom of expression.

16. Admissions. Lower Columbia College is an open admissions institution, with special admissions procedures for Nursing and Medical Assisting. The [catalog](#) and website contain admission requirements. Accommodations are available. Appropriate administrators closely monitor the admissions process and related accommodations.

17. Public Information. The College regularly publishes an annual catalog containing accurate and current information describing the mission and goals, admission requirements and procedures, academic rules and regulations directly affecting students, programs and courses, degrees offered and degree requirements, costs and refund policies, and the academic credentials of faculty and administrators. A [student handbook](#) published annually contains the Code of Student Conduct and student rights and responsibilities including grievance procedures.

18. Financial Resources. Lower Columbia College maintains a stable funding base, a budget development process that supports the institutional mission and goals, a balanced budget and limited level of debt.

19. Financial Accountability. The state auditor's office regularly audits the College's financial records. The administration and Board of Trustees regularly review college finances.

20. Disclosure. The College, through annual institutional reports, periodic visits and related comprehensive reports, substantive change requests and other communication, discloses to the Northwest Commission on Colleges and Universities all information the Commission may require for its evaluation and accreditation functions.

21. Relationship with the Accreditation Commission. Lower Columbia College accepts the standards and related policies of the Northwest Commission on Colleges and Universities and complies with these standards and policies as currently stated. The College agrees that the Commission may share information with any agency or members of the public regarding its status with the Commission.

Standard 2A: Governance

Governance System (2.A.1)

LCC has an effective and widely understood system of governance with clearly defined authority, roles and responsibilities and mechanisms for input from a variety of constituencies. The Washington State Governor is responsible for appointing Trustees, whose roles and responsibilities are clearly defined in the LCC Board Policies. Section 100 of the [LCC Administrative Policies](#) also address the role of the Board of Trustees, the relationship between the Board and President, and the role of the administration, faculty, staff, students, bargaining units, governing councils, and other decision-making groups.

Delineation of Authority & Responsibility (2.A.2)

Lower Columbia College is a single district operating on one campus. LCC retains a single governance system that supports the requirements, policies, regulations, and procedures for all college units. The College administers its Administrative Policies equitably across the college. LCC is one of 30 Washington community and technical college districts in the state, representing 34 colleges. The State Board for Community and Technical Colleges (SBCTC) is the primary coordinating body at the state level per RCW 28B.50. The [SBCTC Policy Manual](#) contains information about laws, policies and rules governing Washington Community and Technical Colleges.

Monitoring of Standards Compliance (2.A.3)

Lower Columbia College monitors its compliance with the Commission's Standards for Accreditation through its governance processes and groups, including but not limited to the Board of Trustees, Governance Council, and Executive Leadership Team. Accreditation is a standing weekly agenda item for the Executive Leadership team, which consists of the president and all vice presidents. The College's Accreditation Liaison Officer (ALO) is responsible for monitoring accreditation activities to meet required timelines.

Composition of Governing Board (2.A.4)

In the State of Washington, Community and Technical College Trustees are appointed by the Governor according to state law (RCW 28B.50.100). The board is made up of five members who must meet the criteria defined in the law, including having no contractual, employment, or financial interest in the institution, and must follow defined ethics rules per RCW 42.52.

Conduct of Board Members (2.A.5)

The Lower Columbia College Board of Trustees adheres to Washington State law (RCW 28B.50.100) as well as the policies and procedures defined in the LCC Board Policies, specifically section 2-2.4, which speaks to the need for group responsibility. In addition, the Board Members' Code of Conduct (Section 2-7) states that the Board speaks with one voice, and Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in Board policies.

Board Oversight, Board-Staff Relationship & Self-Monitoring (2.A.6 – 2.A.8)

The LCC Board of Trustees holds nine meetings and two retreats each year, in February and summer. The Board provides broad oversight, sets policies (including their own Board Policies) and monitors progress on the [Core Themes, Objectives and Key Performance Indicators](#) according to an established schedule.

Under the Policy Governance model, the board relinquishes daily operations of the institution to the president (CEO) and is responsible for regular evaluation (no less than annual) of said individual. Monitoring presidential performance is included in Section 3-3 of the LCC Board Policies.

Self-monitoring procedures are included in the LCC Board Policies, constitute a standing agenda item, and are an item of focus at both the February and summer retreats each year.

Leadership and Management (2.A.9)

Lower Columbia College has an effective leadership structure with well-qualified administrators responsible for managing the institution and assessing its effectiveness. The [organizational chart](#) clearly identifies where specific responsibilities lie. A number of management teams are also in place, including the Executive Leadership Team (consisting of the president and vice presidents), Instructional Leadership Team, Instructional Council, Student Services Leadership Team, and Operations Council. Per Administrative Policy 100.8, a number of other councils and committees are also involved in day-to-day decision-making.

Chief Executive Officer (2.A.10)

The President is the CEO of the College per LCC Administrative Policy 200.11, and is accountable to the Board of Trustees. Christopher Bailey, JD, became President of Lower Columbia College on September 1, 2011. He is a full-time employee of the college and serves as an ex-officio member of the Board of Trustees. The Board Policies contain the official job description for the President.

Administrative Leadership (2.A.11)

LCC has an experienced and dedicated team of administrators who effectively and collaboratively manage the institution. Experience, expertise and commitment to the mission of the institution are all important considerations when filling administration positions. Resumes for members of the Executive and Instructional Leadership Teams are available in the exhibits.

Academic Policies (2.A.12)

Academic policies are readily available to faculty, students and staff in several ways:

- The [Academic Standards Committee Operational Guidelines](#) contain policy information regarding credentials, grading, transfer credits, academic warning and suspension, academic dishonesty, etc.
- Administrative Policy 300 contains information about granting of degrees and certificates, high school diploma, grading policy, protection of human subjects, and field trips.
- The [Faculty Handbook](#) is a comprehensive resource for faculty that contains information about everything from how to cancel a class to academic dishonesty issues.
- The Faculty Contract contains relevant information on a number of academic issues including academic freedom.
- The Student Handbook contains information about academic dishonesty, academic standards, code of student conduct, student academic grievance procedures, student academic rights and responsibilities, and more.

- The LCC Catalog contains information about academic policies and records and specific courses and programs offered.

Policies Regarding use of Library & Information Resources (2.A.13)

LCC's [Library Policies](#) regarding circulation borrowing and collection development are documented, published and clearly enforced and are available to all via the college website. [Copyright compliance guidelines](#) are also clear and made available via the website. All LCC students regardless of location have access to library and other information resources via the Library Databases page on the college website (including a book borrowing service).

Transfer Policies (2.A.14)

The Academic Policies and Records section of the [LCC Catalog](#) provides a clearly stated transfer-of-credit policy designed to preserve the integrity of programs while facilitating student success. LCC conforms to transfer guidelines established by the [Intercollege Relations Commission \(ICRC\)](#). Subject matter experts in the Office of Registration conduct transfer credit evaluation in consultation with relevant faculty.

Students' Rights & Responsibilities (2.A.15)

The LCC Student Handbook clearly outlines student rights and responsibilities including academic rights, student responsibilities, academic grievances, non-discrimination, prohibition against sexual harassment, and the discrimination grievance procedure. Administrative Policies 435 and 440 state college policy on student academic grievance and code of conduct (including provisions for administration of said policies).

Administrative Policy 430 clearly states LCC's policy on accommodations for students with disabilities, in accordance with [RCW 49.60](#) and the [Americans with Disabilities Act](#). The Office of Disability Support Services coordinates services for LCC students.

Admission & Placement Policies (2.A.16)

Administrative Policy 400 clearly states the College's Admissions Policy. The LCC Catalog and Placement Testing webpage also contain information about admissions and placement assessment.

Co-curricular Activities (2.A.17)

LCC Administrative Policy 420.4 clearly describes the relationship between the college and student co-curricular activities including student government (Associated Students of Lower Columbia College or [ASLCC](#)). Specific information about student life is located on the [Student](#)

[Clubs, Organizations and Groups](#) webpage, including information about existing opportunities and instructions on how to start a club.

Human Resources (2.A.18 – 2.A.19)

Administrative Policy 200 contains policies and procedures related to human resources. The [Human Resources](#) webpage on the internal site contains contracts and employee handbooks that include comprehensive information for LCC employees (hard copies are also available upon request). The administration regularly reviews and updates the information to comply with state and federal guidelines, as well as other organizational needs. The administration announces significant changes through email, and at staff and/or departmental meetings.

Confidentiality of Human Resources Records (2.A.20)

All current human resources records are stored in the HR office in locked file cabinets. Only HR staff members have keys to access the file cabinets. The HR office always has a staff member or designated representative in the office during business hours. If no one is in the HR office, the office doors are locked and the file cabinets are locked. All archived records are stored in a secure area. The College follows all state and federal laws, in addition to contractual guidelines, regarding human resources records.

Institutional Integrity (2.A.21)

Subject matter experts throughout the College are responsible for maintaining accuracy and consistency of institutional publications. LCC publications undergo periodic Civil Rights Compliance Reviews through the Washington State Board for Community and Technical Colleges. Public announcements are coordinated through the Office of Effectiveness and College Relations. Appropriate college personnel review announcements prior to release. Class and program information complies with [WAC 131-132-040](#) and federal regulations including Gainful Employment.

Ethical Standards (2.A.22)

LCC's Values Statement states that, "Our campus community expects an environment of integrity, respect, collaboration, cooperation, inclusion and innovation."

Washington State Ethics Laws (RCW 42.52) apply to all LCC employees, and new employees receive ethics training and receive a copy of the [LCC Code of Ethics](#).

Additional information about workplace expectations re: ethical behavior is available in the various employee handbooks and contracts and is located on the Human Resources page of the college's website. Upon hire, employees are assigned an online training on ethics. Information about ethics is also included in the college's Administrative and Board policies.

Anyone with concerns about the behavior of a college employee or student is encouraged to [Make a Report](#). The Title IX Coordinator and Deputy Coordinator or designee handles all reports promptly and follows the college's discrimination and harassment complaint procedure.

Conflict of Interest (2.A.23)

LCC's rules and regulations concerning conflict of interest are clearly defined in Washington State law (RCW 28B.50.040 and 42.52), Administrative Policy 225, the college's Code of Ethics, Board Policy 2-7, and in workplace conduct expectations defined in various employee contracts and handbooks located on the Human Resources webpage.

Intellectual Property (2.A.24)

Section 410 of the Faculty Contract (Agreement between the College and the Lower Columbia College Faculty Association of Higher Education) clearly defines provisions related to material ownership (including materials developed without college time or resources, materials developed with district resources, and jointly developed materials).

Accreditation Status (2.A.25)

The [LCC website](#), College Catalog and other relevant publications adhere to guidelines established by the NWCCU and accurately represent the college's current accreditation status.

Contractual Agreements (2.A.26)

LCC adheres to the (Washington) State Administrative & Accounting Manual ([SAAM](#)) published by the Office of Financial Management, utilizes standard forms and instructions, and follows established approval protocols. LCC Administrative Policy 510.4 defines college policy regarding contracting for goods and services.

Academic Freedom & Pursuit of Scholarship (2.A.27 - 2.A.28)

Section 405 of the Faculty Contract (Agreement between the College and the Lower Columbia College Faculty Association of Higher Education) clearly defines academic freedom, including definition and rights; instructional activities; textbooks and materials; academic freedom in research activities; and library collection development. LCC Administrative Policy 420.5 defines freedom of expression as it pertains to students, faculty, administrators and staff (in accordance with [WAC 132M-125](#)). LCC Administrative Policy 203 also addresses freedom of expression.

Quality of Instruction (2.A.29)

Article 800 of the Faculty Contract (Agreement between the College and the Lower Columbia College Faculty Association of Higher Education) clearly defines evaluation of non-probationary academic employees, including provisions for student evaluations, peer assessments, self-evaluations, administrative and supervisory evaluations, conferences, and teaching effectiveness/professional development plans. Article 900 of the Agreement defines the evaluation and conference process for adjunct faculty.

Finance Policy (2.A.30)

LCC Administrative Policy 500 clearly defines business and finance policy for the college, including budget development and administration, business practices, auxiliary enterprises, commercial activities, banking, investments, use of debt and travel. The college also adheres to the State Board for Community and Technical Colleges (SBCTC) Policies, including policies associated with enrollment reporting, tuition and fees, capital expenditures and real property transactions. LCC is also in compliance with all Washington State Office of Financial Management (OFM) policies, regulations and procedures, including the recommended [Internal Control Concepts](#).

The college adheres to Washington State laws regarding investment options ([RCW 39.60.050](#)). The college's cash and investment management policies and procedures follow OFM guidelines outlined in SAAM 85.50 and section 40.10 of the [State Board for Community and Technical College's Fiscal Affairs Manual](#).

The Lower Columbia College Foundation ("Foundation") is the fundraising arm of the College. The Foundation has been a nonprofit 501(c)3 since 1976 and was granted the Public Charity status of 509(a)(1) and 170(b)(1)(A)(vi) in 2007.

The Foundation Board of Directors strategic plan directly aligns the Foundation's goals and activities with the college's "Core Themes" as adopted by the Board of Trustees. The Foundation Board reviews their finance and investment policies annually.

Management of Foundation investments occurs through a contract with an external advisor. Staff review investments monthly. The advisor provides quarterly reports to the Finance Committee and an annual report to the full Board of Directors. The [Foundation Finance Policy](#) governs the management, investment, and disbursement of Foundation assets. The Foundation Investment Policy Statement details an investment strategy directly tied to the Foundation's spending policy. The Foundation maintains complete records concerning endowments, life income funds, and all other funds. Staff maintain permanent files, as required by law.

Resources & References for Standard 2A

- A. [RCW 28B.50](#)
- B. [Non-Discrimination and Anti-Harassment Policy](#)
- C. [Discrimination & Harassment Complaint Procedure](#)
- D. [RCW 42.52](#)
- E. [Washington State Executive Ethics Board Guidelines](#)
- F. [LCC Board of Trustees](#)
- G. [LCC Board Policies](#)
- H. [LCC President](#)
- I. [Faculty Contract](#)
- J. [Code of Student Conduct](#)
- K. [LCC Catalog](#)
- L. [Student Handbook](#)
- M. [LCC Administrative Policies](#)
- N. [SBCTC Policy Manual](#)
- O. [Core Themes, Objectives and Key Performance Indicators](#)
- P. [Organizational chart](#)
- Q. [Academic Standards Committee Operational Guidelines](#)
- R. [Faculty Handbook](#)
- S. [Library Policies](#)
- T. [Copyright compliance guidelines](#)
- U. [Intercollege Relations Commission \(ICRC\)](#)
- V. [RCW 49.60](#)
- W. [Americans with Disabilities Act](#)
- X. [Associated Students of LCC](#)
- Y. [Student Clubs, Organizations and Groups](#)
- Z. [Human Resources](#)
- AA. [WAC 131-132-040](#)
- BB. [LCC Code of Ethics](#)
- CC. [State Administrative & Accounting Manual \(SAAM\)](#)
- DD. [WAC 132M-125](#)
- EE. [OFM Internal Control Concepts](#)
- FF. [RCW 39.60.050](#)
- GG. [State Board for Community and Technical College's Fiscal Affairs Manual](#)
- HH. [LCC Foundation Finance Policy](#)

Standard 2B: Human Resources

Qualified Personnel (2.B.1)

Despite economic pressures and reduction in state allocation, Lower Columbia College continues to maintain a sufficient number of qualified faculty, staff and administrators to carry out the mission and operations of the College. In fall 2016, the College employed 69 FT Faculty; 134 PT Faculty; 77 Administrative/Exempt staff; and 150 classified staff (430 total employees). Our [student-faculty ratios](#) are approximately 20:1 overall.

The current financial situation enabled the College to fund 14 new tenure-track faculty positions in the past three years. The process for ensuring the appropriate number of faculty for each discipline involves input from instructional units, deans and the Vice President of Instruction to create a prioritized list to fill full-time faculty positions.

The qualifications for administrators appear in [WAC 131-16-080](#). Classified staff position descriptions adhere to the state classification specifications and job duties as required by the Office of Financial Management. The negotiated collective bargaining agreement defines procedures for selecting classified employees. In addition, [college policies](#) and [procedures](#) guide selection of faculty, classified and exempt employees. This information is located on the LCC website. Prior to filling a vacant or new position, supervisors complete a personnel requisition through NEOGOV. All requests must be approved by the appropriate Vice President and the Executive Leadership Team.

Human Resources has a full-time employee dedicated to recruitment, classification and reclassification of personnel. The HR team works with the supervisor in developing position descriptions that accurately reflect duties, responsibilities, and authority of the position. Job opportunities appear on the [LCC](#) and State Board for Community and Technical Colleges ([SBCTC](#)) websites.

The [employee evaluation](#) process includes a review of position descriptions. Updates also occur when there are major changes in duties and responsibilities. A recent audit by the Human Resources office revealed several positions in need of updated position descriptions. The [Washington State Department of Personnel](#) maintains descriptions for specific classifications of employees. HR maintains the [organizational chart](#) and updates it regularly for organizational changes.

Employee Evaluation (2.B.2)

[Administrators](#), [exempt](#) and [classified staff](#) at Lower Columbia College are evaluated on a regular basis. Classified staff members are evaluated annually (based upon the [collective bargaining agreement](#) with the WFSE HE) by their supervisor using a process established and required by the Washington State Department of Personnel. The process provides the supervisor and the

employee the opportunity to set goals that support continuous improvement and the opportunity to review duties and responsibilities.

Evaluations for administrative/exempt employees occur every other year. The process is available on the college website and provides an opportunity for the supervisor and the employee to review and update job duties and responsibilities to ensure an accurate reflection of work performed.

HR tracks when evaluation of employees is due and sends reminders to both the employee and the supervisor.

The Board of Trustees annually evaluates the President of the College based on the [Board Policies](#).

Employee Professional Development (2.B.3)

Lower Columbia College provides faculty, classified staff, and exempt staff with professional development opportunities through local, regional, and national conferences and training programs. Faculty and staff pursue research-based, technology-delivered, professional development activities, classes, seminars, and workshops to assist employees in optimal job performance.

Faculty

The College strongly supports and is committed to [faculty professional development](#). Funding for professional development is available from a variety of sources, including funding as outlined in the [Faculty Contract](#) for use by the Faculty Development Committee. Faculty work with their dean and department members to identify activities that support and enhance professional development and help faculty stay current in their teaching discipline(s).

LCC supports faculty professional development in a variety of ways:

- The College provides a special contract to a faculty member to coordinate the Professional Partner Program.
- The College provides stipends for faculty Professional Partners.
- The College provides a stipend for organizing adjunct faculty professional development in the fall.
- The Exceptional Faculty fund, Foundation grants, and faculty development funding are available to support professional development opportunities.
- [Professional Development Opportunities appear on the LCC website](#).

The Institutional Excellence Monitoring Report includes data on the accrual of faculty Professional Development Units.

Classified Staff

LCC is committed to providing professional development activities that support the classified staff. The Foundation provides funding for both the Quarterly Classified Staff award and the Classified Employee of the Year award. LCC is dedicated to providing on-going training opportunities for all staff and have several trainings/workshops offered every quarter. Some development opportunities are assigned through our on-line learning management system, and others are offered face-to-face.

Classified staff are eligible for professional development activities as outlined in the [negotiated agreement, Article 9 – Training and Employee Development](#). In addition, classified employees are eligible to receive \$150 reimbursement annually for training opportunities such as workshops, conference registration, college course registration and fees, college course textbooks, and other activities as approved. College departments may also fund professional development activities as department budgets allow.

Administrative and Exempt-Professional Staff

Lower Columbia College is committed to providing professional development activities that support the administrative and exempt-professional staff. As noted under 'Classified Staff,' LCC offers several development opportunities every quarter. Some development opportunities are assigned through our on-line learning management system, and others are offered face-to-face. Other professional development activities encouraged and supported are participating in the Leadership Development Program and the Washington Executive Leadership Academy (WELA). The Administrator Performance Appraisal helps [exempt/administrators](#) achieve personal and professional excellence and contribute to the excellence and effectiveness of the college.

In addition, the Foundation is developing a fund for exempt staff to receive \$150 reimbursement annually for training opportunities such as workshops, conference registration, college course registration and fees, college course textbooks, and other activities as approved. College departments may also fund professional development activities as department budgets allow.

All full-time college employees are eligible for the [Tuition Waiver Program](#), which enables employees to take classes at LCC for \$10/quarter. Other Washington State Colleges that offer tuition waivers are listed on the [Human Resources webpage](#), maintained by HR staff.

Appropriately Qualified Faculty (2.B.4)

Lower Columbia College specifies minimum qualifications for faculty, based on the area in which they are teaching: transfer programs/disciplines, career/technical program, professional and continuing education, or transitional studies. Copies of all faculty members' most current curriculum vitae are on file in the office of the Vice President of Instruction. The requirements include formal education, graduate credits in the field, work experience and/or specialty training.

The [Faculty Contract](#) outlines minimum qualifications. The number of full-time faculty is reviewed annually by the Vice-President of Instruction, Deans & Instructional Council where a prioritized list of positions to be filled is produced.

Faculty Responsibilities & Workloads (2.B.5)

A faculty member's responsibilities and workloads are determined in collaboration with the supervising dean and the academic department according to workload guidelines outlined and negotiated in the Faculty Contract.

Assignment of work creates an appropriate distribution of responsibility while allowing adequate flexibility to meet varying organizational and individual needs. To ensure workloads are comparable in time and effort, direct contact hours provide the basis for workload assignment.

The advising workload is limited to 15-30 students for each faculty member. Any faculty that agrees to advise more students is compensated for the number greater than 30.

Supervising administrators, in consultation with faculty, assign college service obligations. Workload equity is considered. [Committee assignments](#) are available on the LCC website (updated annually).

Faculty Evaluation (2.B.6)

All faculty are systematically evaluated using a variety of indices according to the faculty member's roles and responsibilities. Faculty fall into four categories: Full-time Tenured; Full-time Probationary; Full-time Temporary; and Adjunct (part-time). While the processes and evaluation data for each category of faculty assignment are the same in many areas, the use of clear, systematic processes that recognize the differences in the challenges faced by each type of assignment allows the College to collect relevant, substantive evaluative information. The processes for all categories involve a collaborative effort utilizing input from students, administrators, and colleagues. Meetings of various types, including reoccurring and ad hoc conferences, provide feedback to faculty and allow for appropriate monitoring and follow-up by administrative staff.

Full-time tenured faculty have a major evaluation conference every three years, with annual progress meetings in the intervening years. Tenured faculty maintain a Teaching Effectiveness Plan for each three-year evaluation period outlining activities that will improve and/or maintain teaching effectiveness. The Teaching Effectiveness Plan is used by the faculty member and the supervising administrator to identify activities aimed at addressing any concerns identified during evaluation activities. Evaluation indices used include student evaluations of instruction, peer assessment, self-evaluation, administrative observations, supervisor evaluation, and additional evaluations as requested by the faculty member or supervising administrator. The evaluation

process and measures are specified in the [Faculty Contract, Article 800, Evaluation of Non-probationary Academic Employees](#).

Full-time probationary faculty are evaluated for three years using a more intensive process. This process is specified in the [Faculty Contract, Article 304, Duties of Probationary Review Committee](#). The standard probationary evaluation period is three years (nine quarters, excluding summer quarter). Probationary faculty have quarterly meetings with their assigned probationary review committee. Ten evaluation criteria, as well as required evaluation activities and a general timeline, are outlined in the Faculty Contract. The activities include all those required by tenured faculty, plus the development and completion of mutually-established goals and objectives. Probationary faculty complete a written self-evaluation each year of the probationary period assessing evaluation data, summarizing progress towards goals and objectives, and summarizing actions taken or contemplated in order to address areas of concern.

Full-time temporary faculty are evaluated according to the provisions outlined in Article 800 for non-probationary faculty. They are assigned a professional partner for one to three quarters. (The Professional Partner Program is outlined in the [Faculty Contract, Article 313, Professional Partner Program for Adjunct and Full-time Temporary Academic Employees](#).) Along with orienting the faculty member to LCC, the professional partner also completes initial classroom observations and provides evaluative feedback on teaching. As with tenured faculty, full-time temporary faculty are evaluated by multiple measures and hold annual progress meetings with their supervising administrator. They also develop a Teaching Effectiveness Plan, but the term of the plan may be one year or longer depending on the temporary assignment. Full-time temporary faculty whose employment period continues for three years and beyond are required to have triennial conferences. (Generally, full-time temporary faculty with long employment periods are funded from non-state sources. Tenured and probationary faculty must be funded at least 51% from state operating dollars.)

Adjunct faculty evaluation procedures are specified in the [Faculty Contract, Article 904, Evaluation of Adjunct and Affiliate Faculty](#). (The Affiliate Faculty designation applies to adjunct faculty with significant teaching experience at LCC. Current plans developed during contract negotiations are to phase out this designation.) The initial evaluation process for adjunct faculty begins with the assignment of a Professional Partner ([Faculty Contract, Article 313](#)), who completes a classroom observation and provides the adjunct with feedback. Student evaluations of instruction are collected for all classes for all new adjuncts for the first two quarters of employment, and annually thereafter. Supervising administrators may observe some or all of the adjunct's classes for the purpose of data gathering and evaluation, and may request a conference with the faculty member as a result of this process. Other conferences may be held at the request of either party.

The evaluation process for tenured faculty is a formative process aimed at continuously improving teaching, service, and professional excellence and growth. Should serious performance issues with a tenured faculty member arise, separate remediation and/or discipline

processes are used. These are outlined in the [Faculty Contract, Article 306, Remediation and Discipline](#).

The evaluation process for probationary, full-time temporary, and adjunct faculty is primarily formative, and supervising administrators make every attempt to address any issues with teaching effectiveness or other aspects of the faculty assignment in a supportive way that leads to improvement. However, the information collected during evaluations for these categories of faculty may lead to non-renewal of faculty contracts. Adjuncts are contracted on a quarterly basis, probationary faculty on an annual basis, and full-time temporary faculty generally on an annual basis (one or two quarters is also possible).

The College's faculty evaluation system allows for faculty and administrators to collaborate to improve teaching, reach department and personal goals, identify appropriate professional development, and assure ongoing assessment of instructional effectiveness. Administrators have timely information and processes that allow them to intervene early should concerns arise. Activities are documented in a Teaching Effectiveness Plan that allows for ongoing assessment of actual performance and growth against mutually-established objectives.

