



MID-CYCLE EVALUATION (with Standards One & Two)

Submitted to Northwest Commission on Colleges and Universities

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Introduction

Lower Columbia College (LCC) is pleased to submit this Mid-Cycle Evaluation as an affirmation of our mission and commitment to continuous improvement. Because this is the first round of Mid-Cycle Evaluations, LCC opted to include all materials that would have been prepared for the traditional Year Three Visit, including an updated report on Standard One (included primarily for reference) and a new report on Standard Two in addition to the Mid-Cycle evaluation questions. It is our intention that any materials deemed unnecessary by the evaluation team for the new Mid-Cycle evaluation be disregarded until Year Seven.

In May 2014, LCC completed its 15th annual cycle of monitoring progress toward accomplishing its mission. This comprehensive process involves tracking a number of Key Performance Indicators distributed among seven College Outcomes. The College Outcomes—Access, Transfer, Professional/Technical, Basic Skills & Pre-College, Community Enrichment, Customized Education, and Institutional Excellence—were originally developed and adopted by the LCC Board of Trustees in 1999. The College Outcomes were reviewed, reaffirmed and consolidated into four Core Themes by the College’s Accreditation Steering Committee after extensive campus input, and approved by the Board of Trustees in July 2011. The College’s Core Themes are as follows:

1. Workforce and Economic Development
2. Transfer and Academic Preparation
3. Student Access, Support and Completion
4. Institutional Excellence

In fall 2011, LCC submitted its first Year One Report, and also joined the national Achieving the Dream network. Both opportunities helped strengthen the existing culture of evidence. After a thorough review and mapping of the objectives of Achieving the Dream with the College’s Core Themes, Objectives and Indicators, two additional Key Performance Indicators (KPI’s) were adopted bringing the total to 29. The updated list of KPI’s was approved by the LCC Board of Trustees in February 2013.

A substantial proportion of LCC faculty and staff serve on the Monitoring Report review teams. Each team, made up of a dozen or more faculty and staff, is charged with reviewing and analyzing the data each year. Additionally, the teams review and discuss the action plans taken as a result of reviewing the data, and provide input as to where we are doing well and where our challenges lie. The teams meet separately with the LCC President to discuss planning for the upcoming year.

The data, findings from the Monitoring Report Review teams, and action plans related to each Core Theme are presented to the Board of Trustees in the form of five annual Monitoring Reports. The Core Theme entitled, “Transfer and Academic Preparation” is presented in the form of two different reports due to the quantity of data presented. Performance in each of the College’s KPI’s is also rolled up into a single “dashboard” that is presented annually to the Board of Trustees at the summer retreat.

Institutional Context

Lower Columbia College was established in 1934 as Lower Columbia Junior College. 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 Northwest Commission on Colleges and Universities. The first land purchase occurred in 1942, and construction on the College's first permanent building began in 1950. In 1967, Lower Columbia College joined the state-supported community college system, governed by the Washington State Board for Community and Technical Colleges. 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, charged with providing local oversight for college activities.

Lower Columbia College serves students from Cowlitz and Wahkiakum counties and beyond through face-to-face and eLearning opportunities. The campus has expanded to include 27 buildings on 38.75 acres in downtown Longview, located adjacent to the City's historical city center. Approximately 5,000 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 one of the highest per-capita community college enrollment ratios in the state (Washington State Higher Education Trends and Highlights, Office of Financial Management Forecasting Division, 2009). Although LCC does not operate any student residential facilities, the campus is conveniently located within walking distance of many rental opportunities.

As a comprehensive community college, LCC offers a mix of transfer, Professional/Technical, community and customized education, and developmental educational opportunities. LCC has articulated degree programs with Washington State University, City University, Concordia University, and Eastern Washington University among others. The College offers approximately 50 different certificate and degree programs designed to prepare students for the workplace and/or transfer to a baccalaureate granting institution, including an award winning Nursing program. 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.

The population in LCC's service district is approximately 90% Caucasian. Our student population poses significant socioeconomic challenges, a reflection of the surrounding area. In a study conducted by the Washington State Board for Community and Technical Colleges, LCC's students were found to be highly concentrated in the two lowest income quintiles—more so than all but two other community colleges in the state (Washington State Board for Community and Technical Colleges, *The Socioeconomic Well-Being of Washington State: Who Attends Community and Technical College*, 2006).

Recent economic challenges have resulted in significant enrollment increases over the past three years and unprecedented disbursement of Financial Aid. In 2010-11, LCC was the most over-enrolled community college in the Washington Community and Technical College System at 3,652 FTE (142% of the state allocated target for the institution). In 2013-14, LCC was still one of the most over-enrolled colleges in the state at approximately 115% of target.

Sustaining enrollment at higher levels than in the past is important to the College for several reasons, including student access. In addition, state appropriations have declined over the past six years, resulting in an annual allocation that is approximately \$3 million less than prior to the economic recession. In addition to over-enrollment, LCC has implemented a number of initiatives specifically

intended to increase revenue, including the development of an international student program, implementation of a Corporate Training Program, Rural Outreach (delivering LCC eLearning courses through a number of rural community partner locations), opening a University Center in collaboration with four-year partners, and increasing student success.

LCC employs 65 Full-time Faculty and just under 200 staff, in addition to a cadre of adjunct faculty that fluctuates with enrollment. LCC receives funding from state, federal and local sources and has an operating budget of approximately \$30 million. In addition to the Board of Trustees, the administration receives input from a number of technical advisory and college committees.

Since fall 2011, there have been major changes to campus facilities. The College