Resources & References for Standard 2B

- A. [Student Faculty Ratios](#)
- B. [WAC 131-16-080](#)
- C. [LCC Administrative Policies](#)
- D. [Recruitment Procedure](#)
- E. [Tuition Waiver Program](#)
- F. [Jobs at LCC](#)
- G. [SBCTC Job Search Site](#)
- H. [GO HERC](#)
- I. [Employee Evaluations](#)
- J. [Department of Personnel](#)
- K. [Organizational Chart](#)
- L. [Administrative Performance Appraisal Procedure](#)
- M. [Exempt Performance Appraisal Procedure](#)
- N. [Classified PDP Users Guide](#)
- O. [Classified Bargaining Agreement](#)
- P. [LCC Board Policies](#)
- Q. [Faculty Professional Development](#)
- R. [Faculty Contract](#)
- S. [Professional Development Calendar](#)
- T. [LCC Committee Membership 2013-14](#)

Standard 2C: Educational Resources

College Programs (2.C.1)

Lower Columbia College provides programs resulting in degrees, certificates, and diplomas that are consistent with its mission and core themes. All programs have clearly defined learning outcomes, specified on [program planners](#) along with the specific courses comprising each program. Students can find this information on the college website, [college catalog](#), and in the Admissions Building.

Like all community colleges in Washington State, Lower Columbia College must meet several external requirements for the credentials it awards, including those established by the [Intercollege Relations Commission](#) (ICRC), a voluntary association of accredited institutions that facilitates student transfer in Washington State. The State Board for Community and Technical Colleges (SBCTC) and various specialized accrediting bodies have additional external requirements.

Current programs governed by additional accrediting agencies are:

- Automotive Technology – National Automotive Technicians Education Foundation (NATEF)
- Medical Assisting – Commission on Accreditation of Allied Health Program (CAAHEP)
- Nursing—Accreditation Commission for Education in Nursing (ACEN) and Washington State Nursing Commission
- Nursing Assistant—Washington State Nursing Commission/Department of Health

The college has traditionally placed programs into one of three primary categories: Transfer, professional/technical, and basic education. Although programs are included in a primary category, more programs are crossing category boundaries. Examples are professional/technical programs with transfer options or Integrated Basic Education and Skills Training (I-BEST).

Table 2C-1: Summary of Lower Columbia College Degrees, Certificates and Diplomas

Degrees, Certificates, and Diplomas	Primary Program Category
Associate in Arts and Sciences (AA)	Transfer
Associate in Arts and Sciences – Direct Transfer Agreement (AA-DTA)	Transfer
Major Related Program (DTA-MRP)	Transfer
Associate in Science - Transfer, Options One or Two (AS-T)	Transfer
Associate of Applied Science (AAS)	Professional/Technical
Associate in Applied Science – Transfer (AAS-T)	Professional/Technical
Certificate of Proficiency (COP)	Professional/Technical
Certificates of Completion (COC)	Professional/Technical

Degrees, Certificates, and Diplomas	Primary Program Category
Washington State High School Diploma	Basic Education

Students come to the college from a variety of backgrounds, with varying abilities, and from many different starting points. To fulfill its mission as a comprehensive community college, Lower Columbia College has established pathways into and through programs that allow students from a wide variety of circumstances to achieve specific educational outcomes. Pathways generally provide a variety of program options each of which lead to specific educational outcomes and credentials.

Table 2C-2: Summary of Pathways to Educational Outcomes

Pathway	Focus or Educational Outcome
Transfer Programs	Degree attained depends on the field chosen and whether or not a student has identified the university for transfer
Professional/Technical Programs	Degree or certificate attained depends on whether a student's primary goal is to seek employment upon completion or to transfer
Running Start	High school students seeking to use college courses to complete requirements for their high school diploma and a college degree (mainly in transfer areas)
Career Pathways/Programs of Study	High school students seeking to use qualified high school courses to meet specific college requirements in professional/technical programs
Integrated Basic Education and Skills Training (I-BEST)	Professional/technical program pathways that integrate basic education remediation with program-specific skills training
Adult Basic Education	Developmental education for literacy development and diploma, certificate, or degree preparation
English as a Second Language	Coursework for English Language acquisition (includes International ESL offerings)
High School 21+	Program for persons 21 years of age or older leading to the award of a Washington State High School Diploma
Career Education Options	Alternative program leading to the award of a Washington State High School Diploma for persons 16 to 21 years of age who have dropped out or are struggling in regional high school programs
College in the High School	Specific courses offered at selected school districts that meet college transfer course requirements
Individualized Certificate Program (ICP)	Specialized professional/technical programs serving small numbers of students and offered in conjunction with regional employers

Pathway	Focus or Educational Outcome
University Articulations	Clearly articulated course plans for seamless transition to partner Universities

Expected Student Learning Outcomes (2.C.2)

Lower Columbia College has defined outcomes for each of its degree and certificate programs. These outcomes are included on the program planner for each degree or program and are available on the College website and in print in the student center. Degree requirements are published in the LCC catalog and available online.

Expected course outcomes appear on each [course plan and course syllabus](#) and are available online. The Course Plan provides the master framework used by instructors to design their syllabus for a given class section. The Course Plan describes the course outcomes, global skills, identifies any prerequisites, and suggests means of assessing students. Students receive a course syllabus for the specific section in which they enrolled by the end of the first week of the quarter.

Faculty in the college's instructional departments, as part of regularly scheduled monthly meetings, review and update course plans and curriculum as needed. New course plans and those needing revision go to the dean, Curriculum Committee, and finally the Vice President of Instruction for review.

Program outcomes associated with a given degree award are reviewed by the faculty during their department meetings as needed and at regular intervals during quarterly assessment meetings. Each program follows the same review schedule during assessment meetings as determined by the Instructional Assessment Committee. While each program follows the same Curriculum Review process, outcomes and methods of communication of the outcomes to students vary.

Awarding of Credit & Degrees (2.C.3)

Credits are earned for successful completion of individual course outcomes as measured by assessment methods developed by faculty. Course outcomes, assessments methods and grading procedures appear in each course syllabus. Degrees are awarded upon successful completion of the course work required for a given credential. Official transcripts document progress toward completion of degree and certificate requirements.

To facilitate this process, Lower Columbia College has clearly defined Academic Policies and Records information published in its official catalog. In addition, to ensure that measured achievement is consistent with generally accepted higher education equivalencies, the college's committee structure, in conjunction with the instructional leadership, provide oversight of all courses, certificates and degrees offered by the college. Appropriate content, rigor, and consistency of mission are the responsibility of the Curriculum Committee and Instructional Council - both of which are composed of faculty and instructional administrators.

Assessment of program outcomes occurs quarterly through a well-established [Curriculum and Program Review](#) process. The Academic Standards Committee also plays an important role in maintaining academic integrity. It applies academic policy while serving as the body that hears and acts upon student appeals and grievances of an academic nature. Academic Standards also reviews and grants or denies requests for exceptions related to program requirements or academic policies. Membership includes a faculty representative from each instructional department, the Vice President of Student Services, and a student body representative.

Design of Degree Programs (2.C.4)

The College's degree programs provide students with consistent and strong preparation to enter the job market or transfer to a baccalaureate institution. Requirements, including any special admissions requirements and the course work and standards for graduation, appear on official program planners. Program planners also list the relevant learning outcomes associated with each program. Students can find program planners on the college website, in the LCC catalog and in the LCC Admissions Building.

Faculty Role in Curriculum & Selection of New Faculty (2.C.5)

LCC's Curriculum Committee, which reports to the Instructional Council, is responsible for reviewing and approving or disapproving all course additions, deletions, or major changes; reviewing and approving or disapproving all degree and program changes, additions, and deletions; and approving or disapproving courses on distribution lists for degree and certificate programs. Membership consists of a faculty representative from each instructional department, the instructional deans, and one student representative. The Vice President of Instruction reviews all substantive curriculum and program proposals approved by the committee, checking for consistency with the College's mission and policies before giving final approval.

Selection Committees for faculty positions are comprised of at least 50 percent faculty. Faculty can volunteer to serve on committees. Alternatively, the Human Resource Department, the Faculty Association president, or instructional deans recommend them. Human Resources, the Vice President of Instruction and the Faculty Association President confer to finalize the selection committee. The faculty committee members are full participants on the selection committee, which follows general Recruitment and Selection procedures available on the college's Faculty and Staff internal web site, as well as in the Human Resources office.

The Instructional Assessment Committee facilitates institutional accountability and outcomes assessment. The committee is composed of a cross-section of faculty members from all instructional departments, an instructional dean appointed by the Vice President of Instruction, and the Vice President of Effectiveness & College Relations. A faculty member chairs the committee. The Instructional Assessment Committee meets monthly to work on a variety of assessment projects based on an established [master instructional assessment timeline](#). The

committee's main function is to promote a systematic Curriculum and Program Review process, and to facilitate institution-wide assessment of [Global Skills](#) (General Education Outcomes) through an annual Summer Assessment Institute. The Instructional Assessment Committee reports to Instructional Council.

Lower Columbia College has dedicated an in-service day each term to perform necessary assessment work. Faculty members utilize the morning of assessment days to collaborate and share ideas on how to better review programs and curricula. After the formal meetings, each instructional area is given time to work on their own Curriculum and Program Review document and/or relevant assessment projects.

The Instructional Assessment Committee maintains a standard [Curriculum and Program Review document](#), consisting of a two-year cycle. The document has been broken into seven sections: mission and outcomes; curriculum; environment; resources; reflection; action plan; and evaluation.

Integration of Library & Information Resources (2.C.6)

Delivery of library instruction occurs through appropriate core courses. Through the [Library website](#), faculty are able to reserve items for their classes, put their own books on reserve, request a library workshop, and recommend a book for the library to purchase. Additionally, instructors can request library orientations, workshops and tours. The eLearning Department, in partnership with the Learning Commons, has created a universal tab that links the Library webpage to Canvas. This link is available in all classes on Canvas and creates an easy way for students and faculty to visit the library webpage while in the Canvas LMS.

Per the [Faculty Collective Bargaining Agreement](#) Article 405.4, "Faculty involvement in the development and maintenance of the LCC Library collection is a critical part of supporting and ensuring effective instruction. All faculty are encouraged to recommend additions to the collection, including books, journals, databases, eBooks, videos, and other resource materials." The Collection Development Committee facilitates collaboration between the student body, faculty, and the Learning Commons staff to insure that resources and services support curriculum and programs so that students and faculty have the resources they need.

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

Lower Columbia College grants [credit for prior learning](#) and prior experiential learning (referred to as Non-Traditional Credits) based on clearly stated and published policies and procedures. Policies align with accreditation standards and Guidelines for Prior Learning Assessment from the Washington State Board for Community and Technical Colleges. Policies for all forms of credit for prior learning appear in the LCC catalog and website.

The college also accepts other forms of non-traditional credit including:

- Advanced Placement (AP)
- Foreign transcript credits
- International Baccalaureate credit (IB)
- Military service experience. Credit awarded to veterans based on the American Council of Education's Guide to the Evaluation of Educational Experience in the Armed Services (ACE)

Lower Columbia College has utilized a unique section code (PLC) to indicate credit for prior learning on the student's transcript. Beginning July 2014, the college implemented state-approved methods for coding credit for non-traditional and prior learning.

Accepting Transfer Credit (2.C.8)

LCC ensures that accepted credit is appropriate for its programs and comparable to the credit of the college's credit offerings. Articulation agreements exist between select institutions, providing potential students ease of credit transfer into Lower Columbia College as well as credit transfer out to receiving institutions.

Guidelines for transferring credit appear in the LCC Catalog under the category of graduation and transfer. LCC only accepts lower division credits earned at institutions accredited by their regional accrediting association. LCC accepts coursework from the following six regional accrediting agencies:

- [New England Association of Schools and Colleges, \(NEASC\)](#)
- [North Central Association of Colleges and Schools \(NCA\)](#)
- [Middle States Association of Schools and Colleges \(MSA\)](#)
- [Southern Association of Colleges and Schools \(SACS\)](#)
- [Western Association of Schools and Colleges \(WASC\)](#)
- [Northwest Commission on Colleges and Universities \(NWCCU\).](#)

LCC assigns direct equivalents for transfer coursework whenever possible. Elective credit is granted for unassigned courses, which are assigned an "X" within the appropriate subject area.

The college's credential evaluator determines [course equivalencies](#) in consultation with faculty. Evaluation occurs on a course-by-course basis. To ensure consistent evaluations, courses are documented in a course equivalency database. In evaluating courses for the first time, the evaluator refers to course descriptions in the catalogs of the transferring institutions. If catalog information is insufficient, the evaluator requests course descriptions from the transferring colleges and may ask students to provide course syllabi.

Credit awarded for areas outside of traditional college course transfer appears on the student's transcript in the year and quarter of the request. Non-traditional forms of transfer credit include Advanced Placement, College Level Examination Program, College-in-the-High School, Foreign Transcript, International Baccalaureate, and Career Pathways (formerly Tech Prep) credit. Policies for each of these programs appear in the LCC catalog. LCC follows the American Council on Education (ACE) recommendations for transfer of military credit. Lower Columbia College recognizes academic credit earned at institutions outside of the United States that are equivalent in academic level and nature to work offered at LCC. A current member of the National Association of Credential Evaluation Services (NACES) evaluates foreign transcripts before it receives final review by an LCC credentials evaluator.

LCC subscribes to Washington's State Board for Community and Technical Colleges' Inter-College Reciprocity Policy. This policy provides reciprocity for specific courses and distribution areas and exists to ease student transfer between Washington State community and technical colleges. Information about this reciprocity agreement appears in the LCC catalog.

In 2007, the State Board for Technical and Community Colleges established a common course numbering system. This system now includes many courses at the 100 level and above in transfer and professional/technical curriculum. Common course numbering provides easy transfer-of-credit for students moving between Washington State colleges. A description of common course numbering is included in the LCC catalog.

The General Education Component of Undergraduate Programs (2.C.9 – 2.C.10)

The "general education core" of LCC's transfer degrees follows Associate Degree Guidelines developed by the Intercollege Relations Commission (ICRC). ICRC is a voluntary association in Washington, created to facilitate transfer between institutions for students pursuing baccalaureate degrees in the state of Washington. Transfer degrees that fulfill the ICRC Guidelines satisfy general education requirements for the baccalaureate degree at all of the state's public four-year institutions, and most of its private institutions.

All of the degree plans at Lower Columbia College provide students with a core of general education courses, as well as a sufficient amount of program-specific instruction to meet the [statewide requirements for an associate's degree](#). LCC Offers lecture, lab, on-line and hybrid courses in over 70 disciplines to provide students with a variety of subject matter and methodologies for learning designed to engage students with varying levels of collegiate experience.

The general education core for the academic transfer degree requires course study including humanities and fine arts, communications, mathematics, natural sciences and social sciences. General Education degree requirements specifically refer to courses used to satisfy the general education portion of baccalaureate degrees in the state of Washington. The ICRC guidelines

(found in the [ICRC Handbook](#)) establish general and distribution requirements. LCC's guidelines for the DTA are available on-line and in the [Student Handbook](#).

Related Instruction (2.C.11)

Faculty in applied certificate and degree programs follow the same Curriculum and Program Review process used by academic faculty. Similarly, the same Global Skills apply to Professional/Technical programs. Professional/Technical faculty submit artifacts throughout the year along with academic transfer faculty for evaluation at the annual Summer Assessment Institute. All full-time faculty review and discuss findings from the annual Summer Assessment Institute during in-service week prior to the start of fall quarter each year.

Continuing Education Mission (2.C.16)

Continuing Education supports the college's mission by providing opportunities for individuals, business and industry, and other organizations to pursue their personal, professional and corporate training goals. Consistent with the mission of a comprehensive community college, Continuing Education offers accessible training and personal enrichment opportunities with a focus on skills development in specialized professional, technical, and industry-specific areas. Its offerings also support personal development and cultural enrichment. Course delivery is in the classroom, online and at off-campus locations. Depending on the program and modality, instructors are available on campus or via email to students. Continuing Education supplements the college's certificate and degree course offerings with primarily non-credit and some credit learning opportunities.

Quality in Continuing Education Offerings (2.C.17)

Maintaining quality in LCC's Corporate and Continuing Education offerings is dependent on developing effective partnerships, assessing client and community needs, and designing and delivering course outcomes meeting identified needs. LCC's Corporate and Continuing Education staff works to foster partnerships externally with education, business and industry, and other community groups, as well as internally as cross-collaborations among disciplines and college organizational units.

Courses are short-term and flexible, with customized programs delivered with a quick turnaround for incumbent and transitional workers. Corporate and Continuing Education staff ensure that deliverables receive appropriate review and approval. All (credit and non-credit) courses offered as part of this effort participate in client evaluation. Key performance indicators related to continuing education are part of the Monitoring Report process.

Continuing Education has no degree programs of its own. When a particular customized education client finds it desirable to have coursework for credit, Continuing Education Staff work with instructional departments to use existing courses or design appropriate courses. All courses

offered for credit go to the college's Curriculum Committee for review and approval to ensure that academic rigor is sufficient.

Continuing Education Units (2.C.18)

When offering courses that award Continuing Education Units (CEU), the Continuing Education Department follows national guidelines for awarding and recording such units, which call for one CEU as equivalent to ten hours of instruction and appropriate to the objectives of the course. Continuing Education follows the institution's policy on credit for prior learning experience.

Record Keeping for Continuing Education (2.C.19)

Continuing Education maintains records for audit purposes that describe the nature, level, and quantity of service provided through non-credit instruction. Staff maintain course descriptions in an Access database, as well as in a curriculum book. All courses (credit and non-credit) adhere to course descriptions and core objectives.

Resources & References for Standard 2C

- A. [Program planners](#)
- B. [LCC Catalog](#)
- C. [Intercollege Relations Commission \(ICRC\)](#)
- D. [Course Plan and Course Syllabus](#)
- E. [Curriculum and Program Review](#)
- F. [Master Instructional Assessment Timeline](#)
- G. [Global Skills Assessment](#)
- H. [Curriculum and Program Review Template](#)
- I. [Library Website](#)
- J. [Faculty Contract](#)
- K. [Credit for Prior Learning](#)
- L. [Course Equivalencies](#)
- M. [SBCTC Transfer webpages](#)
- N. [ICRC Handbook](#)
- O. [Student Handbook](#)

Standard 2D: Student Support Resources

Effective Learning Environments & Student Learning Needs (2.D.1)

Lower Columbia College provides a comprehensive array of student services to support the needs of all learners and create effective learning environments.

- [Athletics](#) (Baseball, softball, men's and women's basketball, women's soccer and volleyball)
- [Transitional Studies](#) (ABE, GED, High School Completion for students over and under 21 years of age in specialized programs)
- [Bookstore](#) (Textbook purchases and rentals, online purchasing, etc.)
- [Food Services](#) (Cafe Dining, Concessions, Snack and Coffee Options)
- [CANVAS Orientation](#) (Online learning management system used in hybrid and online courses)
- [Career and Employment Services](#) (Walk-in and appointment services for all career-related help)
- [Career Pathways](#) (Bridging the divide between high school and college)
- [Early Learning Center](#) (Licensed childcare from 1 month to kindergarten entry)
- [Student Clubs and Organizations](#) (Co-curricular groups, organizations and clubs)
- [College Publications](#) (Offered in print and interactive magazine formats)
- [Computer Labs](#) (Instructional computing resources for students)
- [Corporate and Continuing Education](#) (Education, training and testing)
- [Cooperative Education](#) (College credit and work experience in one)
- [Counseling Services](#) (Career, academic and personal assistance)
- [Disability Support Services](#) (Equal opportunity accommodations for students and visitors)
- [Diversity and Equity Center](#) (Dedicated space for diversity and equity events and activities)
- [eLearning](#) (Support for online learners)
- [English as a Second Language](#) (Low-cost instruction from beginning to advanced)
- [Financial Aid](#) (Assistance with Financial Aid questions including online help with the FAFSA)
- [GED Testing](#) (LCC is an official GED testing center)
- [Gym and Fitness Center](#) (Remodeled in 2014 to include updated gym, fitness center, classroom space and juice bar)
- [Head Start](#) (LCC's program includes Head Start, the Early Childhood Education and Assistance Program, and Early Head Start)
- [I-BEST](#) (Integrated Basic Skills Education and Skills Training provides contextualized education and training in high demand fields)
- [Individualized Certificate Program](#) (Custom, work-based programs not available through apprenticeship or college programs)
- [International Programs](#) (LCC's growing program will continue to focus on global partnerships)

- [Learning Commons Self-Paced Learning](#) (Student completes independent study courses with assistance from instructional aides and tutors)
- [Integrative Studies](#) (Integrative Studies courses are offered each quarter)
- [Library Services](#) (LCC offers a full service library that is open six days a week)
- [Math Achievement Center](#) (Offers assistance with classes, workshops and self-paced courses)
- [Math Boot Camps](#) (Offers assistance with classes, workshops and self-paced courses)
- [Musical Concerts](#) (Supported by a large endowment, LCC's music program offers multiple opportunities and concerts every quarter)
- [Northwest Voices](#) (Partnership between LCC and the Longview Public Library to bring writers to the community)
- [Online Learning](#) (LCC offers a wide variety of courses and programs through online learning)
- [Online Registration](#) (Registration is one of many online services available to students 24/7)
- [Phi Theta Kappa](#) (National honor society)
- [Professional Development](#) (Corporate and Continuing Education)
- [Running Start](#) (Dual enrollment program for high school students)
- [Speech and Debate](#) (LCC's successful program is affiliated with Phi Rho Pi)
- [Student Government](#) (Associated Students LCC – ASLCC)
- [Theatre](#) (Offers a different theatrical production every quarter)
- [Scholarships](#) (LCC awards over \$285,000 in scholarships every year)
- [Safety and Security/Parking](#) (Security personnel patrol buildings and parking areas nearly 24 hours a day)
- [STEM](#) (Support for Science, Technology, Engineering and Math students in K12)
- [Student Support Services/TRIO](#) (Academic and personal support to students with limited income, disabilities, or who are the first in their families to attend college)
- [Testing Centers](#) (Open 10am – 5pm Monday through Thursday)
- [Transfer Center](#) (Support for students planning to transfer to a four-year college or university)
- [Transitional Studies](#) (Non-credit classes in math, reading comprehension, writing and English language learning for adults)
- [Tutoring Services](#) (Free, professional tutoring assistance in one-on-one and small group settings)
- [University Center](#) (Four year degrees offered through university partners on the LCC campus)
- [Veterans Services](#) (Support for veterans and their dependents)
- [Work First](#) (Program designed to assist low-income families)
- [Worker Retraining](#) (Job-related to services to dislocated and unemployed workers)
- [Workforce Education](#) (help for job seekers looking to improve their skills-sets and credentials)

Safety & Security (2.D.2)

The Lower Columbia College [Safety and Security Department](#) works to ensure safety, security and emergency management functions. Some departmental responsibilities include ensuring college personnel and student safety, preventing crime, enforcing traffic and parking rules, coordinating with local emergency responders, making safety escorts available, jump starting vehicles, completing audits of life safety devices and providing exceptional customer service to students and visitors.

Lower Columbia College provides ongoing safety trainings to employees and students. LCC is currently exploring the addition of a new safety policy to protect students wherever feasible by implementing practices similar to those stipulated in the Washington Industrial Safety and Health Act of 1973.

Lower Columbia College has recently updated the [Emergency Handbook](#) and has created an Emergency Planning Council to address possible hazardous situations that may arise on campus. Additionally Lower Columbia College has implemented the use of surveillance cameras to improve campus safety.

Updated [Crime statistics and other required disclosures](#) are available on the College's website.

Recruitment, Orientation & Advising (2.D.3)

Lower Columbia College is an open access community college. Students not eligible for degree or certificate programs may take courses under [Transitional Studies](#) programs or [Continuing Education](#), depending on their goals and needs.

Multiple areas of the college do outreach and recruiting across Cowlitz and Wahkiakum counties, which make up the College's service district. Whether working with high school students, unemployed workers eligible for worker-retraining or military veterans, multiple offices offer information on enrollment and program offerings.

Incoming students are required to demonstrate ability in math and English to enroll in college level courses. Students who plan to earn a degree or certificate at LCC, or who plan to transfer to a four-year institution, must take the placement assessment or equivalent before enrolling. The [Testing Center](#) assists with determining appropriate placement.

All students new to LCC are required to attend a [new student orientation](#) (NSO) prior to registering for courses. All degree-seeking students are encouraged to develop an educational plan to complete their degree or certificate. While most students will need to revisit their educational plan and make adjustments as appropriate, this intentional first step helps underscore the importance of having and using a plan as a guide to completing a certificate or degree in a timely manner.

Timely Completion in the Event of Program Elimination or Significant Change (2.D.4)

The [Curriculum Committee](#) approves all changes to the curriculum. If necessary, the College considers student impact in any major program closure and takes multiple steps to ensure students can complete an intended course of study, including “teaching out” when a program is eliminated.

College Catalog (2.D.5)

The College publishes an updated online [catalog](#) every year. The catalog is also available to print or download as a PDF. Information subject to frequent changes due to legislative or regulatory actions appears in [quarterly class schedules](#), which are mailed to all postal customers in the College service district and available online each quarter.

Publication of Eligibility Requirements or Other Unique Requirements (2.D.6)

Requirements for background checks and/or drug tests, licensure or national or state testing are clearly stated in the [program descriptions](#), application material, and degree plans.

Protection of Student Records (2.D.7)

Lower Columbia College follows the general records [retention schedule for the Washington State Community and Technical College System](#), and the appropriate disposal of records is in accordance with these guidelines. Prior to disposal, staff scan required hardcopy student records into the college’s document imaging system, “Singularity,” in the event of a need for future reference. All electronic records are backed-up nightly. The Director of Enrollment Services/Registrar is responsible for student records policies and procedures.

Student rights under the Family Educational Rights and Privacy Act (FERPA) appear in the catalog and on the College website, and students are notified quarterly via email of their rights under FERPA. Students may request a copy of their records at any time by following the college’s established request policy. The rules governing release of student records are set forth in the “Access of Student Records” [WAC 132M-113](#) and [Administrative Policy 450](#).

Financial Aid (2.D.8)

The College provides an effective and accountable financial aid program that is consistent with the mission, student needs, and institutional resources. The College participates in federal and

state financial aid programs. Information about financial aid and scholarships is available to students in many different ways, including, but not limited to the following:

- [Lower Columbia College Financial Aid webpage](#)
- [LCC Financial Aid Portal](#) (secure access for applicants to review application status)
- [Lower Columbia College Financial Aid Handbook](#)
- Online scholarship application process for all LCC Foundation supported scholarships and [Scholarships](#) webpage

Summary data on Financial Aid distribution appears annually in the [LCC Facts & Figures](#) report.

Financial Aid Repayment, Loan, & Loan Default Rate (2.D.9)

Lower Columbia College informs students seeking financial aid of the variety of types of aid including repayment obligations if a student should change their enrollment status mid-quarter. The annually updated [Financial Aid Handbook](#) includes a clear outline of repayment obligations. The College annually monitors and reports the college-loan default rate in the College Outcomes: [Access & Completion Monitoring Report](#). Lower Columbia College subscribes to a service to help students develop financial literacy and provide loan rehabilitation advice.

Academic Advising (2.D.10)

LCC assigns a faculty advisor to each student the day following new student orientation. Faculty advising loads are 30 students per full-time tenured faculty member as stipulated in the LCC [Faculty Contract](#).

Newly hired personnel with advising responsibilities receive training via a 10-hour Advising Institute and mentoring by a seasoned advisor prior to working one-on-one with students. Students access program requirement information through program planners, online information and the catalog.

Advising occurs online through [CANVAS](#) and [Online New Student Orientation](#). Faculty and staff use web-based [Advisor Data Portal \(ADP Pro\)](#) for advisor notes and quick review of student records, as well as an online [Academic Early Warning](#) system, allowing faculty to quickly and easily report student progress, midterm grades or student concerns. Most recently, the advising department has created the Positive Academic Student Success (PASS), a CANVAS based academic coaching system to assist students who have been placed on academic probation. The system's design creates a wraparound student support structure while creating a more natural connection between the student and the academic coach.

Co-curricular Activities (2.D.11)

[Student Activities](#) and the [Associated Students of Lower Columbia College \(ASLCC\)](#) employ student representatives who work directly with academic programs and other College departments in providing a wide range of co-curricular offerings. ASLCC funds [co-curricular groups, organizations, and student clubs](#).

ASLCC, also known as student government, employs student leaders to represent the voice of students to the administration. They serve on several committees and work to make sure students are front and center in the decision-making process. [Administrative policies and procedures](#) are in place, which clearly outline the roles and responsibilities of students and the College with regard to activities and funding. ASLCC is expected to comply with all administrative rules and regulations required by the State of Washington.

Auxiliary Services (2.D.12)

The [LCC Bookstore](#), [Food Services](#), and the [LCC Fitness Center](#) are college owned and operated. They have student-centered hours that are designed to meet student needs while operating solely as self-support functions. Input from students, faculty, staff and administrators comes through a variety of sources including standing [Operations Council](#) meetings, student satisfaction surveys, employee surveys, the Fitness Center Advisory Committee and most recently the reinstatement of [Bookstore](#) and Food Service Committees. Auxiliary enterprises fall under [Administrative Policy 515](#).

Athletics and Co-curricular Programs (2.D.13)

Lower Columbia College supports six intercollegiate [athletic sports](#) that compete under the conference affiliation of the [Northwest Athletic Conference \(NWAC\)](#). Competitive athletic teams include four intercollegiate teams for women (soccer, volleyball, basketball and softball) and two teams for men (basketball and baseball). In the 2016-17 season, 97 student-athletes were on team rosters. Students participating in intercollegiate athletics and co-curricular programs are subject to all LCC admission requirements and procedures, degree requirements, and financial aid awards.

Financial aid awards made available to student-athletes adhere to the same institutional policies and procedures that apply to all students. Athletic-related financial aid, as mandated by the NWAC, is limited in the number of grants-in-aid allowed per sport. Although the awards are athletic in nature, coaches largely distribute these awards by taking into consideration the ability and anticipated contribution of the student athlete to the team and the financial needs of the student athlete's family. All forms of athletic-related aid are subject to an end-of-the-year audit. No individual or team exceeds allowable limits as determined by the conference.

Financial aid awards for co-curricular participation also follow the same requirements for any LCC student. Any merit or performance scholarships earned are reported through the financial aid office. Faculty members who are responsible for program direction work with the LCC Foundation and Financial Aid office to offer students' performance or recruiting merit awards.

Co-curricular program participation may allow for student flexibility including part-time enrollment.

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

Lower Columbia College demonstrates a commitment to student-athlete academic performance by monitoring faculty-prepared progress reports semi-monthly. The department also requires all first year student-athletes to attend study table at least five hours per week. Second year participants who achieve a 3.0 GPA or above can opt out of study table in that second year.

Student-athletes are required to attend an orientation that covers college policies, athletic department expectations, Title IX compliance and code of conduct.

Financial operations for all programs fall under the institutional oversight, including procedures and policies. Additionally, in Washington State, athletic funding is not allowed via state appropriation monies, so all funding for athletics is provided via non-state appropriated fees and regulated by the LCC Business Office.

Identity Verification for Distance Education (2.D.14)

Lower Columbia College's (LCC) uses the Canvas Learning Management System (LMS) to deliver its distance education courses. Students access the Canvas system by using their LCC accounts. Students receive account information during new student orientation via a web form that verifies their identity through their student ID, legal name, and date of birth. Per standard security protocol, students receive a randomized password and are encouraged to change it. Students enter the same personal information including a personal identification number (PIN) to retrieve a forgotten password, or to change it.

Instructors of individual online courses employ a variety of methods to verify student identity in the assessment process. Examinations occur in the on-campus, proctored Testing Center, at an off-campus setting approved by the instructor, or through an authorized online proctoring service. If the faculty member requires the use of a proctoring service that requires fees or charges, the information appears in the Canvas course shell, syllabus, and class schedule. Online

instructors emphasize short written assignments when appropriate as a means to develop a sense of each student's voice prior to assigning major written work.

Resources & References for Standard 2D

- A. [Clery Act reports](#)
- B. [Lockdown instructions](#)
- C. [Emergency Handbook](#)
- D. [Accident Prevention Program & Chemical Hazard Communication Program](#)
- E. [LCC Catalog](#)
- F. [Quarterly class schedule](#)
- G. [Retention schedule for the Washington State Community and Technical College System](#)
- H. [WAC 132M-113](#)
- I. [Administrative Policy 450](#)
- J. [Lower Columbia College Financial Aid Handbook](#)
- K. [LCC Facts & Figures](#)
- L. [Access & Completion Monitoring Report](#)
- M. [Faculty Contract](#)
- N. [Nursing Clinical Requirements](#)
- O. [Medical Assistant Requirements](#)
- P. [Welding Testing Requirements](#)
- Q. [Academic Early Warning User Guide](#)
- R. [Administrative Policy 515](#)
- S. [Student Satisfaction Survey Results](#)

Standard 2E: Library & Information Resources

Currency, Depth & Breadth of Library Resources (2.E.1)

Consistent with the mission and core themes of the college, the Lower Columbia College Library supports the academic success of all LCC students. The library is part of a Learning Commons model that includes Tutoring and eLearning services.

The library maintains a collection of print books, periodicals, DVDs, online databases, eBooks, and e-Encyclopedias, and provides video tutorials, instructional modules in the online learning management system, course-integrated instruction in online and face-to face classes, onsite reference support, and 24-hour online “chat with a librarian” service through [Ask WA](#).

Currently, the Library collection consists of 25,721 print books, 61 print periodicals, approximately 20 online [academic databases](#) (11 hosted by EBSCO) including 150,000+ EBSCO eBooks, Films on Demand streaming video, and 78 Gale e-Encyclopedias. Library staff and faculty regularly participate in collection management activities, including deselecting materials and adding new resources. The library’s budget for 2016-2017 was \$78,617, with 79% of the budget allocated to e-Resources including database subscriptions and eBooks, and 21% allocated to print materials. Beginning July 2017, the library will transition to using the [Primo](#) discovery tool to locate most library resources through one search, and a new library services platform called [Alma](#) that will help streamline services and data collection.

Collection maintenance is an ongoing, collaborative activity. Recommendations for additions to the collection go to the Collection Development Committee each month for approval. The Committee includes representatives from the library and all faculty departments. Once the Committee has approved additions to the collection per the [Collection Development Policy](#), library staff purchase, process, add to the collection, and promote the new titles. Students, faculty, staff, and community members can recommend titles in person, via email, or through an [online form](#). Library staff actively seek input from faculty subject-matter experts when building the collection in a specific discipline. The library subscribes to [Choice Reviews Online](#), an online book review database that features detailed reviews and recommended titles for community colleges. Library staff use the service to ensure that titles added to the list are appropriate, current, relevant to the curriculum, recommended for our readers, and labeled “Outstanding,” “Essential,” “Highly Recommended,” or “Recommended.”

Planning for Library & Information Resources (2.E.2)

A variety of data collected by library staff guides decision-making regarding collection development, hours of operation, staffing, selection of resources and technology, and planning and development of services, activities, and instruction. Students receive questionnaires immediately following classroom presentations and one-on-one sessions with librarians. Library staff track gate counts by the hour, week and quarter, checkouts, book checkouts by subject,

equipment and space usage (including individual Chromebooks, classroom sets of Chromebooks, group study spaces, and the Whisper-Room recording booth), face-to-face and online questions, types of questions, library workshops, number of workshop participants, database searches, top search terms, and more. The library welcomes and encourages input and requests from all users including students, faculty, staff, administrators, and community users.

Efficiency/Effectiveness in Obtaining, Evaluating & Using Library & Information Resources (2.E.3)

Librarians primarily work with faculty to integrate customized information literacy instruction into their classes. They facilitate workshops, develop online instructional modules for online courses, and create and share instructional materials like handouts, guides, and video tutorials. In-class workshops usually coincide with a recently assigned research project. A typical presentation might cover topic development, keyword searching, evaluating sources, citing sources, and using the online databases. Students receive a brief [Library Instruction Feedback Form](#) at the end of the presentation to collect data on the effectiveness of the content and presentation. Librarians occasionally facilitate various faculty trainings.

Library instructors also provide individual instruction at the reference desk in the Learning Commons. Students can walk-in for an appointment or schedule one through the [WCONLINE](#) tutor scheduling system. The computer program [Gimlet](#) is used to track reference questions and appointments, and student learning is assessed and recorded by tagging interactions with outcomes aligned with the [ACRL New Framework for Information Literacy standards](#). To collect data and evaluate the effectiveness of the session, students are asked to complete the [Library Instruction Feedback Form](#) on an iPad mounted at the reference desk. Librarians also use a summative [Library Information Literacy Assessment Form](#) to evaluate any student work or interactions they track.

Quality, Adequacy, Utilization & Security of Library and Information Resources & Services (2.E.4)

Library faculty actively participate in the college-wide program assessment (Curriculum and Program Review) activities. Library faculty and staff use data to improve services and instruction and to ensure that the needs of student, staff, and the faculty are met or exceeded. Participation in program assessment enables library faculty to revisit and refine the Learning Commons' mission and outcomes, to assess the achievement of those outcomes, and to develop strategies for program improvements. The library tracks a wide variety of usage data on a quarterly and as-needed basis, including the number and type of checkouts, equipment usage, study space reservations, gate count, and questions asked.

The library engages in a variety of activities to secure library resources. Print materials are barcoded and affixed with security strips that react with a security gate located at the entrance of the Learning Commons. While many library resources, such as citation tools, copyright

information, guides, and tutorials are freely available through the website, only LCC staff and students with institutional emails and passwords can access academic databases and eBooks. Library users must create accounts to check out resources. Policies are in place to protect privacy and intellectual freedom. No data exists that identifies individual borrowers of returned materials.

Resources & References for Standard 2E

- A. [Alma Library Services Platform](#)
- B. [AskWA](#)
- C. [Choice Reviews Online](#)
- D. [Collection Development Committee](#)
- E. [Collection Development Policy](#)
- F. [Curriculum Committee](#)
- G. [Gimlet](#)
- H. [Library Catalog](#)
- I. [Library Databases](#)
- J. [Library Instruction Feedback Form](#)
- K. [Library Materials Request Form](#)
- L. [New Framework for Information Literacy for Higher Education standards](#)
- M. [Primo Discovery Tool](#)
- N. [WCONLINE Tutor Scheduling System](#)

Standard 2F: Financial Resources

Funding Sources (2.F.1)

Lower Columbia College develops its financial plans with a conservative focus on financial sustainability. The College maintains policies to guide its investments, reserves, and debt obligations. LCC follows those policies that align with generally accepted accounting principles, as found in the State Administrative Accounting Manual (SAAM) and the Fiscal Affairs Manual (FAM).

LCC receives funding from a variety of sources, both public and private. The primary public source of funding is the system-wide state appropriation that is coordinated on an annual basis by the State Board for Community and Technical Colleges (SBCTC). The SBCTC makes final state allocations based on legislative appropriations, which are broken down into three distinct categories: 1) Operating Base budget allocation; 2) Legislative earmarks and provisos; and 3) Grants.

The Legislature is responsible for setting SBCTC tuition and fee rates that apply to all Community and Technical colleges in the Washington system. Tuition and fee revenue is the major local funding source for the College and currently represents approximately 62% of annual operating funds. Other local funding sources include but are not limited to the Running Start program, in which the college charges tuition rates to high school students subject to the Office of the Superintendent for Public Instruction reimbursement rates. Annually, the College Board of Trustees sets a variety of student facility use, lab, and non- credit course fees charged in addition to tuition.

Revenues from tuition and fees set by the SBCTC have mandated funding criteria attached to them. Approximately 75% of tuition revenue supports college operations. Approximately 20% of tuition revenue equally funds Student Activities and the State Building Fund reserve. The remaining portion supports local student financial aid sources (3.5%) and the SBCTC ERP system (ctcLink) funding reserve.

The Lower Columbia Foundation provides additional significant resources to support the College and its students, including approximately \$350,000 each year for student scholarships. The Foundation also grants close to \$500,000 annually to College-generated proposals for faculty and staff development, equipment, and one-time projects.

In order to supplement state support, LCC continues to develop a number of different enrollment and other initiatives. This includes growing the International Student Program, corporate training, and online course offerings. LCC is also in the process of developing its first applied baccalaureate program.

The College continues to utilize annual budget planning and forecasting to ensure financial stability with sufficient cash flow and reserves to support programs and services. LCC maintains stable financial reserves to meet fluctuations in operating revenue. Per a Board of Trustees resolution passed in FY 2012, \$1.6 million was added to an existing reserve pool of \$600,000 to bring the total contingency reserve to \$2.2 million. In subsequent years, additional funds were added bringing the total to \$2.4 million. This represents approximately ten percent of LCC's operating budget. The Board of Trustees maintains control of this reserve. Additionally, LCC maintains adequate cash on hand to meet its obligations. The Vice President of Administration along with the Finance Director manage the banking transfers needed to maintain this balance.

Financial Resources (2.F.2)

Resource planning and development is guided in part by the College's Strategic Plan and Annual Priorities. The College is fiscally conservative in its projections of state, local, and grant revenue. Revenue estimates are based on the most recent three years' data. Adjustments to revenue projections are made in winter and spring quarters, so that any unanticipated shortfalls are addressed with reductions in expenditures.

LCC is part of a 34-college system that has an established enrollment forecasting and allocation model. The SBCTC makes revisions and adjustments to the model in collaboration with college leadership.

The College establishes a realistic budget each year based on the designated state allocation and other available sources of revenue, including non-tuition sources. The budget development process includes faculty, staff and student leaders in addition to administration. The Board of Trustees approves the final budget.

Enrollment management plays an ongoing role in the College's operations. The current [Strategic Enrollment Management Plan](#) includes thirteen specific initiatives designed to maximize FTE accrual.

In addition to state and local operating funds, the College has successfully secured significant levels of grant funding to provide students with programs and services not covered by state funding. In 2018, LCC received a million dollars (over five years) from College Spark Washington and the State Board for Community and Technical Colleges to implement Guided Pathways, a student success initiative.

The College seeks and maintains active partnerships with the local community to provide students with quality program support, including equipment, scholarships, and advisory board activities. The Foundation provides extraordinary support for students through funding for scholarships and for activities. Annually, the Foundation provides approximately \$350,000 each year in scholarship funds, and close to \$500,000 in program support. The Foundation's innovative

efforts to provide funding stability to support student success and other significant college needs through development of endowed funds have been widely recognized.

Financial Planning & Budget Development (2.F.3)

Lower Columbia College is a member of the Washington State Community and Technical College System. As such, the laws of the State of Washington and the policies established by the [Office of Financial Management](#) (OFM) and State Board for Community and Technical Colleges (SBCTC) govern the institution. These agencies grant the Board of Trustees reasonable discretionary authority over financial and budgetary matters.

Each biennium, the [SBCTC](#) submits a budget request to the Washington State legislature to fund the operation of the entire CTC System. Once the legislative appropriation is determined for the overall system, the SBCTC manages the allocation of each specific college's appropriation. Each college is then responsible for managing its spending within its overall allocation.

The College works closely with the SBCTC and the legislature to anticipate fluctuations in state appropriations, growth allocations, tuition rates, and expenditure levels. College staff monitor expenditure levels and anticipated salary and benefit changes to identify trends that affect the budget in subsequent years. The College monitors information provided by the SBCTC and maintains appropriate reserves that provide flexibility during times of decreasing state support and revenue.

Lower Columbia College follows all policies outlined in the [Administrative Policy Manual](#) that details the overall governance authority and structure of the college. Section 100 outlines the legal authority of the Board of Trustees to operate the college and its responsibility for the finances of the college. The Lower Columbia College [Foundation](#) provides responsible management and stewardship of donated funds in accordance with The Council for Advancement and Support of Education's [Donor Bill of Rights](#). The Foundation also works with the Foundation Board, Executive Leadership Team, and the Office of Instruction in determining grant awards.

The College follows an internal budget planning and development process to support the [Annual Priorities](#) and maintain financial stability. In recent years, the administration has reviewed and restructured the budget planning timeline to allow more time for review and input by all campus constituencies. Budget planning is a standing agenda item at weekly Executive Leadership Team meetings.

The annual budget planning timeline is as follows:

- December: present full-time faculty needs to Executive Leadership Team to allow for succession planning.
- January: provide revenue projections to Executive Leadership Team and review student fees.

- February: review of budget revenue and expenditures for current year by Executive Leadership Team.
- Mid-February: draft goals and priorities for the coming year.
- March: Vice Presidents review proposed budgets with their areas and bring notes and proposed line item budgets to Executive Leadership Team.
- March-April: review proposed budget with Union Management Communications Committee, Operations Council, Governance Council, Leadership Team, Instructional Council, and Student Services Council.
- April: review of proposed budget with inputs from campus groups by Executive Leadership Team.
- May: approval of proposed budget by Executive Leadership Team.
- Summer: presentation of budget to Board of Trustees for review and approval.

Accounting Systems & Internal Controls (2.F.4)

Lower Columbia College is subject to the budgeting and accounting policies established by The [Office of Financial Management](#) (OFM), as required by the Budget & Accounting Act ([RCW 43.88.160](#)), which mandates GAAP-based accounting systems and procedures for all Agencies of the State of Washington. The LCC Finance Office manages and controls all budgeting and accounting functions. The Finance Director oversees all Finance Office functions and reports to the Vice President of Administrative Services. The Director is responsible for managing, summarizing, and reporting the results of operations and financial position of the College to the Executive Leadership Team and the Board of Trustees.

On the College's intranet system, all budgets are available with real-time budget activity through a program called FMS Query. Additionally, the Vice President of Administration provides a quarterly update to the Executive Leadership Team and the Board of Trustees that includes quarterly budget progress as well as updated revenue collections and expenditure amounts.

Lower Columbia College utilizes an integrated financial management and accounting system (FMS), developed and maintained by the State Board for Community & Technical Colleges (SBCTC). With the exception of the two ctcLink pilot colleges, all colleges within the system utilize this common system for recording all financial transactions, uploaded periodically to the SBCTC for consolidated system reporting and review at the Agency level. The FMS system supports multiple reporting options for use by Program and Organization managers, as well as the Finance Office to monitor and manage financial transactions by budget area.

The current FMS contains predetermined control mechanisms that flag and suspend accounting transactions that do not follow GAAP and/or procedural standards for proper accounting classification and reporting. The SBCTC issues monthly reconciliations and error alerts to individual colleges for review and correction of all identified errors.

The College maintains effective internal controls over its financial systems through its organizational structure and separation of duties and responsibilities. Additionally, limited access to FMS is controlled and managed through the organizational structure. Annually, the College President and the Vice President of Administrative Services are required to sign and submit a Financial Disclosure Certification and a Federal Assistance Certification to OFM's Accounting Division.

Finance Office staff perform monthly, quarterly, and annual reconciliations and fund/account analyses in order to ensure accounting data accuracy, integrity, and compliance with OFM and SBCTC accounting to basis. Annual internal audits are conducted in areas of high risk including, but not limited to, program or department petty cash funds; athletics concessions; physical count audits of retail inventory for Bookstore, Food Services, and auto parts; and periodic program/department spending reviews and risk assessments.

Capital Budgets (2.F.5)

LCC follows an established statewide process for making capital budget requests that support the College's mission. Decisions occur locally about whether or not to pursue a capital request as identified through the [Facilities Master Plan](#), which was updated in 2015. The Facilities Master Plan represents an ongoing planning process that accurately reflects the campus facility needs as identified by the College's mission and strategic planning process.

Once a decision to pursue capital funding occurs, the College continues through a well-defined State mandated process to prepare documents for State capital budget funding consideration. Beginning with the request for a capital project, the budget is prepared locally and often includes both professionals and consultants for an additional level of project review. Development of capital budget projects considers the total cost of ownership, equipment, furnishings, and operation of new or renovated facilities. Review occurs at the state and local levels in all cases where debt-funding options for capital outlay are considered. Controls are in place to preclude institutions from creating any unreasonable financial burden on resources.

Enterprise Services (2.F.6)

Section 515 of the Lower Columbia College [Administrative Policy Manual](#) specifies the College's financial relationship with its auxiliary enterprises, as follows:

"The College believes the operation of auxiliary enterprises to be helpful in meeting the educational mission of the College. An auxiliary enterprise is an activity where the costs of providing goods and services to the general public or to the internal college community are recovered through user charges. All such activities shall conform to the provisions of the commercial activities statute, and will operate as proprietary funds under the guidelines set forth by the Office of Financial Management."

The College's auxiliary enterprises include the Bookstore, Food Services and Fitness Center. These enterprises are budgeted such that they are effectively self-supporting. Actual historical experience shows the Bookstore generally operates at a profit and serves as a resource in contributing to the general operating budget. Food Services generally operates at a loss and historically has been a net recipient of local funds in order to underwrite any negative fund balance at fiscal year's end, although recent efforts to improve services are forecasted to eliminate this in FY 2018. This is largely due to the discrepancy between salaries and benefits for LCC staff in Food Services, paid according to a statewide contract, and the local fast food industry. User fees support operations of the Fitness Center.

Financial Audit Process & Timing (2.F.7)

Washington State implemented an annual audit process for community and technical colleges with a pilot group of four colleges in FY 2013. LCC was not a pilot college, but began participating in FY 2014 along with all other community and technical colleges in the state. Financial statements are produced and audited annually by state auditors, who follow generally accepted auditing standards as required by all Washington community colleges.

The Office of the Washington State Auditor (SAO) oversees the financial review process and subsequent development of financial statements per contract with LCC. SAO conducts financial statement audits using generally accepted governmental auditing standards including:

- Government Accounting Office – [Government Auditing Standards](#) paragraph 4.23 (2011 Revision)
- American Institute of Certified Public Accountants [Codification of Statements on Auditing Standards, Section 265](#)
- [RCW 43.88.160](#) – Fiscal Management
- Office of Financial Management's [State Administrative and Accounting Manual \(SAAM\)](#)
 - [Section 20.15.30.a – Responsibility](#)
 - [Section 20.15.40.c – Control Activities](#)
 - [Section 20.15.40.E – Monitoring](#)

The President, Vice President of Administration, and the Board Audit Committee review the audit report during an exit conference with the state auditors, including any exit items or management letters. The administration responds promptly and appropriately to any action items in the audit report. The most recent financial audit was completed for fiscal year ending June 30, 2017. The next audit is scheduled at the time of the exit conference.

[Annual Financial Statements](#) are available on the LCC website. They are also available, along with reports from all other community and technical colleges in the state, on the [State Board for Community and Technical College's \(SBCTC\) website](#).

Fundraising Activities (2.F.8)

Fundraising activities are conducted in a professional and ethical manner in accordance with IRS requirements for a 501(c)3, the institutional policies of Lower Columbia College, and the [Foundation's By-Laws](#). The Foundation operates at all times to provide responsible management and stewardship of donated funds in accordance with The Council for Advancement and Support of Education's Bill of Rights and the Uniform Prudent Management of Institutional Funds Act of 2006.

An independent CPA Firm conducts an [annual financial statement audit](#) of the Foundation operation each fiscal year. The results of the audit report are available on the College's website. The College and Foundation enter into a mutual agreement [Quid Pro Quo](#) with annual review and renewal. This agreement, recognized by the Washington State Attorney General, clearly defines the relationship between both parties. The independent financial statement external audit also includes a review of the agreement.

The Foundation regularly reviews its policies as conditions change. The LCC Foundation most recently approved the [Finance Policy](#) in May 2018.

The Foundation's Key Performance Indicators are included in the annual [Institutional Excellence Monitoring Report](#).

Resources & References for Standard 2F

- A. [LCC Administrative Policy 200](#)
- B. [State Board for Community & Technical College Fiscal Affairs Manual](#)
- C. [RCW 85.50](#)
- D. [Internal Control Guidelines established by OFM](#)
- E. [RCW 39.60.050](#)
- F. [LCC Strategic Plan](#)
- G. [SBCTC Policy Manual](#)
- H. [LCC Administrative Policy 100](#)
- I. [Donor Bill of Rights](#)
- J. [LCC Facts & Figures](#)
- K. [RCW 43.88.160](#)
- L. [State of Washington Office of Financial Management State Administrative and Accounting Manual \(SAAM\)](#)
- M. [Facilities Master Plan](#)
- N. [Institutional Excellence Monitoring Report](#)
- O. [LCC Board of Trustees Policies](#)
- P. [Annual Audit of Statewide Basic Financial Statements \(OFM\)](#)
- Q. [Office of Financial Management Fund Reference Manual](#)
- R. [RCW 43.09.310](#)
- S. [Foundation Bylaws](#)
- T. [Foundation Annual Financial Statements](#)
- U. [Foundation Finance Policy](#)
- V. [Foundation Investment Policy](#)
- W. [LCC Financial Statements \(Washington State Auditor's Office Audit Reports\)](#)
- X. [Agreement between LCC and LCC Foundation \(Quid Pro Quo Agreement\)](#)

Standard 2G: Physical & Technological Infrastructure

Accessibility, Safety, Security & Sufficiency of Physical Facilities (2.G.1)

Physical Infrastructure

Lower Columbia College (LCC) maintains quality educational facilities of over 478,000 square feet on 38.75 acres of land in the heart of Longview, Washington. These educational facilities are accessible, safe, secure and sufficient in quality and quantity to support LCC's current education programs. There has been much progress in updating the educational facilities at LCC during the past ten years with over 131,000 square feet of facility space added and/or renovated, demonstrating LCC's commitment and ability to offer quality learning environments to students and to enhance opportunities to meet LCC's mission, strategic plan, core themes, and annual priorities.

Facilities Planning

LCC has effectively used its [Facilities Master Plan](#) to guide campus development and maintenance of campus facilities. During the prior ten years, LCC has successfully competed for and received allocations for state capital funds sufficient to construct, renovate, remodel and repair multiple facilities in excess of 80 million dollars. The Facilities Master Plan was created with broad stakeholder input in 2015 and represents strategic visioning to ensure that LCC is planning, preserving and constructing facilities that meet the needs of LCC's dynamic learning and working environments. The current Facilities Master Plan includes a 15-year plan for site improvements to address master planning strategies as well as a long-range development plan with a vision of the campus that builds upon that 15-year plan.

The physical facilities of LCC represent a wide range of sizes, conditions and ages. Built in 1950, the original Main Building is one of many current buildings constructed in the 1950s and early 1960s. Over the past decade and following the Facilities Master Plan, LCC has taken an aggressive approach to modernizing the campus by demolishing old structures, constructing new facilities and renovating existing structures. This aggressive approach ensures that LCC maintains an academic learning environment that is both current and cognizant of technological advances. New construction and renovation projects are included in standard 2.G.3.

- Ongoing - Main Building West Wing Renovation
- 2017 - Gym/Fitness Center 2nd Floor Renovation
- 2016 - Head Start Memorial Park Renovation
- 2016 - Main Building West Wing Interior Demolition
- 2015 - Fitness Center Addition/Myklebust Gymnasium Renovation
- 2015 – Applied Arts Nursing Wing Renovation

- 2015 - Instructional Office Building Demolition
- 2014 - Health & Sciences Building
- 2013 - University Center
- 2012 - Physical Science Lecture Halls Renovation
- 2012 - Admissions Building Addition/Renovation
- 2012 - 2nd Floor Student Center Remodel
- 2011 - Campus-wide Restroom Upgrades

Management & Maintenance

The Campus Services Department is responsible for the maintenance and preservation of all physical resources. Megamation, a computerized maintenance management system, is used to monitor and assign routine corrective and preventative maintenance work orders. Work orders generate automatically for equipment based on the manufacturer's service recommendations and assigned to maintenance staff. LCC staff and faculty may also submit work requests as needed. In 2016, the work order process was automated to allow departments the ability to submit, track and monitor the progress of their work order requests online. LCC Maintenance staff handle basic and ongoing, preventative and corrective maintenance for building systems including HVAC, plumbing, mechanical, electrical, structural, and other general systems. Some maintenance and repair work along with servicing of specialized mechanical equipment such as elevator repairs, building control upgrades and annual inspections of fire detection and suppression systems, is contracted out due to the need for specialized training and skills and to accommodate high workloads of staff.

The completion of the Health and Science Building in 2014 allowed LCC to plan a series of projects to improve the overall quality of the working and learning environment in several of its older buildings that were vacated due to the new building. In 2013 and 2014, a Domino Task Force convened to discuss future utilization of these areas vacated when the Natural Sciences and Nursing Departments moved into the new building. Utilizing Minor Works Capital Funding allocated each biennium from the State Board of Community and Technical Colleges (SBCTC) as well as local funds, LCC renovated and updated those spaces (Main Building West Wing, Applied Arts, and Instructional Office Building Demolition). This included expanded technology, expanded classroom technology, reconfiguring interior spaces to accommodate new teaching and learning pedagogies, in addition to replacing lighting, air handling, and fire control and temperature control systems.

LCC continues to investigate and plan for replacement of additional systems and structures and to request funding to do so. This is typically a two-fold process. For new construction and major renovations, LCC submits Project Request Reports (PRRs) to the SBCTC, and ultimately to the Office of Financial Management (OFM), and the Legislature. This is a highly competitive process and these requests must demonstrate strong programmatic need in order to receive funding. LCC also requests funding for repairs and minor building improvements. Every two years the SBCTC conducts an on-site Facility Condition Survey of each of the 34 community and technical

colleges to identify and quantify appropriate repair projects for each location for the upcoming biennium. Based on results of the most recent surveys, LCC is planning for approximately 2.2 million in repairs and system upgrades by 2018.

Health, Safety, & Access

Campus Security monitors access to campus facilities through routine officer patrols and responds to reports of suspicious individuals. Officers report any maintenance or safety issues observed on routine rounds. The appropriate Vice President designates key access to buildings. Security staff lock campus buildings each evening after a sweep of the facility and unlock them each morning when classes or activities are scheduled.

LCC has a very active [safety committee](#) focused primarily on occupational safety and health issues.

All buildings and construction projects meet or exceed ADA standards. The Washington State Department of Enterprise Services has a standing committee that reviews all major projects during design for the purpose of identifying potential accessibility issues and recommending appropriate courses of action. Local permitting jurisdictions are strict about compliance with local, state and federal buildings codes and use the International Building Code (IBC) for permit review and approval.

In recent years, LCC has made significant improvements in emergency preparedness. LCC's Emergency Planning Council (EPC) recently updated the [LCC Emergency Handbook](#) and the [LCC Emergency Operations Plan \(EOP\)](#). The EOP outlines LCC's preparation for potential emergencies, response to emergencies that are occurring; and recovery to normal operations following an emergency. In preparing for emergencies, LCC used the risk assessment tools created by the Federal Emergency Management Agency (FEMA). Currently LCC is using the National Incident Management System to define and assign roles for emergency response and continuity of operations. Representatives from various departments to include Administrative Services, Facilities, Safety and Security, Information Technology, and Effectiveness & College Relations have been engaged in thoroughly reviewing all emergency preparedness planning and continue to update and revise portions of the plan in order to address potential increased risks in our current environment. Additionally, departments are reviewing and updating their Continuity of Operations Plans (COOP) in the event that we may experience long-term operational disruptions.

Based on the LCC EOP and feedback from safety forums following the Umpqua Community College tragedy, a number of specific emergency related tasks, system updates, and trainings identified and prioritized, including the following:

- Identification of all building evacuation routes and assembly points.
- Plan for conducting Emergency drills during the academic year implemented.

- Installation of evacuation chairs to assist people with disabilities at the top of each stairwell in all public spaces.
- Provided the Longview Police Department with facility master keys and maps to aid in the efficacy of their response.
- Designated two Emergency Building Coordinators for each campus building to assist in evacuation and building management during emergencies.
- Purchased a new, credential-based, access control system for both the Fitness Center/Gymnasium and the Health and Science Building. Plans are in place to expand the system across campus as funding is available, which will allow remote lockdown during an emergency.
- Purchased and installed a security camera system throughout campus in critical and high-risk areas.
- Installed a new emergency notification system that provides campus-wide, real-time messaging.
- Replaced all classroom/lab door hardware with hardware, allowing locking to occur from the interior without a key.
- Posted new posters with current emergency response procedures in all classroom/lab spaces and areas of congregation.
- Placarded room numbers on the interior of all classroom doors to aid LCC community members in communicating their location to emergency responders.
- Provided all staff with the opportunity to participate in emergency preparedness trainings, including Active Shooter, Earthquake, Inclement Weather, Shelter in Place, etc.
- Established the College Emergency Operations Plan (EOP), which covers all procedures used in an emergency to protect life, health & safety, facilities and equipment.
- Individual departments have undertaken Continuity of Operations Planning to ensure continued performance of essential functions during and after an unexpected disruption.
- To promote emergency awareness, formed an Emergency Planning Council (EPC) that meets regularly to discuss concerns and educate the community about potential emergency events.
- Established an Emergency Operation Team (EOT) to coordinate the campus response to major incidents in collaboration with external emergency responders.
- LCC security staff monitor access to campus facilities through officer patrols and scheduled security checks. Security staff report any observed maintenance or safety issues on routine rounds.

Safe Use, Storage & Disposal of Hazardous or Toxic Materials (2.G.2)

Safety staff regularly review [Dangerous Waste Disposal Policy 660](#) and [Dangerous Waste Management Plan](#) for the safe use, storage, and disposal of hazardous or toxic materials.

LCC conducts the use, storage, and disposal of hazardous materials (HAZMAT) in accordance with Washington Administrative Code (WAC) chapter 296-800 (Safety and Health Core Rules) and its sub-chapter 296-843 (Hazardous Waste Operations). The code outlines all regulations and procedures (federal and state) applicable to HAZMAT environments and employees working with (or exposed to) HAZMAT.

LCC files annual reports with the Washington State Department of Ecology that describes its compliance with regulations defining safe use, storage and disposal of hazardous or toxic materials. LCC also participates in annual fire inspections, which address storage and labeling issues surrounding hazardous materials.

LCC contracts with vendors who are Occupational Safety and Health Administration (OSHA) certified and Environmental Protection Agency (EPA)/WAC compliant to safely and properly dispose of HAZMAT no longer needed or approaching expiration. To ensure compliance, LCC Environmental Health & Safety coordinates disposal of all HAZMAT and collects all invoiced manifests to document waste streams generated by LCC throughout the year. This documentation provides supporting evidence of proper waste disposal when submitting the annual dangerous waste report to the Washington State Department of Ecology.

LCC recognizes the primary importance of employee training and provides all employees a comprehensive “Right to Understand Training” at the time of employment. In 2016, all employees received training on shelter in place procedures. Employees that work with hazardous or toxic materials as a part of their job duties receive additional training, specific to that material, including instruction on the use, storage and care of personal protective equipment (PPE). Employees exposed to hazardous material must also complete a *hazard assessment* to identify the engineering controls and PPE required for safe job performance. LCC maintains and calibrates all engineering controls per the manufacturer’s specifications, and PPE selected according to the material compatibility and type/duration of use.

LCC maintains current hardcopy Safety Data Sheets (SDSs), specific to each department, in a highly visible notebook placed in a location that is easily accessible to employees, students, visitors and emergency responders. Updates to the SDS notebooks occur annually and when there are new products.

Emergency first aid and spill kits, wash stations and fire extinguishers have been located throughout campus in areas where hazardous and toxic materials are used. Employees using these materials have also received training on how to clean and control accidental releases.

LCC handles all dangerous waste in accordance with WAC chapter 173-303. Employees responsible for managing these waste streams have completed a 40-hour Hazardous Materials Operations and Emergency Response Training, Hazardous Waste Management RCRA Training and Department of Transportation: Dangerous Goods Training.

LCC has also made a concerted effort to reduce the use of hazardous and toxic materials wherever possible. For example, the LCC Foundation funded the replacement of all automotive

parts washers in vocational laboratories in 2015. The conventional parts washers were replaced with earth friendly “Smart Washers,” effectively reducing the use of solvents by at least 55 gallons per year. Additionally, LCC’s Chemistry and Biology Departments have begun replacing toxic laboratory reagents with less hazardous materials and Environmental Health and Safety has implemented new recycling programs throughout campus to better control the accidental disposal of electronic waste such as batteries.

Facilities Master Plan (2.G.3)

LCC maintains an up-to-date [Facilities Master Plan](#). This plan addresses specific college needs in the context of LCC’s mission, Core Themes, and long-range educational and financial plans.

The LCC Facilities Master Plan guides the planning for the construction of new facilities and the renovation of existing facilities. The last update of the Facilities Master Plan occurred in 2015 beginning with a Strategic Educational Planning Symposium comprised of faculty, staff, students, community partners and architectural consultants.

The primary purpose of LCC’s Planning Symposium was to advance the development of its Facilities Master Plan and ensure it accurately reflected emerging trends in pedagogy and addressed the College’s strategic opportunities.

LCC administrators, faculty, and staff participated in an information session prior to the Planning Symposium to help identify LCC’s strengths, weaknesses and opportunities. The symposium included identification of four strategic opportunities: 1) eLearning, 2) Economic Development, 3) University Center, and 4) International Program. Following the symposium, a task force consisting of faculty, staff, students and community partners for each identified strategic opportunity convened. Their tasks included identification of facility needs around that opportunity.

The goals of the facilities master planning process were:

- To ensure that facilities support LCC’s strategic plan
- To create a shared vision within the institution
- To create facilities that continue to meet the institutional needs at LCC
- To efficiently use the existing sites and facilities
- To anticipate future sites and facility’s needs
- To avoid waste and disruption resulting from piecemeal projects
- To preserve the aesthetic value of LCC
- To enhance fund-raising and development opportunities

The first funding request of Phase 1 of the Facilities Master Plan 15-Year Development Plan will be for a replacement of the Vocational, Science, and Physical Science buildings. LCC submitted a

Project Request Report (PRR) to SBCTC for this project and is currently 10th on the new project list (out of 25) for capital funding to begin design work for the new building.

Sufficiency, Quantity & Quality of Equipment (2.G.4)

Equipment is suitable to meet educational and administrative requirements; however, the College needs to develop more long-term sustainable funding sources for the equipment replacement process. The College uses capital budget and Perkins Grant funding and donations to offset the lack of operating budget funds for equipment. Currently, LCC reserves a minimum of \$48,000 for instructional equipment and classroom technology each year from the operating budget, as well as Carl Perkins federal funding and Worker Retraining funding to assist Professional/Technical programs. As the fiscal year progresses, any unanticipated savings, or other unspent funds may be set aside and used to fund prioritized requests not initially authorized.

Additionally, in 2014, LCC received an Economic Development Administration (EDA) matching grant as part of a \$1.7 million project to provide state-of-the art equipment in the College's new [Health and Science Building](#).

Recent capital projects have enabled LCC to invest in new furnishings and equipment, specific to how students and employees will use new and renovated spaces. Instructional and support program representatives play role on capital planning committees in defining how spaces will be used, what furnishings and equipment are needed. LCC considers issues such as how students collaborate, students' use of informal study spaces, and employees' needs for proximity to their coworkers and colleagues. This planning conforms to the goals of our Facilities Master Plan.

Equipment is properly maintained and inventoried, and equipment repairs are made at departmental expense. Inventory records are maintained for all equipment that has an acquisition cost of \$5,000 or more. Inventory is taken once a year.

Appropriate & Adequate Technology Systems & Infrastructure (2.G.5)

Lower Columbia College's technology and infrastructure are sufficient to support its management and operational functions, academic programs, and support services.

The College's network consists of four sites (LCC Campus, Barnes Head Start, Broadway Head Start, and Memorial Park Head Start) connected to the Washington State K-20 educational network for access to resources hosted by SBCTC and on the internet. The current bandwidth available on the K-20 network is 1 Gbps.

The college's internal network supports a variety of voice, video, wireless, and data services. A firewall that meets the SBCTC security standard protects the network from the K-20 network. Internal connections range from 100 MB to 10 GB depending on the need. A Cisco infrastructure

supports the faculty and staff workstations, voice services, computer labs, and a wireless network that extends to all buildings on campus.

In 2014, the college's datacenter moved to the Health and Science Building where it has both battery backups and a backup generator. The previous location serves as a redundant site. Network services are balanced across 26 physical servers. The virtualized server environment expanded to 11 physical servers that support 63 virtual servers. This has allowed the College to recycle its 10 oldest servers in the past four years, reducing the total cost of ownership and increasing the reliability and stability of these services at the same time.

The college's Information Technology Services department supports 1,250 desktop and laptop computers deployed among 34 lab settings (spaces with five or more computers), 47 classrooms, offices, and a number of remote locations that support our Head Start/ECEAP and rural outreach programs. Systems replacement occurs on a 4-5 year cycle. The current standard for purchasing a computer system is an Intel I5, 2.9 GHz processor along with 8 GB memory.

In 2014, all students received e-mail accounts supported by Google Education. Google Apps for Education provides a number of benefits, including:

- 30 GB of email and data storage
- Supports email readers like Outlook or Apple Mail
- Accessible from a smartphone
- Never use a USB drive again
- Share files & collaborate with others; everyone has access to the most recent version
- Track document revisions and revert to a previous version
- Open and read 30 different file formats without installing software

This, and similar enterprise contracts help the college drive costs down while improving the educational experience for its students.

Appropriate Instruction & Support for Technology & Technology Systems (2.G.6)

Lower Columbia College provides multiple sources of support to faculty, staff and students in the effective use of technology and instructional systems.

The Information Technology Services (ITS) help desk provides multiple services for Lower Columbia College's faculty and staff, including desktop support, classroom support (audio-visual and multimedia services), telecommunications, messaging, storage, backup and recovery, printing, security, and development services.

Faculty members are encouraged to use various instructional technologies and multimedia tools to create dynamic learning environments for students. Faculty receive support through formal

and informal training sessions, personal visits from IT staff, remote assistance, and via FAQs and help guides which are available around campus. Recently, a technology fair for instructors to see and experience hands-on different emerging technologies occurred.

The [eLearning Department](#) assists faculty in learning and using instructional technology tools that are available. Department staff includes a Director of eLearning, a full-time program coordinator, and one part-time program assistant. These staff members provide primary support for all faculty and students using the [Canvas Learning Management System](#), MyMathLab, G-Suite, Panopto, and other educational technology. Drop in support, e-mail support, formal and informal trainings, and phone support for both faculty and students is available. Staff members also support faculty by visiting them in classrooms or offices.

Faculty interested in developing an online course must take a course themselves, EDUC 295: “E Modality Instructions on Using Canvas.” Additionally, the eLearning staff provides quarterly workshops and keep faculty updated when there are changes in the delivery system.

Students can schedule a one-on-one Canvas training during the quarter with tutors or eLearning staff and between quarters. In addition, staff provides regularly scheduled Canvas orientations throughout the quarter. There is also an online orientation and a “self-quiz” diagnostic test that allows a student to determine if his or her learning style is congruent with the online experience.

eLearning staff members also provide support for other instructional technologies. For example, faculty can receive help using Panopto, a lecture capture solution used for screen capture and more. The eLearning Department also provides support for faculty and students using the Whisper Room in the Learning Commons. The Whisper Room is a video/audio recording room supplied with a microphone, camera, editing software and Cintiq monitor.

Human Resources also provides professional development and training opportunities through the Canvas Learning Management System including mandatory compliance training, environmental health and safety training, emergency preparedness training, diversity & equity training, and other professional development topics.

LCC is committed to providing its students with basic computer competency skills. Technology resources such as computers, interactive displays, audio-visual equipment and multimedia equipment for presentations are available throughout campus.

Alan Thompson Library: Computers are available for student use in the Learning Resources Center (LRC) which is centrally located in the Alan Thompson Library. Students come here for tutoring help and use the computers for assignments. This area is staffed with a Tutoring Director and student tutors who provide academic as well as technical support. The library also has two quiet rooms that are equipped for students to practice presentations or participate in small group collaboration sessions.

Applied Arts Building: Nine computer labs are available in the Applied Arts Building from 7:30 AM to 7:00 PM on Monday-Thursday, and from 7:30 AM to 4:00 PM on Fridays. Eight of the labs have teaching stations equipped with projectors, white boards, and sound equipment. These teaching labs are scheduled for instruction, and one of them, entitled the “BTEC Lab,” offers 12 self-paced courses in keyboarding and applications software such as spreadsheets. One of the computer labs is an open use lab available for all students. The labs are staffed with a full-time supervisor, three staff helpers, and student help who provide software troubleshooting and assistance with installed software during operating hours.

Health and Science Building: The Health and Science Building was designed with student workspaces in mind. Several rooms are available for students to practice working with the same audio-visual and multimedia technology that is available in the classrooms. A computer lab on the second floor is used for instruction.

Main Building: The computers in the Media and Art Center (MAC) located in the Main Building were replaced in 2018 with new Macintosh systems for teaching Photoshop and video editing classes.

Vocational Building: The Vocational Building has two computer labs that are used for instruction and one computer lab that supports the Transitional Studies department.

Technological Infrastructure Planning (2.G.7)

Lower Columbia technology leadership, support staff, and constituencies collaborate across the College to develop effective technological infrastructure to support the demands of the growing institution. In 2012, the college conducted several open forums that focused on Information Technology Services. These forums began a yearlong process of reviewing IT Services goals, processes, projects, and resources with the intent of providing direction and transparency for the college’s efforts in the communication, acquisition, implementation, training requirements, and maintenance of information technology. This process resulted in the formation of the Technology Education Committee (TEC) whose responsibility is to assist with identifying, recommending, and developing required policies and procedures as well as prioritizing institutional technology needs and requests as they relate to current strategies. The TEC maintains a [IT Services Strategic Plan](#).

The following governance structure provides opportunities for technology input to the staff tasked with implementing technology plans:

- The Technology Education Committee (TEC) provides a communication mechanism for each stakeholder on campus to raise technology issues for discussion and solution. This includes reviewing requests for changes, or exceptions to established standards. The TEC reviews requests for new projects and initiatives requiring a significant investment of time and money and recommending priorities for funding. The TEC reports to the Vice

President of Administrative Services and makes recommendations for review by the President's Cabinet.

- Association of Students Technology Fee Committee makes recommendations and oversees the use and spending of assessed student technology fees. The Technology Education Committee has representation from this group.
- Information Technology Services (ITS) implements the plans and strategies developed by the TEC and resolves daily and ongoing issues resulting from the use of technology.
- The eLearning Department provides training and support for online solutions such as the Canvas Learning Management System. The eLearning Department also provides educational technology support to faculty, staff, and students for solutions such as lecture capture and other learning-related activities.
- In 2013, LCC established an eLearning Advisory Committee for faculty to provide input on eLearning procedures and activities. This committee reports to the Director of eLearning and the Vice President of Instruction.
- A Lab Users Group exists for stakeholders who have an interest in the software and hardware available in the computer labs around campus. The Technology Education Committee has representation from this group.
- Effectiveness & College Relations is the department responsible for all web-related policies and activities, including the communication of information through emerging forms of online social media.

Technology Update & Replacement Plan (2.G.8)

In order to support its operations, programs, and services, Lower Columbia College ensures that its technology resources and infrastructure remains reliable. To facilitate this process, the IT Services department maintains records of when equipment is purchased and when service level and maintenance agreements expire. The department inspects equipment and implements preventative maintenance measures when necessary. To reduce downtime, IT Services maintains a list of standards and purchases standard equipment whenever possible which makes it easier to stock spare equipment. When new equipment is ordered, IT Services reviews the list of standards and technical specifications and updates them when appropriate.

Audiovisual, Multimedia, and Presentation Equipment: The college operates on a “just in time” philosophy to replace audiovisual equipment and uses the annual operating budget to replace a component when it fails. Standards and technical specifications for audiovisual equipment are typically updated when new buildings are built. Then equipment is upgraded to meet the college's current standards when it is replaced.

Mobile Devices: Mobile devices such as Chromebooks, phones, tablets, etc. are generally not upgradeable. They are used until they no longer fulfill their purpose. Then they are sent to surplus and replaced with equipment that meets the college's current standards.

Network Infrastructure, Servers and Switches: Network downtime is scheduled at the end of every academic quarter to inspect and update servers as well as core network infrastructure equipment. Servers are typically replaced every 8-10 years while datacenter and network infrastructure may still be effective after 15 years. The IT Services Department follows industry best practices to support, upgrade, and replace core equipment. Older equipment may be rotated to non-critical uses and when it has reached end of life it is removed from the college's inventory and given to the computer science department for instructional use.

Workstations: IT Services monitors the age of workstations and recommends when workstations should be replaced. Workstations are replaced on a 4-5 year cycle. Students, staff, and faculty have access to college provided computer systems depending on specific needs. Student technology fees support the replacement of general use lab computers. The student Tech Fee Committee meets monthly during the academic year to review technology expenses and proposals. This committee takes recommendations from the IT Services department as well as faculty and staff and determines when to replace computers in the general use labs. Individual departments purchase replacement computers for faculty and staff based on recommendations from IT Services. If they have not yet reached end of life, computers that support instruction are rotated to other areas of instruction and staff computers may be rotated to other staff. When a workstation is no longer supported, it is removed from the college's inventory and given to the computer science department for instructional use.

Resources & References for Standard 2G

- A. [Campus Map](#)
- B. [LCC Facilities Master Plan](#)
- C. [SBCTC Facility Condition Survey Reports](#)
- D. [SBCTC Capital Budget Development](#)
- E. [LCC Safety & Security](#)
- F. [Safety Committee](#)
- G. [LCC Emergency Handbook](#)
- H. [LCC Emergency Operations Plan](#)
- I. [Dangerous Waste Disposal Policy 660](#)
- J. [Dangerous Waste Management Plan](#)
- K. [IT Services Strategic Plan](#)

Planning & Implementation

Standard 3A: Institutional Planning

Planning Overview (3.A.1)

There are several integrated components of planning at LCC: strategic and operational planning; budget planning; strategic enrollment planning; facilities master planning; academic master planning; and emergency operations and contingency planning (note: emergency operations and contingency planning is addressed in Standard 3.A.5).

Figure 3A-1: Elements of Planning at Lower Columbia College



Strategic and Operational Planning

LCC has engaged in institutional monitoring and operational planning, based on an established framework of objectives and key performance indicators, since 1999. After the NWCCU published revised standards in 2010, the College completed a total review of its framework and related processes to ensure adherence to the new requirements. This involved repackaging the information into a set of four Core Themes and creating a more specific and deliberate connection between monitoring institutional effectiveness and planning.

Initially this involved adding an annual operational planning component to the work of the [Monitoring Report Review Teams](#). The five interdisciplinary review teams, comprised of faculty, staff and student representatives, began engaging in formal annual planning activities in 2011. Each team now meets every year in January with the LCC President to identify priorities (and challenges) related to their mission area. The information gathered at the annual operational planning meeting forms the basis for the College's [Annual Priorities](#) (the principle operational planning document for the institution).

In 2016, the teams went a step further and began engaging in strategic planning in addition to annual operational planning. The information gathered during the strategic planning portion of the 2016 meetings formed the basis for the update to the [LCC Strategic Plan](#) in 2017 (more specifically, the Strategic Initiatives). The [Strategic Planning Committee](#) is comprised of the consortium of the college's five Monitoring Report Review Teams.

The size of each Monitoring Report Review Team has grown to 20-25 or more faculty and staff plus a student representative. Participation is open to everyone, publicized through a call for volunteers sent out twice a year to all employees (including full- and part-time employees). There are five teams, each specializing in one of the College's four Core Themes, with one Core Theme consisting of two teams. This means that about 100 faculty and staff are directly engaged in operational and strategic planning activities on an annual basis. Student representatives come from the Associated Students of Lower Columbia College (ASLCC).

All employees have an opportunity to review and comment on the Annual Priorities and Strategic Initiatives before going to the Board of Trustees for final approval. LCC's planning documents, including the Annual Priorities and Strategic Initiatives, are available to everyone via the [Strategic Plan page](#) of the College's website. Printed brochures are also available across the campus.

Budget Planning

Annual budget planning follows an established timeline, which appears on the weekly executive leadership team agenda, as follows:

- **December:** full-time faculty position needs are presented to executive leadership team to allow time for succession planning.
- **January:** revenue projections provided to executive leadership team. Student fees reviewed and discussed (if applicable).
- **February:** budget revenues/expenditures for current year reviewed by executive leadership team.
- **Mid-February:** goals and priorities set for coming year.

- **March:** vice presidents review proposed budget with their areas and bring proposed budget items to executive leadership team.
- **March-April:** proposed budget reviewed with various governance groups: Union Management Communications Committee, Operations Council, Governance Council, Instructional Council, and Student Services Council.
- **April:** proposed budget and inputs reviewed by executive leadership team.
- **May:** proposed budget approved by executive leadership team.
- **July/August:** budget presented to board of trustees for approval.

Budget planning is directly linked to accomplishment of the [Annual Priorities](#), which are developed through input from the Monitoring Report Review Team members. Annual Priorities are organized around the Core Themes, and great care is taken to ensure that resources have been appropriately and equitably allocated to each area.

Strategic Enrollment Planning

The purpose of strategic enrollment planning at LCC is to unify the college and its practices, policies, and procedures to maximize enrollment, boost retention, and create a vibrant and supportive environment that leads to student success.

As a response to changing economic and political conditions affecting higher education, the following enrollment initiatives were adopted in 2017-18:

- Academic advising
- Athletics
- BAS (applied baccalaureate) degree
- Career assessment
- Corporate training
- International programs
- Multicultural outreach
- Arts
- Non-academic supports
- eLearning
- Professional/Technical enrollment and outreach
- Reputation/brand identity
- University Center

The [Strategic Enrollment Management Committee](#), comprised of Executive Leadership Team members and subject matter experts, facilitates the process. The Enrollment Initiatives Plan appears on the college's [strategic plan webpage](#).

Facilities Master Planning

Lower Columbia College engages in regular facilities master planning. The current [Facilities Master Plan](#), published in March 2015, describes the development of the campus in two time frames, the 15-Year Facilities Plan (FMP) and the Long Range Development Plan (LRDP). The FMP addresses buildings assessed to have 5-15 years of remaining life. The LRDP builds on the FMP and addresses buildings that will reach the end of their useful life in 20-30 years.

The FMP focuses on replacing facilities from the first period of construction in the 1950s and 60s. The plan calls for consolidating a number of smaller buildings into two larger replacement buildings in two phases of major capital improvements. Design of the replacement buildings will be flexible to accommodate new directions in teaching and learning.

The first phase of the FMP replaces the Vocational and Science Buildings, with a later phase addressing the aging Administration Building and original portion of the Main Building. A number of other minor capital improvements are also part of the FMP.

On-campus planning activities for the FMP, facilitated by the college's master plan architects, mirrors the institution's Core Themes: workforce and economic development; transfer and academic preparation; student access, support and completion; and institutional excellence.

Academic Master Planning

Academic Master Planning at LCC is first and foremost responsible for determining and maintaining the program mix deemed most appropriate for the success of our students and the support of our service district. This effort is accomplished through the Curriculum and Program Review process.

A secondary purpose of Academic Master Planning is to translate and integrate initiatives, strategies, and goals from the other components of the college's planning processes into specific plans for the Instruction Division and its departmental units. This planning establishes not only overarching direction for Curriculum and Program Review, but also integrates strategic, budget, facilities, enrollment, and emergency operations planning initiatives into specific plans for the Instruction Division and its departmental units.

The Academic Master Plan documents the higher-level goals, strategies, areas of focus, and objectives for the Instruction Division. Department plans are developed within the framework of the Master Plan. Department plans utilize information documented as a part of the Curriculum and Review Process.

Section 'G' of the well-established Curriculum & Program Review template includes five questions related to planning and one "assessing the assessment" question:

- G-1.** According to the findings of this review, what are the needs for future course development? Include anticipated timeline.
- G-2.** Other than developing new courses, how will you enhance the curriculum of your program?
- G-3.** What professional development activities have you participated in over the last two years that you have found most useful?
- G-4.** Over the course of the most recent two-year review cycle, what gaps were identified that could be addressed through professional development?
- G-5.** What actions will you take during the next two years to increase student success (i.e. outcome attainment)?
- G-6.** Please provide constructive feedback on the Curriculum & Program Review process.

In order to meet the needs of LCC's Guided Pathways initiative and its participation in the College Spark Washington grant, some changes in academic planning are underway. A new planning template for departments is currently under development, and will be utilized to revise departmental plans beginning in fall 2018.

Engagement in Planning (3.A.2)

Strategic and Operational Planning

LCC's [Monitoring Report Review Teams](#) are comprised of faculty and staff from all areas of the College. Twice a year, in spring and fall, a call for volunteers goes out to all full- and part-time employees to join a team. Everyone who volunteers is able to join a team, typically the first choice if a preference is stated. No expertise or prior experience is required to join a team.

Each Review Team has a chair, usually someone with expertise in the mission area represented. The Review Teams have a primary and critical role in both institutional monitoring and planning. They assist with data analysis by performing an assessment of strengths, weaknesses, opportunities and threats each year. They have a key role in setting institutional goals and targets, and perform a critical role in terms of developing short- and long-term priorities for the institution. Once they expanded their role into long-term planning in 2016, the Review Teams replaced the former (more traditional) Strategic Planning Committee. The new process is more inclusive as it represents a constellation of teams with different areas of expertise and focus.

Each Review Team consists of 20-25 faculty and staff and a student representative. In 2016-17, there were about [100 employees serving on Review Teams](#), including over 35 faculty (about half of the total number of full-time faculty at LCC). Team membership is accessible via the LCC

website, with faculty members and chairs noted. Because of their expanded role in relation to data analysis and goal setting for the institution as well as organization by Core Theme, the Review Teams replaced the previous Accreditation Steering Committee.

Effectiveness and College Relations staff provide an [orientation session and materials](#) for Review Team members every year in September. New and returning members are encouraged to attend the orientation. The session includes an overview of the College's institutional effectiveness framework, the monitoring process, and the Review Teams collective role in operational and strategic planning.

Budget Planning

The annual budget planning timeline identifies involvement of different constituencies in the budget planning process. Particular points of emphasis include:

- The Vice President of Instruction discusses full-time faculty needs with faculty leadership in the fall in order to prepare for the December presentation to executive leadership team.
- The vice presidents review proposed budget items with their respective areas in March.
- The proposed budget reviewed with various governance groups in March and April, including Union Management Communications Committee, Operations Council, Governance Council, Instructional Council, and Student Services Council.
- The recommended budget presented to the board of trustees for approval during their annual summer retreat, typically held in either July or August.

Strategic Enrollment Planning

Each of the enrollment initiative areas has a group of subject matter experts who carry out the majority of the planning and implementation efforts related to their initiative or initiatives. In most but not all cases, the groups are interdisciplinary and cut across organizational lines.

Facilities Master Planning

The interdisciplinary Facilities Master Planning Committee is integrally involved in the plan development process. In addition, prior to publishing the 2015 plan, contracted architects responsible for drafting the plan held a series of campus planning session including campus and community members. The sessions were organized by Core Theme, including workforce and economic development; transfer and academic preparation; student access, support and completion; and institutional excellence.

Academic Master Planning

As noted in other sections of this report, faculty from all programs and disciplines participate in the Curriculum & Program Review process. While the level of engagement varies somewhat, the current template includes prompts about course development, professional development activities, and student success. The Guided Pathways initiative will require development of additional planning structures and processes within Instruction in order to facilitate necessary changes to programs and schedules.

Faculty participation in the development of the Academic Master Plan document occurs primarily through the Instructional Council and through special planning and review sessions generally held during the college's annual Orientation Week at the beginning of each academic year. The college has been experimenting with different plan formats, with the current version consisting of a high-level, presentation-style overview accompanied by written department plans. Problems with department plans aligning with high-level strategies and initiatives have led to an effort to develop a planning template for departments, which (as noted earlier in this report) is currently underway.

Role of Data in Planning (3.A.3)

Strategic and Operational Planning

LCC initially developed [Key Performance Indicators](#) (KPIs) for the institution in 1999. Since that time, a number of improvements to the framework have occurred. The American Association of Community College's [Core Indicators of Effectiveness](#) has served as a guide for the institution throughout the (nearly) 20-year span.

Each of the five [Monitoring Reports](#) (one of the four Core themes includes two reports to keep it at a manageable size) follow the same development process each year. First, Effectiveness and College Relations staff update the data. The Executive Leadership Team, along with the respective Review Team chair, reviews the draft report. Review Team members receive the draft report about a week before the data review meeting, and conduct a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis on the data during the meeting. Review Team members can submit feedback via email if they are unable to attend the meeting. Results of the SWOT analysis appear in the report, presented to the LCC Board of Trustees during the designated meeting by the Review Team chair.

Each of the institution's Monitoring Reports are reviewed at separate Board of Trustees meetings throughout the year, with a review of the data summary (also called a [dashboard](#)) twice a year – at Board retreats in February and July/August.

Annual adjustments to improve both the metrics as well as the process occur on an as-needed basis. For example, a review of methodology occurs annually to ensure that the institution is benchmarking its progress to other colleges whenever and wherever it can. Comparisons made to the state system and other groups, including the [National Community College Benchmarking Project](#), occur whenever practical. Adjustments to methodology have also occurred when new data becomes available.

Budget Planning

Budget planning at LCC, although it has a discrete timeline and process, is informed by the data driven institutional monitoring cycle. Other evidence is also utilized for budget planning purposes, including course data (such as for faculty hiring decisions) and enrollment figures (such as for hiring decisions related to specific high growth areas including Running Start).

Strategic Enrollment Planning

Strategic enrollment management relies heavily on course, program and demographic data. Community demographics and K-12 enrollment information are also widely used, as well as survey data.

Facilities Master Planning

The State of Washington participates in biennial Facilities Conditions Surveys, which rely on a complicated point system to determine scores by building and campus. These scores, determined by SBCTC personnel, are a critical aspect of the capital project proposal and allocation process for the community and technical college system in Washington.

Academic Master Planning

Within the Curriculum and Program Review process, there are required elements related to both data and action planning. While there is an underlying assumption that collection of data and evidence will support the planning process at the program/discipline level, the application of that principle varies somewhat from program to program. During designated instructional planning/assessment days that occur quarterly, professional development and training is provided to faculty to assist with ongoing work in this area. The Instructional Assessment Committee facilitates the content of the quarterly sessions, utilizing both formal and informal feedback from faculty. For example, last year the committee shifted to a more conference-style format for quarterly assessment workshops, allowing for more targeted sessions to accommodate foundational as well as advanced topics.

There is a need for increased data (and related tools) for implementation of planning related to Guided Pathways. In order to fulfill the need, LCC allocated a portion of the College Spark Washington grant to hire a second Institutional Research Associate (anticipated in summer 2018).

Priorities & Resource Allocation (3.A.4)

Strategic and Operational Planning

In 2011, LCC made a deliberate change to better align institutional monitoring with planning and resource allocation. At that time, Monitoring Report Review Teams only engaged in data analysis. Based on the new accreditation standards adopted in 2010, however, college administration decided to strengthen the connection with planning.

Members of the Monitoring Report Review Teams began participating in annual planning meetings (one per team annually) with the LCC President in addition to the usual data review. Input from the planning meetings has served as a primary source for development of the institution's Annual Priorities since that time (previously, the Annual Priorities tended to emerge from the different organizational silos, and some priorities still originate there). Beginning in 2016, the planning role of the Review Teams has also included long-term, or strategic, planning as well.

The College's [Annual Priorities](#) play an important and direct role in resource allocation at LCC. The Executive Leadership Team uses the Annual Priorities as a guide throughout the year. College administration also reports to the Board of Trustees annually on progress toward accomplishing the priorities. Investments in new or large projects typically do not occur without a corresponding Annual Priority (unless an issue becomes emergent during the course of an academic year).

Budget Planning

Each Core Theme has a number of defined Annual Priorities in any given year. This is helpful on a number of levels. It lends cohesion to the institutional monitoring progress, helps with the division of labor and resources, and makes it relatively easy to determine if there is an imbalance across the institution. It also assists with tracking and evaluation.

Strategic Enrollment Planning

Enrollment planning at LCC follows a framework developed by Ruffalo Noel Levitz that establishes a clear process for evaluating the cost of a particular initiative against potential FTE generation. Although this system of enrollment management is still under development, the concept is straightforward. Examples of initiatives already undertaken include expanding the

size of athletic teams, adding additional sections of online courses in high demand areas, and adopting a new statewide degree program to serve specific student populations.

Academic Master Planning

Although we have completed three, two-year cycles of the current Curriculum & Program Review process and that process includes action planning, further development is needed to fully integrate program and course level planning into the larger institutional picture. Guided Pathways reform will also require development of additional planning supports in order to facilitate schedule reform, redesign of program and degree maps, development of exploratory sequences of meta-majors, etc.

Instruction also struggles at times to coordinate and align efforts among the various components of the college's overall planning process. This is often due to differing planning timelines and objectives between the various divisions responsible for leading a given planning effort, as well as the need to respond to various external demands and shifts in academic program needs. Production of this report has helped the college to clarify the relationship of various plans, and has provided direction for Academic Master Planning that will be used to better coordinate with planning efforts related to strategic and operations, budget, facilities, enrollment, and emergency operations.

Emergency Operations & Contingency Planning (3.A.5)

LCC has made great strides in the area of emergency operations and contingency planning since 2015. Actions taken since that time include:

- Complete overhaul of the LCC [Emergency Operations Plan](#), including development of an administrative checklist that identifies when things need updating on an ongoing basis.
- Development of a Continuity of Operations template, completed by all critical areas of the College.
- Implementation of a campus-based emergency notification system, including placement of clocks with speakers and digital screens in every classroom and most other rooms on campus (messages display in either or both formats, allowing for silent alerts. There are flashing lights in addition to the digital screen to make the system quite noticeable even when the alert is silent).
- Implementation of a campus policy on Dangerous Waste Disposal ([Administrative Policy 660](#)).
- Investment in an online "[Make a Report](#)" system to make it easier to report a concern about another individual. The report function is accessible to the public from the college's website and is available to report various things, including academic dishonesty, student conduct issues, concerning or threatening behavior, discrimination, sexual misconduct, and accident or injury.

- Development of an online [Emergency Handbook](#) that is accessible from every web page on the College's site. The handbook is downloadable as a PDF document for easy reference.
- Installation of new door hardware in all classrooms and meeting spaces, designed to enable interior locking without a key.
- Installation of security cameras in a number of key locations around campus.
- Installation of emergency evacuation chairs in buildings with second and third floors. The chairs allow for quick transport of individuals with disabilities in the event that elevators are dysfunctional or unsafe.
- Implementation of a number of seismic upgrades to help preserve our facilities in the event of a major earthquake.

Resources & References for Standard 3A

- A. [Monitoring Report Review Teams](#)
- B. [Annual Priorities](#)
- C. [LCC Strategic Plan](#)
- D. [Facilities Master Plan](#)
- E. [Enrollment Initiatives Plan](#)
- F. [Monitoring Report Review Team orientation session materials](#)
- G. [Key Performance Indicators](#)
- H. [Monitoring Reports](#)
- I. [LCC Dashboard](#)
- J. [Academic Master Plan](#)
- K. [Emergency Operations Plan](#) (contains Continuity of Operations template)
- L. [Continuity of Operations Overview](#)
- M. [Dangerous Waste Disposal \(Policy 660\)](#)
- N. [Emergency Handbook](#)

Core Theme Planning, Assessment & Improvement

Executive Summary of Eligibility Requirements 22 - 23

22. Student Achievement. Faculty engage in regular and systematic assessment of student learning outcomes according to [set schedules and templates](#) referred to as Curriculum and Program Review. Defined outcomes for all programs appear on [program planners](#). Defined general education outcomes ([Global Skills](#)) including related instruction appear in the [LCC Catalog](#) and on the website. Assessment of Global Skills occurs regularly and systematically, with engagement from all full-time faculty.

23. Institutional Effectiveness. Lower Columbia College systematically engages in annual and strategic planning, and monitors progress toward achieving the identified goals of the Core Themes and Key Performance Indicators. A series of annual [Monitoring Reports](#) documents the process. Reports go to the Board of Trustees after extensive campus review and appear on the College's website. Planning information appears in the College's [Strategic Plan](#) (including supporting plans) and posted [Annual Priorities](#). In addition to the monitoring process, comprehensive and systemic processes for assessment of student learning outcomes, including general education outcomes (Global Skills) have been in place for several years.

Standards 3B – 4B: Effectiveness & Improvement

Overview

Lower Columbia College uses three primary processes for ensuring effectiveness and improvement: monitoring reports, global skills assessment, and curriculum and program review. It is necessary to look at these processes holistically in order to effectively evaluate the institution's compliance with standards 3B, 4A and 4B.

Institutional Monitoring

As noted elsewhere in the report, LCC's [Monitoring Reports](#) document the approximately two decades of intensive annual focus on a set of clearly defined institutional Key Performance Indicators (KPIs) used to track the overall health of the institution. LCC's [Monitoring Reports](#) capture analysis from each Core Theme's interdisciplinary Monitoring Report Review Team including strengths, weaknesses, opportunities and threats as they relate to the data and each Core Theme. Each report also captures actions taken over the previous year in response to the data and/or Core Theme area.

Data for LCC's Key Performance Indicators is reliable and verifiable, often deriving from state and/or federal sources. Wherever and whenever possible, benchmarking against available norms occurs.

Each Monitoring Report Review Team participates in annual planning sessions that drive the institution's [annual and strategic planning](#) processes, resulting in identification of [Annual Priorities](#) and periodic updates of the college's [Strategic Plan](#).

LCC's Monitoring Reports contain direct and indirect assessment of student learning outcomes as well as other indicators that function in support of the learning environment. The Monitoring Report process has [widespread participation from faculty and staff across the institution](#). Participation is open to all college employees, who receive invitations twice a year to join a team.

In addition to widespread participation, Monitoring Report reviews have administrative oversight to ensure that the process is holistic and integrated. The individuals who chair the distinct Monitoring Report review teams all serve on Executive Leadership Team and/or the Instructional Leadership Team, ensuring that all areas of the institution have full participation.

Regular and clearly defined oversight from the Board of Trustees helps to assure that data analysis is appropriate to make needed improvements to college programs and services. The intentional and meaningful connection between data review and operational and strategic planning ensure that the data informs resource allocation and related decision making.

A complete history of Monitoring Reports appears in the public disclosure section of the LCC website, along with the list of current Monitoring Report review team membership.

Global Skills Assessment

Direct assessment of student learning for LCC's comprehensive general education outcomes (referred to as [Global Skills](#)) is reported in aggregate form in the Transfer Monitoring Report, but is covered in greater detail in [reports from the annual Summer Assessment Institutes](#) that have occurred over the last dozen years.

The annual Summer Assessment Institutes consist of intensive evaluation of student artifacts based on a set of common rubrics defined by the LCC faculty for [Communication](#), [Critical Thinking](#), [Interpersonal Skills](#), and [Numeracy](#). Each institute focuses on one outcome, so a complete cycle takes four years. A small team of competitively selected faculty participate in the annual Summer Assessment Institute each year.

Global Skills assessment work continues during the quarterly assessment days designated on the academic year calendar. At these larger sessions, institute participants present their findings and further discussion and development occur, typically resulting in an annual "make and take" that

can be used by both full- and part-time faculty. “Make and takes,” designed to provide guidance on how to increase student engagement and/or learning in relation to a particular Global Skill, appear on the [Global Skills webpage](#).

Faculty with teaching responsibilities are the leaders and participants in the Global Skills assessment process, with administrative support. Placement of the aggregate results of each summer institute in the Transfer Monitoring Report ensure that process is connected to the larger institutional effectiveness and planning cycles (although, as noted in the example below, a more detailed report is also produced for use by faculty).

The summer institute process includes appropriate scoring calibration to ensure consistency between faculty participants. Rather than allowing faculty to work independently, LCC’s summer institute process begins with an intensive, collaborative norming session. Faculty work in teams of three in the same room, with one technical support person assigned to each team.

Scores are closely monitoring throughout the process to ensure deviations of no more than a point (using a five-point scale). Minor discrepancies are resolved through a “third read,” which is essentially a tie-breaking technique. Persistent or major discrepancies result in further norming to ensure that faculty are interpreting the meaning of the established rubrics in a comparable manner.

Curriculum and Program Review

LCC’s [Curriculum & Program Review](#) reports contain the majority of data and information about direct assessment of student learning outcomes as defined on the institution’s [program planners](#). Every department/division participates in Curriculum and Program Review on a [set schedule](#), with a complete cycle lasting two years. Curriculum and Program Review work occurs primarily on designated assessment days.

Faculty with teaching responsibilities facilitate and conduct the Curriculum and Program Review process with support from administration.

Results of Curriculum & Program are associated with the established institutional effectiveness structure (Monitoring Reports), but the large quantity of data and analysis created through the process is too vast to report in detail to the Board of Trustees annually. During the associated review cycle each year, the faculty chair of the Instructional Assessment Committee reviews the process with the Board of Trustees and provides examples of assessment work leading to improvement in student learning.

The [Curriculum & Program Review template](#), which references NWCCU Standard 4.A, includes sections on mission, outcomes, curriculum, environment, resources, reflection, and action plans. An optional “other” section tracks alignment with external program standards or accreditation bodies other than the NWCCU.

Alignment (3.B.1 and 3.B.2)

LCC's [institutional monitoring](#), [assessment](#), [planning and resource allocation](#) processes are deliberately and intentionally aligned by core theme for the purpose of achieving the intended objectives. This alignment provides a cohesive framework that supports the use of data in decision-making.

There are five teams that participate in institutional assessment each year, including one for each core theme (one core theme, Transfer and Academic Preparation, has two teams due to the comparatively large volume of data). In addition to data analysis, the Monitoring Report Review Teams also provide the primary structure for strategic and operational planning. Planning meetings occur annually in the month of January, in luncheons hosted and facilitated by the LCC President. The Annual Priorities for the coming year stem from input provided at the planning lunches. The Monitoring Report Review Teams also provide input for updates to the Strategic Plan.

Figure 3B-1: Strategic & Operational Planning Inputs



In addition to supporting strategic and operational planning, chairs of the Monitoring Report Review Teams also comprise the Accreditation Steering Committee for the college. This overlap

of responsibility, along with the large proportion of faculty and staff that serve on the monitoring teams, help ensure that:

1. There is clear and direct alignment between data analysis, planning and resource allocation.
2. Accreditation standards stay in the forefront continuously, not just when we are preparing for a report or visit.
3. All areas of the college are represented in strategic and operational planning. In addition to widespread participation by faculty and staff on the [monitoring teams](#), all academic deans and members of the Executive Leadership Team (aside from the LCC President and Accreditation Liaison Officer) either chair or co-chair a monitoring team.

As noted under Standard 3.A, there are a number of parallel plans and planning processes that help support Strategic and Operational Planning as well, including facilities master planning, academic master planning, strategic enrollment planning, budget planning, and emergency operations and contingency planning.

Appropriateness of Data (3.B.3)

Institutional Monitoring

LCC's Key Performance Indicators (KPIs) align with the American Association of Community College's [Core Indicators of Effectiveness](#). Nearly twenty years has passed since the original adoption of the indicators, and much has transpired in terms of data availability, methodology and expectations during that time. Rather than significantly altering the indicators themselves, however, the approach has been to revise methodology and add new indicators as needed. This has provided a considerable amount of stability for the institution. The KPIs appear in five separate reports each year to the institution's Board of Trustees. The Board reviews the Core Themes, Objectives and KPIs annually to make adjustments as needed.

Global Skills Assessment

LCC faculty developed its Global Skills (general education outcomes) during the 2005-06 academic year. The process took a full year and consisted of workshops with the entire full-time faculty in addition to smaller subcommittees for each outcome. The subcommittees also developed the associated [rubrics](#) used in the annual summer assessment institute. The [Instructional Assessment Committee](#) reviews any proposed changes to the outcomes before forwarding recommendations to the [Instructional Council](#). There are representatives from every instructional department on both the committee and the council.

Artifacts assessed during the institute itself come from across the institution. The chair of the Instructional Assessment Committee sends out multiple reminders to faculty each quarter.

Because faculty typically submit more artifacts than can be assessed each year, random sampling is used. Artifacts do not carry over from year to year, ensuring that student work is current.

Curriculum and Program Review

Faculty experts are responsible for development and assessment of student learning outcomes. Wherever possible, the outcomes align with external accreditation or other regulatory requirements such as licensure and certification. Many faculty use resources such as the AAC&U's VALUE Rubrics when developing their outcomes. Resources such as the AAC&U are available on the [Learning Outcomes Assessment page](#) and the [Faculty Assessment Handbook](#) located on the faculty-staff website.

Evaluating Core Themes (4.A.1)

LCC has a clearly defined, long-standing process for evaluating accomplishment of the stated Core Theme objectives. Through institutional monitoring, global skills assessment, and curriculum and program review processes, LCC engages in continuous analysis that is both broad and deep. The institution works to ensure broad engagement through regular and open invitations to join in, ongoing orientation and training, structured processes, and designated days for work to occur. The institution relies on the expertise of faculty as well as institutional research staff to ensure that outcomes are meaningful, measurable and verifiable.

Role of Faculty (4.A.2 – 4.A.3)

Faculty are the primary drivers behind Global Skills Assessment and Curriculum and Program Review. The Instructional Assessment Committee, chaired by a faculty member and supported by administration, facilitates both processes. Identified through a competitive application process, a faculty coordinator leads the Summer Assessment Institute each year. Many faculty voluntarily participate in the monitoring report review process, which includes an open invitation issued twice a year. [Faculty membership on monitoring report review teams](#) is identified and readily available through the college's public website.

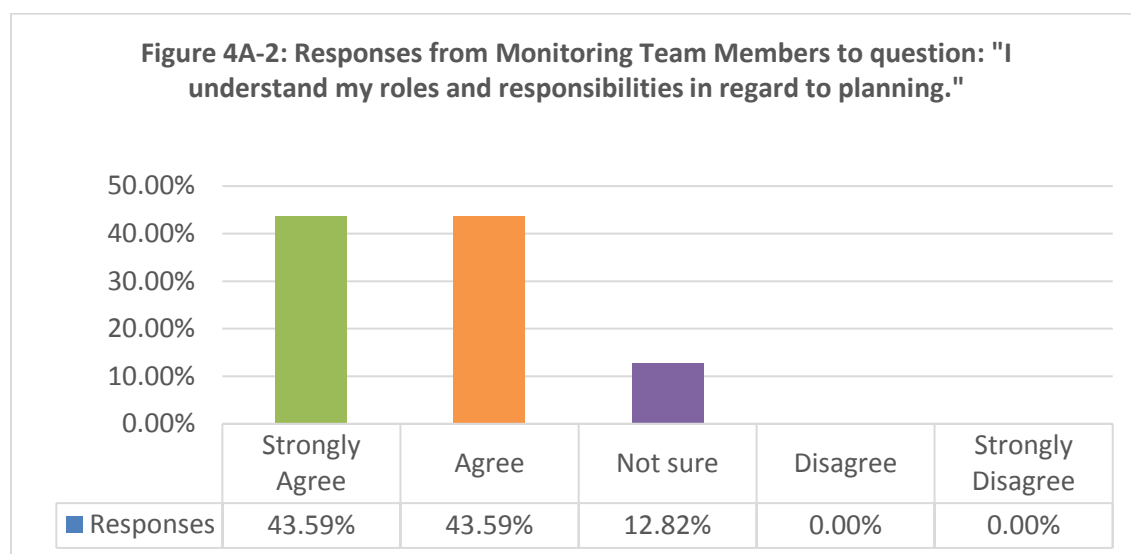
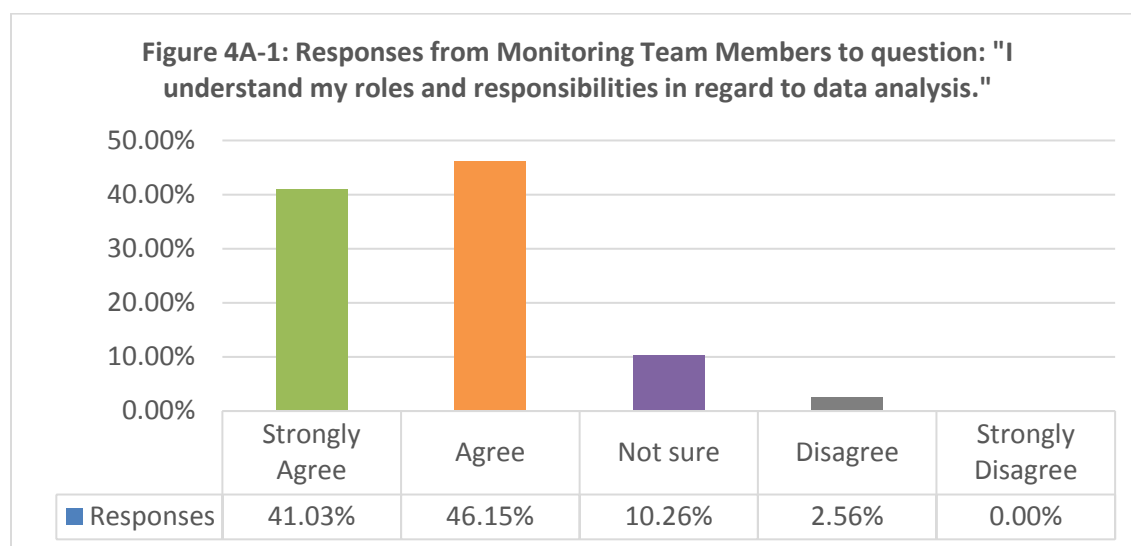
Alignment, Correlation and Integration (4.A.4 – 4.A.5)

Over the past decade, LCC has worked diligently to align the three primary assessment mechanisms into a coherent system. Deliberate and intentional steps have occurred to ensure alignment between assessment and planning processes, including resource allocation. Most recently, the college updated its strategic plan to align with the stated core themes. Several factors contribute to the success of this system, including demonstrated commitment of faculty to assessment work and the institution's long-standing tradition of monitoring key performance indicators to determine the overall health of the system and identify gaps in need of corrective action. All areas of the college participate in the process, including the Board of Trustees.

Assessing the Assessment (4.A.6)

Institutional Monitoring

Members of the Monitoring Report Review Teams periodically receive surveys to assess current understanding of their role. The survey also includes evaluation questions about the orientation process. Thirty-nine review team members completed the most recent survey in May 2017. Overall, there was a high degree of understanding of the role. Integration of new content into the orientation process helped to bolster potential areas of uncertainty for members. Both new and returning members are encouraged to participate in the orientation each fall, which includes an overview of regional accreditation and its importance to the college.



Global Skills Assessment

During quarterly designated assessment days, faculty provide feedback about different aspects of the assessment process. The Instructional Assessment Committee reviews the information and makes needed adjustments to the process. Most recently, faculty provided qualitative feedback about the Global Skills assessment process through a [written questionnaire administered during the fall 2016 assessment activity](#). The following questions were asked:

- What aspects of the process are working well?
- What aspects of the process are working less well?
- What recommendations do you have for improvement?
- What evidence exists that we are meeting this standard? (4A and 4B)

Some examples of improvements made to the process as a result of assessing the assessment activities include expanding artifact collection to CANVAS, incorporating video artifacts into the process (piloted in 2017), and including more detailed data analysis in the summer institute reports.

Curriculum and Program Review

Faculty also provide feedback about Curriculum and Program Review during quarterly designated assessment days. The Instructional Assessment Committee reviews the information and makes any needed adjustments to the process. Faculty provided qualitative feedback about the Curriculum and Program Review process through a [written questionnaire administered during the fall 2016 assessment activity](#). The following questions were asked:

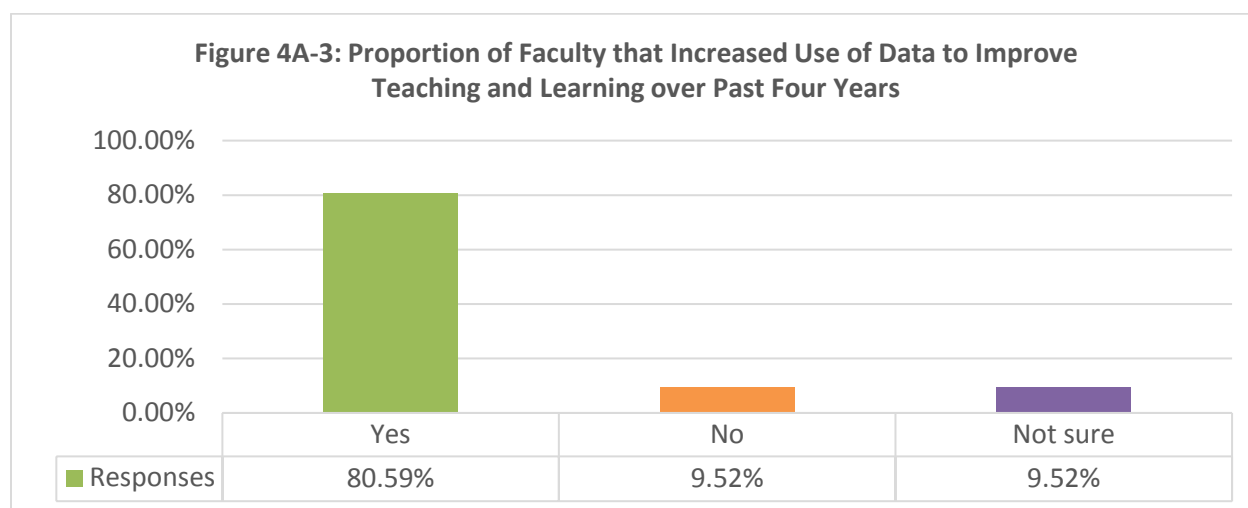
- What aspects of the process are working well?
- What aspects of the process are working less well?
- What recommendations do you have for improvement?
- What evidence exists that we are meeting this standard? (4A and 4B)

Faculty were again asked to provide [feedback in March 2017](#), based on the following questions:

- Do you have any suggestions for improvement of the Curriculum & Program Review template or process?
- Do you have any other comments or suggestions?

Some examples of improvements made to the process include developing breakout sessions during designated assessment days (rather than just one-size-fits-all sessions; this was piloted in fall 2017 and repeated in winter and spring 2018), offering an orientation to the process every fall during in-service week (also piloted in fall 2017), and developing a [Faculty Assessment Handbook](#).

In addition to specific orientation and training activities provided for faculty to support assessment, other professional development activities have occurred as well. For example, while LCC was receiving grant support to participate in Achieving the Dream, nearly all full-time and some part-time faculty participated in a one-day SCALE workshop focusing on active teaching strategies. Three and a half years later, in 2017, researchers at College Spark Washington conducted a survey and set of focus groups designed to assess the impact of that activity on student success. They found that a substantial number of faculty not only implemented active teaching strategies learned at the workshop, but that student learning had increased as a result. Key Performance Indicator data related to student success in transfer and workforce courses supports this finding. In addition, the vast majority of faculty reported that the use of data to improve teaching and learning had increased over the past four years.



Improvement (4.B.1 – 4.B.2)

As noted more fully in 3.B.3, LCC’s Key Performance Indicators derive from the American Association of Community Colleges (AACC’s) list of Core Indicators of Effectiveness. Extensive analysis occurs on a regular basis to ensure the relevancy and comparability of the data, which includes benchmarking against state or national norms whenever possible.

Faculty experts develop, implement and assess student-learning outcomes. Whenever possible, external standards such as licensure and certification test scores form the basis to evaluate and benchmark student performance.

Intentional and specific alignment between the Core Theme assessment (institutional monitoring) process and strategic and operational planning assures that decision-making and resource allocation is data driven and cohesive. More specifically, the same five (Monitoring Report Review) teams are responsible for assessing the institution’s progress toward accomplishing the Core Themes and developing the Annual Priorities for the coming year.

The Annual Priorities are critical in terms of prioritizing resource allocation. While emergencies occur that require immediate fiscal attention, the Annual Priorities drive short- and longer-term institutional expenditures. The same teams are also the primary participants in strategic planning.

Participation on the review teams is open and widespread. Employees receive [invitations to join](#) twice a year, in spring and fall, and membership includes student representatives. [Monitoring Report Review Team membership information](#) is available on the public LCC website. In December 2017, there were 107 members including five students and 42 faculty.

Monitoring Report Review Team chairs present their respective reports to the LCC Board of Trustees at five different public meetings during the academic year. The reports, including associated action plans and analysis from review team members, also appear on the LCC website. The review team members provide the primary basis for development of the Annual Priorities. The Board of Trustees review the draft Annual Priorities at a minimum of two public meetings each year. All employees have an opportunity to review and comment on the Annual Priorities through email and/or discussion with supervisors. The Executive Leadership Team reviews and discusses all campus input before preparing a final draft of the Annual Priorities for the Board of Trustees.

Results of the Global Skills annual assessment process are included in the Transfer Monitoring Report shared annually with the Board of Trustees. The report appears on the public LCC website. More detailed reports and analysis from the Global Skills-Summer Assessment Institute appears on the faculty-staff website as well, which is also public.

Due to the large quantity of information generated during the Curriculum & Program Review process, it is not included in the Monitoring Reports. Instead, a representative from the Instructional Assessment Committee attends the relevant Board meeting each year to describe the process and share specific programmatic examples to illustrate the value, rigor and structure of the process.

Select examples of the data collection, evaluation and improvement process from each Core Theme appear below.

Core Theme Examples: Data Collection, Evaluation and Improvement

Core Theme One: Workforce & Economic Development

Example #1 – Nursing

Nursing is the second largest program at LCC, after general transfer. Accredited by ACEN (Accreditation Commission for Education in Nursing), reporting includes a number of key program outcomes.

Table 4B-1: Nursing Licensure Rates (NCLEX-RN)

	2014	2015	2016	2017
Program graduates	96%	89%	88%	82%

NCLEX-RN pass rates of first-time testers for each cohort will be at least 80%, and the program's most recent annual pass rate will be at least 80% for all graduates during the same 12 months period.

Table 4B-2: Nursing Employment Rates

	2013-14	2014-15	2015-16	2016-17
Program graduates	89%	87%	98%	88%

The program will prepare graduates for employment as entry-level RNs, as evidenced by 80% of graduates who have passed the NCLEX-RN will be employed in nursing or pursuing higher education in nursing within 6-12 months after graduation.

Table 4B-3: Nursing Graduate Satisfaction

	2013-14	2014-15	2015-16	2016-17
Program graduates	97%	94%	99%	100%

80% of graduates will agree they are satisfied with the program, as measured by point-of-leaving and post-graduation surveys.

Table 4B-4: Nursing Employer Satisfaction

	2013-14	2014-15	2015-16	2016-17
Program graduates	91%	100%	100%	100%

80% of employers will agree that they are satisfied with graduate preparation for entry-level RN positions.

Actions taken as a result of assessing program outcome and related data include:

- Employer and graduate surveys showed comparatively lower scores related to skills with delegation. To improve this score, nursing faculty increased delegation in the curriculum and added it to nursing simulation activities.
- Following a nursing commission accreditation visit in 2014, faculty updated program outcomes to align more closely with LCC's [Global Skills](#). Related classroom and clinical assessment tools were revised to reflect these outcomes.

- After LPN opt-in students were determined to have lower NCLEX pass rates than other cohorts, nursing faculty began recommending supplemental academic support resources (covered by existing student fees) to that population. The supplemental resources give LPN opt-in students access to practice tests and supplemental curricular support.
- In response to student evaluations of simulations, nursing faculty developed written learning outcome expectations for all simulations. In addition, the practicum evaluation tool now includes simulation. Evaluation of simulation effectiveness is now included in each clinical course.
- A subcommittee of nursing faculty are developing a tracking tool to provide students with more formative feedback on their progress. The intention is to ensure that improvements are occurring and students are successfully completing the program.
- Through student evaluation feedback, faculty determined that students required more information prior to IV skills testing. Faculty subsequently reconfigured the related curriculum.
- At an NCLEX conference, faculty learned about a trend to include more “all that apply” type questions on the exam. In order to improve student preparation for the NCLEX exam, faculty reconfigured their own tests to mirror the format.

Example #2 – Communication Studies

Faculty in the Communication Studies program assess several outcomes as part of the Curriculum and Program Review process, including:

- Competency One: Chooses and narrows a topic appropriately
- Competency Two: Communicates thesis/specific purpose effectively
- Competency Three: Provides supporting material based on audience and occasion
- Competency Four: Uses an organizational pattern appropriate to topic, audience, and purpose
- Competency Five: Uses appropriate language
- Competency Six: Uses vocal variety in rate, pitch, intensity, to heighten and maintain interest
- Competency Seven: Uses pronunciation, grammar, and articulation appropriately
- Competency Eight: Uses physical behaviors that support the verbal message

Table 4B-5: ‘Unsatisfactory’ Scores - Communication Studies Competencies

	2013	2014	2015	2016	2017
Competency One	3.8%	5.6%	6.9%	14.4%	1.5%
Competency Two	8.8%	3.4%	5.6%	7.6%	4.4%
Competency Three	11.4%	20.2%	20.8%	13.6%	16.9%
Competency Four	8.9%	7.9%	4.2%	0.8%	13.2%
Competency Five	0.0%	0.0%	0.0%	0.8%	1.5%
Competency Six	1.3%	0.0%	9.7%	5.3%	5.9%

	2013	2014	2015	2016	2017
Competency Seven	0.0%	1.1%	2.7%	0.8%	0.7%
Competency Eight	10.0%	22.5%	22.2%	21.2%	16.2%

Based on five years of assessment data we have identified use of supporting materials, choosing and narrowing topics, and use of physical behaviors as three areas where we needed to enhance student performance through different instructional techniques.

Actions taken as a result of assessing program outcome and related data include:

- One resource that we have used is a classroom visit from the faculty librarian in the CMST& 220 course to increase awareness of campus Library resources. We also put a Library resource Canvas Module in each course to assist in understanding supporting material.
- To improve choosing and narrowing topics we have spent more time with topic-related activities in class and offer online resources to research matching topics with audiences appropriately.
- To improve nonverbal communication skills we have spent more time in class practicing these skills for an audience. We include more icebreaker speeches, impromptu speeches, and small group activities.
- We also plan to utilize on campus speaking events to allow students to identify effective and ineffective physical behaviors. Campus events include a speech and debate tournament in the fall, a speech and debate tournament in the spring, Community Conversations, Northwest Voices presentations, and the spring arts festival. In addition, students are encouraged to join the Forensics team and/or participate in local Toastmasters Clubs to gain additional performance experience.

Core Theme Two: Transfer & Academic Preparation

Example #1 – Assessment of Communication (one of LCC’s four Global Skills)

Global Skills assessment occurs through the annual Summer Assessment Institute process on a four-year cycle. The aggregate scores from each summer institute appear in the [Transfer Monitoring Report](#), with a more detailed report posted on the [Global Skills webpage](#).

Table 4B-6: Average Scores, General Education Outcomes (Global Skills)

	2012-13	2013-14	2014-15	2015-16	2016-17
Communication	2.6	--	--	--	2.9
Critical Thinking	--	--	--	3.1	--
Interpersonal Relations	--	--	2.9	--	--
Numeracy	--	3.4	--	--	--

Table 4B-7: Breakout of Scoring - 2017 Summer Assessment Institute Report on Communication

Communication – Express ideas and information in writing and speaking in a manner that is clear and appropriate to the audience, and read and listen effectively.

Outcome	Average Score
A) Students will communicate in complete sentences, demonstrating use of grammar, mechanics, and word choice appropriate to context.	2.9
B) Students will develop and express their ideas clearly and reasonably for a unified purpose.	2.9
C) Students will demonstrate comprehension of a wide variety of materials.	2.9
D) Students will use credible evidence to support arguments and conclusions.	2.8
E) Students will document source information.	2.6
F) Students will use a style of delivery that is effective in communicating their message.	2.9
Overall	2.9

Although not ascertainable from the aggregate score that appears in the Transfer Monitoring Report (presented at the Board of Trustees level), it is evident from the detailed report (second table, above) that one aspect of the Communication outcome is weaker than other areas.

In order to address this deficiency, faculty facilitating the fall 2017 assessment day activity led an interactive session on documentation of source information. The activity resulted in a [“make and take” document](#) that is a consolidation of information shared that day. The document, posted on the [Global Skills webpage](#), serves as a lasting resource for all faculty. Perhaps more importantly, the regular institutes and subsequent all faculty sessions provide a forum for robust and authentic discussion about how to improve student learning across all Global Skill areas.

While there is room for growth, there was a significant increase between the last two assessment cycles for Communication (2.6 to 2.9).

Example #2 – English

Academic performance of developmental students is one of LCC’s Key Performance Indicators. Information about pre-college English appears in the “Basic Skills & Pre-College” Monitoring Report. Language & Literature faculty also do much more extensive outcomes analysis as part of the Curriculum & Program Review process.

Over the past several years, members of the English faculty have implemented significant curricular and other changes to improve student outcomes. The following “actions taken” were reported in the Basic Skills & Pre- College Monitoring Report, over a several-year period:

- A new “bucket” course replaced the previous pre-college English sequence. All students who place into pre-college English start in the same “bucket,” or course. After several weeks, faculty assess the students to see whether they belong in ENGL 099, in preparation for advancement to English 101, or need more time in pre-college. If they need more developmental work, Registration enrolls them in ENGL 098. English faculty have closely evaluated the “bucket” model and made both major and minor revisions over time. Several specific activities helped make the transition successful, including:
 - A Faculty Inquiry Group (FIG) formed to help work out the details of the new curriculum. Adjunct faculty received compensation to participate.
 - The use of data increased dramatically to identify potential problems and solutions.
 - Issues related to inexperience with teaching developmental students were resolved.
- English and Transitional Studies faculty collaborated to develop a new “Directed Self Placement” process for English, as a replacement for the English portion of the Compass test (which is no longer available).
- A new prerequisite course for ENGL 110 was developed. ENGL 087 was specifically designed to prepare career/technical students for 110, college level technical English.

Table 4B-8: Success Rates of Students in Pre-college English (excludes summer)

	2012-13	2013-14	2014-15	2015-16	2016-17
Number of students who received a 2.0 or better (C or above)	294	299	275	273	220
Proportion of students who received a 2.0 or better (C or above) <i>excluding withdrawals</i>	63%	71%	62%	68%	71%
Proportion of students who withdrew	11%	10%	9%	9%	6%
Proportion of students who received a 2.0 or better (C or above) <i>including students who withdrew</i>	56%	64%	57%	62%	67%

Table 4B-9: Success Rates of Pre-college English Students that Moved on to the Next Level by the Subsequent Fall

	Fall 12-13 Cohort	Fall 13-14 Cohort	Fall 14-15 Cohort	Fall 15-16 Cohort	Fall 16-17 Cohort
Total number of students who successfully completed a pre-college English class	138	145	134	127	114
Proportion of those students who went on to a college level course listed above	65%	71%	62%	68%	64%
Proportion of those students who withdrew from their college level course	12%	4%	6%	8%	6%
Proportion of those students who passed their college level course with a 2.0 or better	68%	81%	71%	71%	73%

Example #3 – Mathematics

As noted in example #2, academic performance of developmental students is one of LCC's Key Performance Indicators. Information about pre-college math appears in the "Basic Skills & Pre-College" Monitoring Report. Math faculty also do much more extensive outcomes analysis as part of the Curriculum & Program Review process.

Over the past several years, members of the math faculty have implemented significant curricular and other changes to improve student outcomes. The following "actions taken" were reported in the Basic Skills & Pre-College Monitoring Report, over a several year period:

- Math faculty collaborated to create a new three-course developmental pathway, replacing the previous four-course model. Faculty also created modules within the courses (3/2 credit split) in order to allow more students to achieve some progress, even if they are unable to get through the full five credits in one term.
- The math department created a math "boot camp" for incoming students to help them refresh their math skills. Students have an opportunity to repeat math placement testing after they complete a "boot camp."
- Math faculty created a non-STEM pre-college math pathway (MATH 087/097). The alternative pathway saves students four credits and a quarter.
- Math faculty created COLL 074 to help students struggling with learning math. Considered a "rescue" course, COLL 074 allows students to reduce the number of enrolled math

credits and get some extra help before advancing to the next course in the math sequence.

- Math and Transitional Studies faculty collaborated to create a “Bridge to College” math course for Adult Basic Education students. Students who complete the course with a “B” or better articulate directly to the non-STEM pathway MATH 107—Math in Society, MATH 131—Math for Elementary Teachers, or MATH 210—Elements of Statistics.

Table 4B-10: Success Rates of Students in Pre-college Math (excludes summer)

	2012-13	2013-14	2014-15	2015-16	2016-17
Number of students who received a 2.0 or better (C or above)	2038	2166	1906	1766	1439
Proportion of students who received a 2.0 or better (C or above) <i>excluding withdrawals</i>	67%	75%	71%	75%	76%
Proportion of students who withdrew	9%	6%	5%	5%	4%
Proportion of students who received a 2.0 or better (C or above) <i>including students who withdrew</i>	61%	70%	67%	71%	73%

Table 4B-11: Success Rates of Pre-college Math Students that Moved on to the Next Level by the Subsequent Fall

	Fall 12-13 Cohort	Fall 13-14 Cohort	Fall 14-15 Cohort	Fall 15-16 Cohort	Fall 16-17 Cohort
Total number of students who successfully completed a pre-college math class	477	484	467	456	459
Proportion of those students who went on to a college level course listed above	32%	35%	32%	43%	37%
Proportion of those students who withdrew from their college level course	7%	4%	9%	11%	6%
Proportion of those students who passed their college level course with a 2.0 or better	80%	85%	80%	83%	84%

Core Theme Three: Access, Support & Completion

Example #1 – Student progress/completion

Lower Columbia College joined the Achieving the Dream network in 2011 to boost student success, including “moving the needle” on graduation rates. Reform in pre-college math and English, advising and first year experience occurred. More specifically:

- Pathways were refined and shortened in pre-college English and math.
- New alternative pathways in pre-college English and math were developed.
- Substantial changes to new student orientation occurred.
- Substantial revisions to advising practices occurred.
- A new college success course based on the nationally known, research-based “On Course” curriculum launched and became mandatory for students placing in pre-college English.

With significant, campus-wide attention on student success, the data is beginning to reflect the impact of the changes.

Table 4B-12: IPEDS Graduation Rate Based on 150% Completion Time

	2012	2013	2013	2015	2016
Cohort	(2009)	(2010)	(2011)	(2012)	(2013)
Graduation rate	25%	30%	25%	27%	38%

It is worth noting that some of the reform efforts formally captured under the umbrella of Achieving the Dream (ATD) actually began as part of the institutional monitoring and planning process. Specifically, at a planning session with the Basic Skills & Pre-College Monitoring Report Review Team several years prior to LCC joining ATD, a faculty member introduced the need for both improved outcomes and a reduced course sequence in pre-college English. The initiative did not formally commence until a few years later; however, the fact that LCC had a lengthy record of reporting and analyzing data trends related to pre-college student success likely played a role in the reform process.

Example #2 – Overall Participate Rate within Service District

Although historically high, LCC continues to strive for higher participation rates within the service district. A number of institutional actions, formally adopted and communicated through the “Annual Priorities,” were taken over the past several years including:

- Simplify and clarify online and in-person admissions and enrollment services.
- Continue to identify and institute initiatives to recruit and retain underserved communities.

- Identify and institute initiatives to recruit and retain underserved communities (e.g. 1079, etc.).
- Improve student access through increased scholarship support.
- Institute specific initiatives to recruit and retain underserved communities.
- Create student access through increased scholarship support.
- Enhance student access through increased scholarship opportunities.

These and other actions contributed to the general upward trend of this indicator, which measures service district participation rate in credit courses (headcount/population x 100) and then compares it to peer colleges around the country.

Table 4B-13: Overall Service District Participation Rates in Credit Courses in Cowlitz and Wahkiakum Counties (National Community College Benchmarking Project)

	% of Service District in Credit Courses	National Percentile Rank
2012	6.16%	90 th
2014	6.76%	92 nd
2015	6.37%	91 st
2016	6.37%	95 th
2017	5.79%	93 rd

Example #3 – Participation Rate of Students of Color

A number of actions, documented in both the institutional monitoring reports as well as the “Annual Priorities,” were undertaken to increase the participation rate of students of color, including:

- Launched “Asistencia en Español” webpage on LCC website to provide information about the College in Spanish, and lists employees to contact for assistance in Spanish.
- In fall 2016, began offering study tables for non-native English speakers in the Diversity & Equity Center several times per week.
- Outreach at various events for diverse populations (Native American/Hispanic) – Particularly school fairs and other events. LCC is seeking more employees with dual language skills and identifying where we can.
- Creation of a Diversity & Equity Center and related Leadership Program.
- Sponsorship of staff and faculty to attend Faculty & Staff of Color Conference.
- Sponsorship of students to attend Student of Color Conference.
- Develop intervention strategies for increasing diversity outcomes on campus for students, faculty and staff.
- Continue to identify and institute initiatives to recruit and retain underserved communities.

- Identify and institute initiatives to recruit and retain underserved communities (e.g. 1079, etc.).
- Institute specific initiatives to recruit and retain underserved communities.
- Initiate Equity and Diversity Advisory Group.

Taken as a whole, these initiatives have contributed to increasing the proportion of students of color enrolled and maintaining the proportion in comparison to the service district.

Table 4B-14: Participation Rates for Students of Color, Compared to Service District (Cowlitz and Wahkiakum Counties)

	SOC (as a proportion of all students)	SOC (as a proportion of transfer and workforce students)	Proportion of People of Color in Service District and ratio of LCC times Service District
2012-13	21%	17%	14% (1.5 x service district)
2013-14	22%	20%	15% (1.5 x service district)
2014-15	22%	20%	15% (1.5 x service district)
2015-16	24%	22%	16% (1.5 x service district)
2016-17	24%	22%	16% (1.5 x service district)

Example #4 – Participation Rate of Students receiving Veterans’ Benefits

A number of actions, documented in both the institutional monitoring reports as well as the “Annual Priorities,” were undertaken to increase the participation rate of students receiving veterans’ benefits, including:

- Implemented quarterly “Veteran Briefings,” where new or returning Veterans or dependents can learn about Veteran benefits and campus resources (i.e., Financial Aid, Disability Support Services, etc.).
- Improvement of coordination of services for veterans.
- Enhancement of resources available for Veterans’ programs.

Table 4B-15: Participation rates for veterans receiving benefits

	Students receiving Veterans’ Benefits as a proportion of all students	Students receiving Veterans’ Benefits as a proportion of transfer & workforce populations only
2012-13	2.6%	3.6%
2013-14	2.6%	3.4%
2014-15	2.8%	3.6%
2015-16	3.3%	4.7%
2016-17	3.5%	4.9%

Core Theme Four: Institutional Excellence

Example #1: Condition of Infrastructure (Physical Infrastructure)

LCC's physical infrastructure is important for a variety of reasons. Quality facilities support the learning environment in a significant way, including enhancing safety of students and instructors. College choice is also important given that many students factor in aesthetics of a given college campus when deciding where to enroll.

Since 2007, Lower Columbia College has undertaken three major renovation and replacement projects to upgrade facilities that no longer serve our needs. First came the new [Rose Center for the Arts](#), which replaced an extremely outdated fine arts building. Next came the new [Health and Science Building](#), a project that included removal of the "portable" Instructional Office Building and renovations in both Applied Arts and Main. Lastly, the [Gym and Fitness Center](#) renovation project created a substantially upgraded facility for students and staff. The students contributed to the last project by voting to impose a new student fee (which helped the college secure a state matching grant).

In Washington State, scoring from the Facilities Condition Survey is paramount to the funding process. Points are awarded according to a set formula, including the age and condition of different types of facilities. How you score on the Facilities Condition Survey plays a large role in qualification for state funding. LCC has taken specific and deliberate steps to continue to improve our scores, even in the absence of a state capital budget until January 2018. LCC opted to keep the Main remodel project going through use of local funds rather than halting the project.

The indicators below are based on the Facilities Condition Survey, which is conducted once every biennium (in odd years), this is a weighted average score for the institution's total square footage. Ratings are as follows: 146-175 superior, 176-275 adequate, 276-350 needs improvement through maintenance, 351-475 needs improvement through renovation, >475 replace or renovate

Table 4B-17: Physical Infrastructure – Facilities Rankings per Facilities Condition Survey

	2009	2011	2013	2015	2017
Facilities overall	266	257	256	247	230
Facilities by building: proportion of buildings receiving scores of 350 or below	71%	71%	73%	81%	86%

Example #2: Condition of Infrastructure (Foundation Support to the College)

In recent years, the LCC Foundation has shifted its focus to emphasize endowment growth. Endowments provide the most sustainable model for providing continuous program support to the college. They also provide a vehicle to increase program support as a percentage of net assets. Program support as a percent of net assets is a reflection of market performance. The more endowments there are, the more the net assets and program support will grow.

A number of actions taken by the LCC Foundation have contributed to attainment of this Key Performance Indicator, including:

- The Foundation dropped its administrative fee from two to one percent in order to increase the amount of scholarship support to students and the amount of program support to the college.
- The Foundation launched the Student Success (endowed) Fund. The Foundation subsequently formed a partnership with the local newspaper, The Daily News, to raise money annually for the fund. The annual yield from TDN's "Students in Need" campaign is approximately \$50,000. Because this covers the annual disbursement to students, all other funds raised go directly to the endowment.
- More recently, the Foundation launched the College Success Fund. The College Success Fund's purpose is to increase overall support for the college and to increase the amount of grants given to faculty and staff for creative and innovative teaching and learning projects.
- The Foundation also increased their focus on planned giving, including offering free seminars to the community. In addition, the Foundation Board has engaged in strategic planning that includes more targeted outreach to potential planned givers and marketing creative ways to make planned gifts (such as the 70 ½ birthday campaign).
- The Foundation received a large gift designated specifically for music programs at LCC. This gift supports faculty salaries, program development and student recruitment for music programs. This endowed gift will continue into perpetuity and has helped bolster the enrollment in our music programs and led to adoption of the new Music DTA.

Table 4B-18: Physical Infrastructure – Foundation Support to the College (Assets)

	2013	2014	2015	2016	2017
Net assets	\$13,586,120	\$14,850,197	\$14,227,411	\$13,932,339	\$15,640,606
Net assets annual growth (%)	5.00%	9.30%	-4.19%	-2.07%	12.26%
Endowments	\$9,467,577	\$10,621,657	\$10,362,951	\$9,993,977	\$11,520,574
Endowments as proportion of net assets	69.96%	71.53%	72.84%	71.73%	73.66%

Table 4B-19: Physical Infrastructure – Foundation Support to the College (Program Support)

	2013	2014	2015	2016	2017
Program support	\$746,573	\$969,626	\$1,090,864	\$985,108	\$939,828
Program support as proportion of net assets	5.50%	6.53%	7.67%	7.07%	6.01%
Endowed Scholarships	\$103,958	\$122,367	\$130,600	\$150,593	\$90,859
Annual Scholarships*	\$133,857	\$148,608	\$132,173	\$131,582	\$162,999
Total scholarships disbursed & Student Success Program Support	\$280,182	\$323,463	\$299,859	\$333,566	\$312,317
Direct Student Support as a proportion of program support	37.53%	33.36%	27.49%	33.86%	33.23%

Resources & References for Standards 3B – 4B

- A. [Master Instructional Assessment Timeline](#)
- B. [LCC Global Skills \(General Education Outcomes\)](#)
- C. [Core Themes, Objectives and Indicators](#)
- D. [Monitoring Reports](#)
- E. [KPI Dashboard](#)
- F. [Annual Priorities](#)
- G. [Fall 2016 Curriculum and Program Review Questionnaire Results](#)
- H. [Fall 2016 Global Skills Assessment Questionnaire Results](#)
- I. [Spring 2017 Assessment Day Evaluation Results](#)
- J. [Faculty Assessment Handbook](#)
- K. [Learning Outcomes Assessment webpage](#)
- L. [Facilities Master Plan \(on Strategic Plan webpage\)](#)
- M. [Rose Center for the Arts](#)
- N. [Health and Science Building](#)
- O. [Gym and Fitness Center](#)

Mission Fulfillment, Adaptation, & Sustainability

Executive Summary of Eligibility Requirement 24

24. Scale and Sustainability. LCC engages in regular, comprehensive and responsible resource management in pursuit of mission attainment. Human, financial and infrastructure resources are sufficient for continued operation now and into the near future. Pursuit of [strategic enrollment initiatives](#) and capital project funding is continuous and ongoing.

Standard 5A – 5B: Mission Fulfillment, Adaptation & Sustainability

Assessment of Accomplishments Overview (5.A.1)

Lower Columbia College completed its 19th annual cycle of monitoring institutional effectiveness, based on a board-defined set of Key Performance Indicators (KPIs), in academic year 2017-18. The process includes extensive campus participation in the form of five [Monitoring Report Review Teams](#), consisting of over 40 faculty and 65 staff (2017-18 figures) as well as student representatives. In order to ensure relevancy, the board reviews the KPIs annually and adjustments occur on an as-needed basis. Actions taken in response to the data appear in each of the [Monitoring Reports](#).

Each of the five monitoring teams meets to review data and assess strengths, weaknesses, opportunities and threats each year. In a separate convening, the groups discussion annual and strategic planning. Results are presented to the Board of Trustees in five separate reports scheduled throughout the year, with review of the summary (“dashboard”) occurring at board retreats in winter and summer each year.

Key Performance Indicator (KPI) Dashboard: Executive Summary

The following is an executive summary of Lower Columbia College’s most recent institutional effectiveness results, indicated by year next to the title of the indicator.

The key to level of achievement is as follows: stretch goal achieved = plus sign (blue background); mission fulfillment goal achieved = check mark (green background); mission fulfillment goal not achieved = minus sign (gold background).

Detailed descriptions along with five years of data for each indicator are included in the [complete dashboard](#), posted on the LCC website.

Table 5A-1: Dashboard Executive Summary

Indicator	Level of achievement
I-A. (Overall) student performance (2016-17)	+
I-C. Licensure/nursing (calendar year 2016)	✓
I-C. Certification/welding (calendar year 2016)	+
I-D. Placement rate in the workforce (2016-17)	+
I-E. Employer satisfaction (2016-17)	✓
I-F. Relevance of programs (2016-17)	+
I-G. Client assessment of programs and services (2016-17)	✓
II-A. Basic skills achievement - status four years after start (2013-14)	+
II-B. Performance of dev ed students – success in pre-college math classes (2016-17)	+
II-B. Performance of dev ed students – success in pre-college English classes (2016-17)	✓
II-B. Performance of dev education students - in college level math (2016-17)	✓
I-B. Performance of dev education students - in college level English (2016-17)	✓
II-C. (Overall) student performance (2016-17)	✓
II-D. Transfer readiness (2015-16)	✓
II-E. Demonstration of general education outcomes – communication (2016-17)	–
II-E. Demonstration of general education outcomes – critical thinking (2015-16)	✓
II-E. Demonstration of general education outcomes – interpersonal relations (2014-15)	–
II-E. Demonstration of general education outcomes – numeracy (2013-14)	✓
II-F. Academic transfer rate (2016-17)	+
II-G. Relevance of programs - academic success after transfer(2014-15)	✓
III-A. Participation rate of persons living in the college’s service district (2017)	+
III-B. Participation rate of diverse student pops - students of color (2016-17)	+
III-B. Participation rate of diverse student pops - students w/disabilities (2016-17)	✓
III-B. Participation rate of diverse student pops – recipients of vet benefits (2016-17)	✓
III-C. Enrollment (2016-17)	–
III-D. Student persistence – full-time students (Fall 14 – 15)	+
III-D. Student persistence – part-time students (Fall 14 – 15)	✓
III-E. Student progress/completion - graduation rate (2016, fall 2013 cohort)	+
III-F. Student satisfaction with support services (2015-16)	–
III-G. Success of academic support programs (2016-17)	✓
III-H. Faculty-student engagement (2015-16)	✓
IV-A. Professional development of faculty and staff (2016-17)	✓
IV-B. Faculty/staff satisfaction and morale (2016-17)	+
IV-C. Condition of infrastructure – facilities overall (2017)	✓

Indicator	Level of achievement
IV-C. Condition of infrastructure – facilities by building (2017)	✓
IV-C. Condition of infrastructure – Foundation, annual growth (2017)	+
IV-C. Condition of infrastructure – Foundation, endowments as % of net assets (2017)	✓
IV-C. Condition of infrastructure – Foundation, program support as % of assets (2017)	+
IV-C. Condition of infrastructure – Foundation, student support as % of program support (2017)	✓
IV-C. Condition of infrastructure - cash & investments to operating expenditures ratio (2016)	✓
IV-D. External perceptions – preparing students to get a job or get a better job (2017)	✓
IV-D. External perceptions – providing customized training for employers (2017)	–
IV-D. External perceptions – providing students first 2 years of bachelor's degree (2017)	+
IV-D. External perceptions – providing...opportunity to complete high school/GED (2017)	+
IV-D. External perceptions – providing...English as a Second Language (2017)	+
IV-D. External perceptions – providing...college preparation/pre-college classes (2017)	✓
IV-D. External perceptions – programs and services open to everyone (2017)	+
IV-D. External perceptions – classes offered in convenient locations (2017)	✓
IV-D. External perceptions – offering a variety of online classes (2017)	+
IV-D. External perceptions – keeping tuition costs low (2017)	+
IV-D. External perceptions – providing...opportunity to earn certificate or degree (2017)	+
IV-D. External perceptions – consistently providing high quality programs/services (2017)	+
IV-D. External perceptions – enriching community with cultural events/opportunities (2017)	✓
IV-D. External perceptions – enriching community with athletic events/opportunities (2017)	+
IV-E. Student/graduate satisfaction with instruction (2016-17)	✓
IV-F. Cultural enrichment of students and community – cultural (2017)	✓
IV-F. Cultural enrichment of students and community – sporting events (2017)	✓

Corrective actions taken in response to the data are documented in the [Monitoring Reports](#), reports from the annual [Summer Assessment Institutes](#), and in individual Curriculum & Program Review reports.

Use & Communication of Assessment (5.A.2)

The monitoring teams make “mission fulfillment” and “stretch goal” recommendations to the Board of Trustees, and participate in SWOT (strengths, weaknesses, opportunities and threats) assessments of the data each year. Analysis from the monitoring teams appears in each of the five annual monitoring reports. Both an executive summary and complete dashboard are also available.

LCC's entire history of [Monitoring Reports](#) is available via our public website. In addition to the data, the reports contain analysis from the monitoring teams and actions taken in response to the data. A summary “[dashboard](#)” is also available via LCC's public website.

Assessment results are shared within the campus community on a regular basis, including designated faculty assessment days, all staff meetings, and quarterly conversations hosted by the LCC President with faculty, classified and exempt staff.

Faculty share results of Curriculum & Program Review reports with the [Professional/Technical Advisory Committees](#) as well.

[Annual Priorities](#), derived from results of the Monitoring Reports, appear on the college's [Strategic Plan](#) page. The college's [Annual Report of Accomplishments](#) also appears on the college's public website.

The college's current enrollment management structure is one example of institutional use of assessment results. In response to declining enrollments, 13 interdisciplinary teams convened to develop enrollment plans. The [Strategic Enrollment Plan](#) contains a detailed description of each of the 13 initiatives.

The [Strategic Plan page](#) also contains other supporting plans on topics such as waste management, facilities, emergency and contingency operations, accessibility, IT services, storm water, etc.

Evaluation & Documentation of Resources, Capacity & Effectiveness (5.B.1 – 5.B.2)

LCC engages in regular planning and evaluation regarding the adequacy of its resources, capacity and effectiveness of operations in support of our mission, core themes, objectives, and program and service outcomes on a regular basis.

Progress toward accomplishment of our objectives is measured through a series of Key Performance Indicators (KPIs) that are presented to the Board of Trustees in several reports each year. A dashboard presented at the board's winter and summer retreats provides a holistic summary of the information.

Table(s) 5B-1: Key Performance Indicator Dashboard

I-A. Student performance in professional/technical classes

Proportion of students receiving grades of 2.0 or better in workforce classes numbered 100 and above. Mission fulfillment = 80%. Stretch goal = 85%.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Student performance in professional/technical courses	81%	84%	84%	84%	86%
Level of achievement	✓	✓	✓	✓	+

I-B. Demonstration of program competencies

As part of the college's established Curriculum & Program Review process, all programs are required to collect and analyze data in order to improve student learning outcomes. Each program review plan is unique, and addresses competencies relevant for the specific discipline. Some plans, such as Nursing and Medical Assisting, are related to external accreditation and/or industry standards. Faculty perform quarterly activities for Curriculum & Program Review according to a schedule set by the Instructional Assessment Committee. A full Curriculum & Program Review cycle lasts two years, at which point the cycle starts again. Faculty set individual program competency benchmarks. View the [Curriculum and Program Review Template](#).

I-C. Licensure/certification rates (nursing)

Licensure and certificate rates based on the NCLEX exam. Mission fulfillment = exceed state benchmark of 80%. Stretch goal = 90%.

Year	2012	2013	2014	2015	2016
NCLEX/RN – first time pass rate	90%	88%	96%	89%	88%
Level of Achievement	+	✓	+	✓	✓

I-C. Licensure/certification rates (welding)

Licensure and certificate rates based on WABO exam. Mission fulfillment = 80%. Stretch goal = 100%.

Year	2012	2013	2014	2015	2016
WABO – pass rate	100%	100%	100%	100%	100%
Level of achievement	+	+	+	+	+

I-D. Placement rate in the workforce

Placement rate based on data matching between college records and Employment Security records, based on employment status 9 months after graduation (data represents students who graduated in the prior year). Mission fulfillment = no more than 2% below system average. Stretch goal = exceed system average.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Placement rate for LCC	81%	69%	76%	77%	75%
Placement rate for system	78%	71%	74%	73%	74%
Level of achievement	+	✓	+	+	+

I-E. Employer satisfaction

Based on employer ranking of overall employee professionalism in comparison to other (non-LCC) employees. Mission fulfillment = 90%. Stretch goal = 100%.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Employer satisfaction	100%	95%	90%	98%	97%
Level of achievement	+	✓	✓	✓	✓

I-F. Relevance of programs

Proportion of respondents to Professional/Technical Alumni survey who report training at LCC was “good” or “very good” in relation to job duties (or “Yes, Very” and “Yes” from Nursing Survey). Mission fulfillment = 85%. Stretch goal = 90%.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Relevance of programs	94%	89%	89%	88%	91%
Level of achievement	+	✓	✓	✓	+

I-G. Client assessment of programs and services

Based on client evaluation of customized business and industry services (overall expectations met or exceeded). Mission Fulfillment = 90%. Stretch Goal = 100%.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Client assessment of programs/services	99%	99%	99%	99%	98%
Level of achievement	✓	✓	✓	✓	✓

II-A. Basic skills achievement (status four years after start)

Proportion of ABE and ESL students who achieved some sort of Student Achievement Initiative (SAI) gain by the fourth year. Mission fulfillment = within 3% of system average. Stretch goal = meet/exceed system average.

Year	2009-10	2010-11	2011-12	2012-13	2013-14
Basic skills achievement for LCC	50%	42%	46%	39%	61%
Basic skills achievement for system	48%	47%	47%	46%	45%
Level of achievement	+	-	✓	-	+

II-B. Academic performance of developmental education students (pre-college math success)

Academic performance as determined by receiving a grade of 2.0 or better in developmental English (reading and writing). Mission fulfillment = 70%. Stretch goal = 75%.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Performance of pre-college math students	67%	75%	71%	75%	76%
Level of achievement	✓	+	✓	+	+

II-B. Academic performance of developmental education students (pre-college English success)

Academic performance as determined by receiving a grade of 2.0 or better in developmental English (reading and writing). Mission fulfillment = 70%. Stretch goal = 75%.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Performance of pre-college English students	63%	71%	62%	68%	71%
Level of achievement	–	✓	–	–	✓

II-B. Academic performance of developmental education students (performance in college-level math)

Academic performance as determined by grade of 2.0 or better received in first college-level math course. Mission fulfillment = 80%. Stretch goal = 85%.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Performance in college-level math	80%	85%	80%	83%	84%
Level of achievement	✓	+	✓	✓	✓

II-B. Academic performance of developmental education students (performance in college-level English)

Academic performance as determined by grade of 2.0 or better received in first college-level English course. Mission fulfillment = 70%. Stretch goal = 75%.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Performance in college-level English	68%	81%	71%	71%	73%
Level of achievement	–	+	✓	✓	✓

II-C. Student performance in transfer classes

Proportion of courses for which transfer students received grades of 2.0 or better in Academic transfer classes numbered 100 and above. Mission fulfillment = 78%. Stretch goal = 85%.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Student performance in transfer courses	80%	82%	81%	83%	84%
Level of achievement	✓	✓	✓	✓	✓

II-D. Transfer readiness

Percentage of transfer students achieving 45 college-level credits in a transfer pathway within two years (from Revised Student Achievement Initiative metrics). Mission fulfillment = 20%. Stretch goal = 30%.

Year	2011-12	2012-13	2013-14	2014-15	2015-16
Transfer readiness	20.6%	21.7%	26.7%	26.0%	29.9%
Level of achievement	✓	✓	✓	✓	✓

II-E. Demonstration of general education outcomes (Global Skills)

Faculty evaluation of student artifacts based on locally developed rubrics on a five-point scale. Benchmark: Mission fulfillment = 3.0. Stretch Goal = 3.8.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Communication average score	2.6				2.9
Level of achievement	–				–
Critical Thinking average score				3.1	
Level of achievement				✓	
Interpersonal Relations average score			2.9		
Level of achievement			–		
Numeracy average score		3.4			
Level of achievement		✓			

II-F. Academic transfer rate

Proportion of transfer students that completed, transferred, or were still enrolled four years later (from the Revised Student Achievement Initiative metrics). Mission fulfillment = within 5% of system average. Stretch goal = exceed system average.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Academic transfer rate for LCC	42%	48%	44%	41%	55%
Academic transfer rate for system	51%	52%	48%	51%	52%
Level of achievement	–	✓	✓	–	+

II-G. Relevance of programs (academic success after transfer)

Average GPA of enrolled transfer students at public institutions in Washington, based on available data. Mission fulfillment = 3.00. Stretch goal = 3.25.

Year	2010-11	2011-12	2012-13	2013-14	2014-15
Average GPA after transfer	3.34	3.17	3.18	3.18	3.24
Level of achievement	+	✓	✓	✓	✓

III-A. Participation rate of persons who live within the college's service district

Participation rate in credit courses of persons who live within LCC's primary service district compared to other colleges. Participation rate and national percentile calculated by the National Community College Benchmark Project (NCCBP). Mission fulfillment = 80th percentile or higher. Stretch goal = 90th percentile or higher.

Year	2012	2014	2015	2016	2017
Participation rate (percentile ranking)	90 th	92 nd	91 st	95 th	93 rd
Level of achievement	+	+	+	+	+

III-B. Participation rate of diverse student populations (students of color)

Enrolled students of color in comparison to service district. Mission fulfillment = 1.0 times service district or higher. Stretch goal = 1.5 times service district or higher.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Proportion of students of color enrolled	21%	22%	22%	24%	24%
Proportion of people of color in service district	14%	15%	15%	16%	16%
Ratio of LCC to service district	1.5	1.5	1.5	1.5	1.5
Level of achievement	+	+	+	+	+

III-B. Participation rate of diverse student populations (students with disabilities)

Enrolled students with disabilities as a proportion of transfer and workforce populations. Mission fulfillment = 7% or higher. Stretch goal = 9% or higher.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Proportion of students with disabilities enrolled	7.1%	7.4%	8.0%	8.6%	8.9%
Level of achievement	✓	✓	✓	✓	✓

III-B. Participation rate of diverse student populations (students receiving veterans' benefits)

Enrolled students receiving Veteran benefits as a proportion of transfer & workforce populations. Mission fulfillment = 3.0% or higher. Stretch goal = 5.0% or higher.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Proportion of students receiving veteran's benefits	3.6%	3.4%	3.6%	4.7%	4.9%
Level of achievement	✓	✓	✓	✓	✓

III-C. Enrollment

Percent of FTE Goal attained (all funding sources). Mission fulfillment = 100% or higher. Stretch goal = 115% or higher.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Percent of FTE goal attained	116%	115%	112%	111%	97%
Level of achievement	+	+	✓	✓	–

III-D. Student persistence, full-time students

Fall-to-fall persistence rates for first-time, full-time transfer and workforce students per the Student Achievement Initiative cohorts (SA cohorts). Mission fulfillment = 45% or higher. Stretch goal = 50% or higher.

Year	Fall 10-11	Fall 11-12	Fall 12-13	Fall 13-14	Fall 14-15
Full-time persistence rate	51%	52%	48%	54%	51%
Level of achievement	+	+	✓	+	+

III-D. Student persistence, part-time students

Fall-to-fall persistence rates for first-time, part-time transfer and workforce students per the Student Achievement Initiative cohorts (SA cohorts). Mission fulfillment = 30% or higher. Stretch goal = 40% or higher.

Year	Fall 10-11	Fall 11-12	Fall 12-13	Fall 13-14	Fall 14-15
Part-time persistence rate	29%	29%	32%	36%	37%
Level of achievement	–	–	✓	✓	✓

III-E. Student progress/completion (graduation rate)

Based on IPEDS cohorts finishing within 150% of completion time. Mission fulfillment = within 3% or higher of national median graduation rate. Stretch goal = meet/exceed national median graduation rate.

Year	2012 (Fall 09)	2013 (Fall 10)	2014 (Fall 11)	2015 (Fall 12)	2016 (Fall 13)
LCC graduation rate	25%	30%	25%	27%	38%
Comparison group graduation rate	21%	22%	24%	32%	32%
Level of achievement	+	+	+	–	+

III-F. Student satisfaction with support services

From the Community College Survey of Student Engagement, benchmark category “Support for Learners.” Mission fulfillment = mean score of 50 or higher. Stretch goal = mean score of 52 or higher.

Benchmark	2006-07	2009-10	2012-13	2015-16
LCC mean score	51.5	50.6	52.7	49.6
National cohort mean score	50.0	50.0	50.0	50.0
Level of achievement	✓	✓	+	–

III-G. Success of academic support programs

Academic success rates of students who have participated in tutoring at LCC. Mission fulfillment = 80% or higher. Stretch goal = 85% or higher.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Tutoring success rate	82%	84%	82%	83%	82%
Level of achievement	✓	✓	✓	✓	✓

III-H. Faculty-student engagement

From the Community College Survey of Student Engagement, benchmark category “Faculty-Student Engagement.” Mission fulfillment = mean score of 50 or higher. Stretch goal = mean score of 55 or higher.

Year	2006-07	2009-10	2012-13	2015-16
LCC mean score	56.8	50.7	56.0	52.5
National cohort mean score	50.0	50.0	50.0	50.0
Level of achievement	+	✓	+	✓

IV-A. Professional development of faculty and staff

Accrual of Professional Development Units by FT faculty (average unit earned). Mission fulfillment = six units or higher. Stretch goal = 10 units or higher.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Professional development units accrued	9	13	8	8	6
Level of achievement	✓	+	✓	✓	✓

IV-B. Faculty/staff satisfaction and morale

Employee PACE survey comparison by climate factor. The National Initiative for Leadership and Institutional Effectiveness (NILIE) administers the PACE survey. Mission Fulfillment = meet or exceed mean score of “Medium 2-Years.” Stretch goal = meet or exceed mean score of “All Institutions.”

Year	2015-16	2016-17
Overall score for LCC	3.919	4.015
Overall score for medium 2-years	3.673	3.784
Overall score for all institutions	3.688	3.773
Level of achievement for Overall Score	+	+
Institutional Structure score for LCC	3.628	3.760
Institutional Structure score for medium 2-years	3.397	3.478
Institutional Structure score for all institutions	3.434	3.479
Level of achievement for Institutional Structure	+	+
Student Focus score for LCC	4.189	4.247
Student Focus score for medium 2-years	3.928	4.061
Student Focus score for all institutions	3.930	4.051
Level of achievement for Student Focus	+	+
Supervisory Relationship score for LCC	3.957	4.071
Supervisory Relationship score for medium 2-years	3.720	3.842
Supervisory Relationship score for all institutions	3.735	3.829
Level of achievement for Supervisory Relationships	+	+
Teamwork score for LCC	4.046	4.129
Teamwork score for medium 2-years	3.768	3.892
Teamwork score for all institutions	3.759	3.862
Level of achievement for Teamwork	+	+

IV-C. Condition of infrastructure (facilities overall)

Based on the Facilities Condition Survey which is conducted once every biennium (in odd years), this is a weighted average score for the institution’s total square footage. Mission fulfillment = 275 or below. Stretch goal = 200 or below.

Year	2009	2011	2013	2015	2017
Overall facilities score	266	257	256	247	230
Level of achievement	✓	✓	✓	✓	✓

IV-C. Condition of infrastructure (facilities by building)

Based on the Facilities Condition Survey which is conducted once every biennium (in odd years), this represents the proportion of buildings rated at 350 or below. Mission fulfillment = 70% or above. Stretch goal = 100%.

Year	2009	2011	2013	2015	2017
Proportion of buildings at 350 or below	71%	71%	73%	81%	86%
Level of achievement	✓	✓	✓	✓	✓

IV-C. Condition of Infrastructure (LCC Foundation: annual growth)

Based on the percentage growth in net assets. Mission fulfillment = 5%. Stretch goal = 10%.

Year	2013	2014	2015	2016	2017
Annual growth as % of net assets	5.00%	9.30%	-4.19%	-2.07%	12.26%
Level of achievement	✓	✓	-	-	+

IV-C. Condition of Infrastructure (LCC Foundation: endowment as percentage of net assets)

Based on endowment as percentage of net assets (the LCC Foundation's net assets fall into two broad categories: endowed and non-endowed funds). Mission fulfillment = 70%. Stretch goal = 80%.

Year	2013	2014	2015	2016	2017
Endowments as a % of Net Assets	69.69%	71.53%	72.84%	71.73%	73.66%
Level of achievement	-	✓	✓	✓	✓

IV-C. Condition of infrastructure (LCC Foundation: program support as a percentage of net assets)

Based on program support as a percentage of net assets. Mission fulfillment = 4%. Stretch goal = 6%.

Year	2013	2014	2015	2016	2017
Program Support as % of net assets	5.50%	6.53%	7.67%	7.07%	6.01%
Level of achievement	✓	+	+	+	+

IV-C. Condition of infrastructure (LCC Foundation: direct student support as a proportion of program support)

Based on scholarship disbursement as a proportion of program support. Mission fulfillment = 30%. Stretch goal = 35%.

Year	2013	2014	2015	2016	2017
Scholarship disbursement as a proportion of program support	37.53%	33.36%	27.49%	33.86%	33.23%
Level of achievement	+	✓	-	✓	✓

IV-C. Condition of infrastructure (cash and investments to operating expenditures ratio)

This ratio measures the adequacy of reserves to meet ongoing operating expenses. A higher ratio reflects LCC's ability to absorb or cushion the effect of budget reductions or revenue shortfalls. Mission Fulfillment = 30% or higher. Stretch goal = 40% or higher.

Year	2012	2013	2014	2015	2016
Cash and investments to operating expenditures ratio	49%	48%	43%	32%	34%
Level of achievement	+	+	+	✓	✓

IV-D. External perceptions/satisfaction with LCC

Based on input from a community perception survey administered every three years, beginning with the statement "LCC does a good job of." Mission fulfillment = 90% or higher. Stretch goal = 95% or higher.

Year	2011-12	2014-15	2017-18
Providing students with the education and training needed to get a job or to get a better job.	94%	94%	93%
Level of achievement	✓	✓	✓
Helping employers in this community train their employees.	88%	84%	83%
Level of achievement	-	-	-
Providing students with the opportunity to obtain the first two years of a bachelor's degree.	97%	96%	99%
Level of achievement	+	+	+
Providing people in our community with the opportunity to complete high school or earn a GED.	95%	98%	95%
Level of achievement	+	+	+
Providing non-native speakers in the community with the opportunity to learn English as a Second Language.	90%	95%	95%
Level of achievement	✓	+	+
Providing educational opportunities for students who are not yet ready to take college level courses.	97%	94%	94%
Level of achievement	+	✓	✓
Making college accessible to the community by offering a wide variety of programs and services that are open to everyone.	96%	99%	96%
Level of achievement	+	+	+
Making college accessible to the community by offering classes in convenient locations.	90%	99%	94%
Level of achievement	✓	+	✓
Making college accessible to the community by offering a variety of online classes.	89%	95%	96%
Level of achievement	-	+	+

Year	2011-12	2014-15	2017-18
Making college accessible to the community by keeping tuition costs low compared to four-year institutions.	96%	93%	96%
Level of achievement	+	✓	+
Providing people in the community with the opportunity to graduate with a certificate or degree.	98%	98%	98%
Level of achievement	+	+	+
Consistently providing high quality programs and services.	96%	97%	95%
Level of achievement	+	+	+
Enriching the community with cultural events and opportunities.		95%	94%
Level of achievement	n/a	+	✓
Enriching the community with athletic events and opportunities.		96%	99%
Level of achievement	n/a	+	+

IV-E. Student/graduate satisfaction with instruction

Based on LCC Graduate Survey: "I participated in meaningful learning experiences at LCC." Proportion that agreed or strongly agreed. Mission fulfillment = 85% or higher. Stretch goal = 95% or higher.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Student/graduate satisfaction with instruction	90%	88%	89%	89%	91%
Level of achievement	✓	✓	✓	✓	✓

IV-F. Cultural enrichment of students and community (cultural activities)

Community participation in cultural activities in relation to community population, from the National Community College Benchmarking Project. Mission fulfillment = 50% or higher. Stretch goal = 70% or higher.

Year	2013	2014	2015	2016	2017
Community participation: cultural activities	78%	68%	65%	76%	66%
Level of achievement	+	✓	✓	+	✓

IV-F. Cultural enrichment of students and community (sporting events)

Community participation in cultural activities in relation to community population, from the National Community College Benchmarking Project. Mission Fulfillment = 50% or higher. Stretch goal = 90% or higher.

Year	2013	2014	2015	2016	2017
Community participation: sporting events	91%	58%	85%	87%	80%
Level of achievement	+	✓	✓	✓	✓

Corrective actions taken as a result of monitoring progress are documented in the [Monitoring Reports](#), annual [Summer Assessment Institute reports](#) (for Global Skills), and individual Curriculum and Program Review reports.

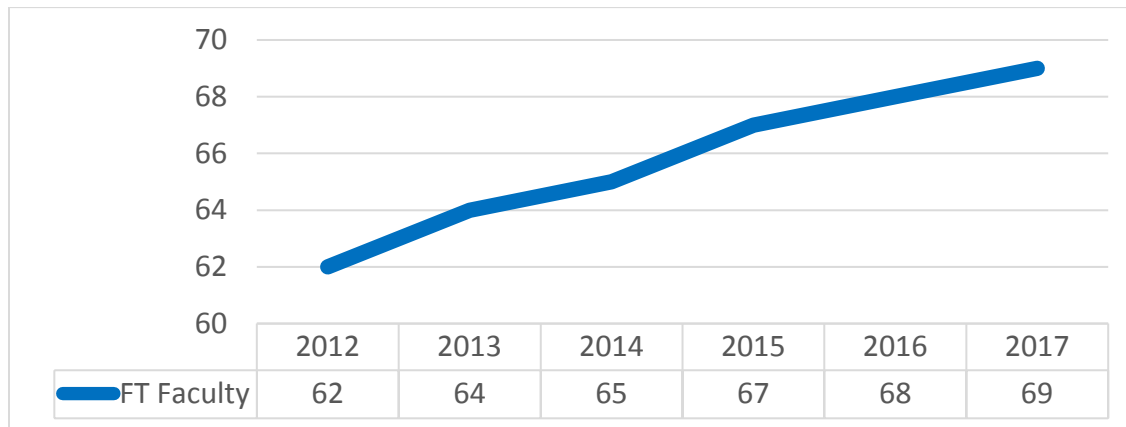
The connection between the institutional monitoring process and planning helps to ensure that there is a clear and direct connection between assessment of progress toward accomplishing our core themes and resource allocation. Each of the five monitoring teams convene for planning purposes in January of each year. From these gatherings, the [Annual Priorities](#) are developed. Budget development occurs in tandem with identification of priorities for the coming year.

Budget is a standing agenda item of the Executive Leadership Team and the following budget timeline appears on each weekly agenda (reference is for 2017-18 academic year):

- **December:** present full-time faculty position needs to Executive Leadership Team (ELT) to allow for succession planning.
- **January:** revenue projections provided to ELT (note: revenue projections based on prior-year actual enrollments). Discuss International Student fees.
- **February:** ELT reviews budget revenue/expenditures for current year.
- **Mid-February:** set goals/priorities for coming year (Annual Priorities).
- **March:** vice presidents review proposed budgets with areas; bring notes from meetings to ELT including proposed line item budgets.
- **March-April:** review proposed budget with campus governance groups including Union Management Communications Committee (classified staff), Operations Council (department heads), Governance Council (faculty), Instructional Council (faculty), Student Services Council (staff), and the Associated Students of Lower Columbia College.
- **April:** ELT reviews proposed budget with inputs from campus groups.
- **May:** ELT approves proposed budget.
- **July-August:** budget presented to Board of Trustees for approval.

A highlight from the process noted above is the emphasis on replacing full-time faculty positions following state cuts that occurred in the wake of the 2008 recession. Through a facilitated dialogue between faculty and administration, a replacement plan for full-time positions was developed. This collaboration has resulted in an increase in the overall number of full-time faculty positions in each of the past six years.

Figure 5B-2: Number of Full-Time Faculty (Fall Quarter)



LCC adopted a proactive approach in response to declining state support following the 2008 recession. This includes launching targeted enrollment initiatives that support the core themes, in addition to the selective use of grants to support student success and learning. For example, the college successfully obtained a \$1.7 million matching grant from the Economic Development Administration to equip the new Health and Science Building. The enhanced laboratory equipment specifically supports attainment of student learning outcomes in health and science disciplines. The college also recently received a \$1 million grant from College Spark and the State Board for Community and Technical Colleges to implement Guided Pathways. The Guided Pathways movement aims to improve student completion of math requirements, retention and completion rates (all Key Performance Indicators for the institution) by simplifying the entry and progression process for students.

In addition to the operating budget, LCC maintains an appropriate contingent reserve of \$6.3 million per the last audited financial statement. Reserve funds include \$2.0 million for capital projects (CEO), \$0.6 million for cash flow, \$0.8 million for the ctcLink project, \$2.4 million in board reserves (required by the LCC Board of Trustees), and \$0.4 million for development of the college's first two applied baccalaureate programs, for a total of \$6.2 million. The difference, \$0.1 million, remains in a discretionary reserve fund. Appropriate management of reserves is critical since all funds generated through Running Start and CEO are now part of the operating budget, and the college is no longer generating excess tuition revenue (which was the case for a number of years following the recession). While conservatively balanced, LCC's budget is "all in."

Critical one-time expenditures from the reserves must receive board approval prior to implementation. Some examples of recent, emergent one-time expenditures include:

- Clean-up of the welding lab when higher than recommended arsenic levels were detected (levels were within legal limits).
- Emergency preparedness including equipping the campus with an emergency alert system and replacing door hardware to facilitate lock-downs by personnel without keys.

- Purchase of nearby apartment buildings to facilitate student housing needs.
- Replacement of deteriorated artificial turf for the baseball field (which was creating a hazard for players).

The college also actively participates in Washington's competitive capital budget process, most recently with submission of a proposal to build a new Vocational Building. A series of campus forums facilitated by an architectural/facilities planning firm resulted in determination of the priority. The college's Facilities Master Plan documents the process.

The new Vocational Building will replace the existing, aging vocational, (old) science, and (old) physical science structures. As with previous capital projects, the proposed Vocational Building directly supports the college's Core Themes, objectives, indicators, and program/service outcomes.

Monitoring of Environment & Use of Findings (5.B.3)

LCC monitors the internal and external environment in a variety of ways.

- Monitoring Report Review Teams conduct SWOT (strengths, weaknesses, opportunities and threats) analyses each year as part of the data review process. This information appears in each of the five annual [monitoring reports](#) that are available online on the college's public website. Presenters cover the results of each SWOT analysis in detail with the Board of Trustees.
- [Professional/Technical Advisory Committees](#), which exist per Washington law, are comprised of industry and college representatives. The committees help to ensure that college programming is meeting community need and keeping up with industry trends.
- Planning for facilities improvements, documented in the [Facilities Master Plan](#), occurs through convening internal and external stakeholders to identify top priorities.
- LCC engages in a number of regular surveys designed to gather feedback from the internal and external communities on a variety of topics, including perceptions and satisfaction. Some examples include a community perception survey conducted every three years, an annual graduate follow-up survey focusing on professional/technical programs, employer satisfaction surveys, the Community College Survey of Student Engagement which occurs every three years, an annual student satisfaction survey, and the Personal Assessment of Campus Environment (PACE) survey, distributed to college employees every three years. Monitoring reports contain key questions from each of the surveys.
- The Executive Leadership Team conducts an in-depth SWOT analysis during their annual summer retreat.
- The Board of Trustees also engages in SWOT analyses during their summer retreat.
- Key planning documents such as the [Annual Priorities](#) go out to the campus community for review and comment before finalization.
- Benchmarking of Key Performance Indicators (KPIs) against state or national norms occurs whenever possible.

- Data from transfer universities (transfer GPA) and Employment Security (employment rates) are included in the college's KPI structure.
- LCC President Chris Bailey serves on the Washington Workforce Development Board. Several other key personnel also serve on state committees, commissions and councils.
- Members of the Executive Leadership Team monitor legislative and policy initiatives for potential impact to college policy or operations.

Resources & References for Standards 5A – 5B

- A. [Monitoring Report Review Teams](#)
- B. [Monitoring Reports](#)
- C. [Dashboard](#)
- D. [Professional/Technical Advisory Committees](#)
- E. [Annual Priorities](#)
- F. [Strategic Plan](#)
- G. [Annual Report of Accomplishments](#)
- H. [Strategic Enrollment Plan](#)

Conclusion

Strengths

Several strengths emerged over the course of developing our report.

1. We have a well-established institutional effectiveness framework.
 - We just completed the 19th annual institutional monitoring cycle, including analysis of KPIs and documentation of actions taken to improve performance. Current and historical monitoring reports are widely available through our public website.
 - KPI monitoring is fully integrated with strategic and operational planning.
 - The institutional monitoring/planning process is inclusive, participatory and open to all – for example, over 100 faculty and staff were involved in the most recent annual analysis and planning cycle. Student representatives are also included. Feedback exercises indicate that participants understand the process and their role.
 - Our Board of Trustees is integrally involved in the process and reviews/discusses institutional monitoring and performance at five regular meetings and two retreats each year.
2. We have a well-established system in place for assessment of student learning outcomes.
 - We have a standardized Curriculum & Program Review template used by all faculty for program/course assessment. We just finished our third, two-year cycle using the current instrument, which replaced the former, less standardized process that had been in place for many years.
 - Assessment of general education outcomes (Global Skills) through our Summer Assessment Institute process is in its 12th year. Faculty compete to participate in the institute through an application process. All faculty review the findings in September and engage in related discussion and activities. Findings and related resources are available on our faculty-staff website.
 - Faculty have three designated 'instructional planning/assessment' days a year (one per quarter) to engage in deep and authentic assessment work, related professional development and planning.
3. Our emergency preparedness and related contingency plans are in place.
 - Comprehensive preparedness and contingency plans exist to address a plethora of situations.
 - Our Safety and Security team provides regular training opportunities.
 - Our Executive Leadership Team engages in tabletop exercises on a regular basis.

- We engage in quarterly emergency drills, including lockdown, active threat and earthquake drills.
4. We have been engaged in comprehensive student success efforts for nearly a decade.
 - We belonged to the Achieving the Dream network for six years and received 'leader college' designation after our third year.
 - We are currently receiving significant grant support from College Spark Washington to engage in Guided Pathways work.
 - Our ongoing efforts have resulted in upward trends in completion and retention rates, as follows:
 - Over the last five years, completion rates increased from 25 to 38%, putting LCC near the top for community colleges in Washington (second for community colleges and fifth overall out of 34 institutions according to an [analysis conducted by the Seattle Times](#)).
 - Over the last five years, retention rates for full-time students increased from 55 to 61%, and increased from 32 to 39% for part-time students.
 5. LCC has completed four audited financial statements (2014, 2015, 2016 and 2017).
 6. We have significantly enhanced our campus through capital improvements.
 - Recent projects include the following:
 - Rose Center for the Arts
 - Health and Science Building
 - Gym & Fitness Center remodel
 - Main remodel
 - Renovations
 - We are on the list for a new Vocational Building, and may start the design phase as early as 2018-19.
 7. We continue to establish new ways to serve the community and student population/s.
 - The Lower Columbia Regional University Center, housed in our library building, provides a central location for people in the community seeking baccalaureate and graduate degrees, provided through several formal and informal university partnerships.
 - We have established a number of short and long-term programs for international students, and are [collaborating with our K-12 partners](#) to bring even more students to the area.
 - We are in the development process for our first applied baccalaureate degree (education with P-3 endorsement) and have started the process for a second (business). We intend to integrate these opportunities into the University Center.

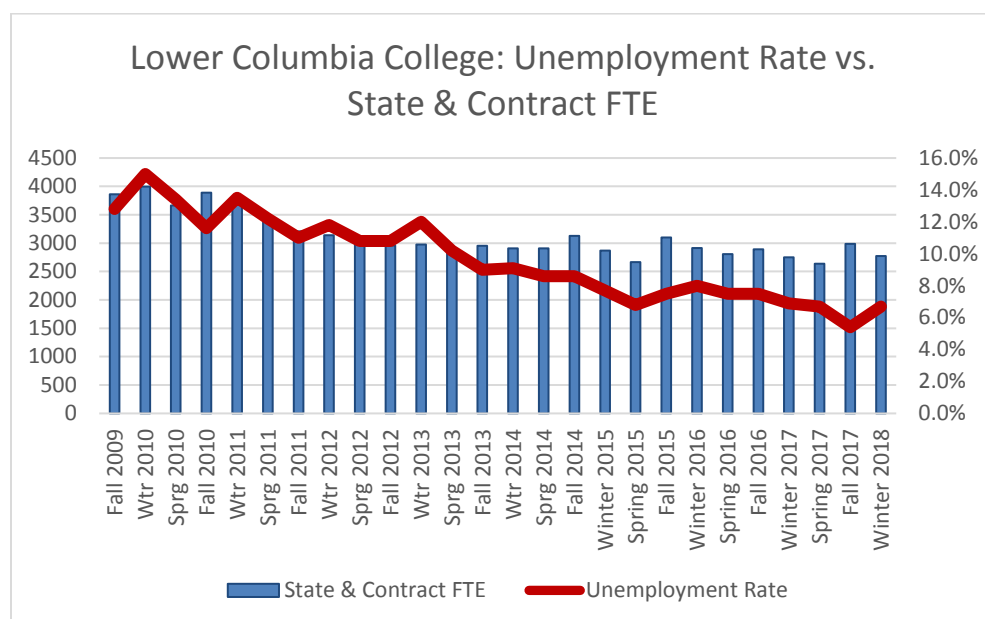
Looking Ahead

In addition to the strengths noted above, we also identified a number of areas that we would like to continue to grow and develop as we move forward.

1. Faculty professional development continues to be a major priority.
 - Our current metric, which measures the average number of professional development units accrued by faculty per year, does not adequately reflect our efforts in this area and will be either expanded or replaced in our next iteration of KPIs.
 - Since our mid-cycle evaluation, we have incorporated a significant amount of professional development into our designated assessment/instructional planning days. For example, conference-style breakout sessions replaced large group meetings in order to cover a broader range of needs. Recent breakout sessions include developing and using rubrics in Canvas, pulling course-level rubric data from Canvas for the purpose of program assessment (using a tool developed by LCC faculty member Armando Herbelin), and writing measurable student learning outcomes.
 - We are pleased to be hosting our second SCALE (Southern Center for Active Learning Excellence) Institute in September 2018. In a study recently completed by researchers from College Spark Washington, 70% of LCC faculty reported that they were still using the SCALE techniques they learned in 2013 five years later. The [complete issue brief on professional development](#) is available on the College Spark Washington website (the profile of LCC begins on page 15).
2. Student Learning Outcomes Assessment continues to grow and develop.
 - After three, two-year cycles under the current process we have learned enough to begin development of the next iteration of our template. Areas of emphasis will include removing sections that are less relevant while increasing the emphasis of critical components such as data analysis and strengthening career pathways across all programs.
 - We are continuing to strengthen and diversify the structure of our designated assessment/instructional planning days to meet a range of needs. While we have incoming faculty who still need to start with the basics, we also have faculty using sophisticated data collection methods who are in need of training for more complex statistical analysis than is currently being provided.
 - Our faculty have increased their need of data and other technical support from Institutional Research. We opted to spend a portion of the grant money we are receiving from College Spark Washington for Guided Pathways to add a second full-time institutional researcher, who should be in place by August 2018.

3. Because of its importance to our funding allocation model, enrollment continues to be a major priority.
 - Our current metric, which measures state FTE only, does not adequately reflect our efforts in this area and will be either expanded or replaced in our next iteration of KPIs. Because the funding allocation model recently changed and we are still analyzing it, we have not had sufficient time to update our performance target yet.
 - The new allocation model distributes funding according to a three-year rolling state FTE enrollment average. Because enrollment at LCC has declined somewhat, it appears as if we are not meeting our enrollment target. This is misleading for a number of reasons.
 - More than 50% of the colleges in our system have experienced greater declines than LCC in terms of state FTE in recent years, which means that our allocation is actually increasing slightly because we are getting a larger share of the total amount of funding available.
 - We have experienced significant growth in Running Start, a high school dual enrollment program. Because the vast majority of Running Start FTE is 'contract' rather than 'state' FTE, it is not reflected in our current performance target.
 - We are currently pursuing 13 strategic enrollment initiatives of varying scope and size. While many of the activities may only indirectly affect enrollment, others, such as development of our first two applied baccalaureate degrees, have much greater potential for long-term FTE growth.
 - Over the past five years, a positive gap has developed between our enrollment levels and the unemployment rate in our service district. This is notable, because historically the two metrics have been closely associated.

Figure 1-Conclusion: Unemployment Rate and Enrollment



4. We are redefining the student experience to improve support for learners, and boost retention and completion rates.
- During our six years with Achieving the Dream, we made a number of improvements to services for students including:
 - Developing a Canvas-based advising interface to increase efficiency and effectiveness of advising, as well as reduce communication barriers between faculty and students.
 - Completely revamping our New Student Orientation process.
 - Overhauling our testing (placement) practices for both math and English.
 - Replacing the previous college success course with a more targeted first year experience based on the research-based *On Course* curriculum.
 - Over the next several years, we plan to expand on those efforts as we develop Guided Pathways and work to further enhance the student experience.
 - We recently purchased EAB Navigate, which we intend to integrate into our overhaul of the onboarding process for students. Our goal is to make the admissions-to-enrollment process as seamless as possible for students, therefore reducing any avoidable outmigration.
 - We are shifting to truly mandatory advising for all students, enforced by tighter restrictions on the availability of the quarterly codes students need to register. Adoption of increasingly intrusive advising practices will accompany this shift, as we move toward a team-advising approach. Teams will consist of faculty experts along with staff with expertise in financial aid and transfer options.
 - Increased availability of data and analytics regarding student risk factors through EAB and Ruffalo Noel Levitz's College Student Inventory will help us provide more timely and targeted interventions. Students will receive specific information when they need it, rather than at the front-end when it may not be relevant.
 - As part of our pathways development work, we will establish more specific student learning outcomes for non-instructional support services. While we have engaged with analysis of student satisfaction and other survey metrics regarding support services for two decades, we have not formally established learning outcomes in areas such as student programs and activities.
 - As part of our Guided Pathways work, we will continue to contextualize basic coursework such as our first year experience (college success) courses, pre-college math and English, and discipline-specific gateway courses such as the science sequences. Integrating more student-faculty research experiences into the curriculum is one of many contextualization goals.
 - We currently offer a general Associate of Arts – Direct Transfer Agreement with variations for different intended majors. Our intention is to re-think this particular degree in terms of how it prepares students to

enter different career pathways, specifically in terms of how it relates to students' educational and career goals.

- We will continue to expand our practices related to active and collaborative learning. This is evident in our ongoing commitment to practices developed by the SCALE (Southern Center for Active Learning Excellence) Institute noted above. It is also evident in our facilities development, design and remodel practices, which emphasize creation of collaborative learning and study spaces outside the classroom.



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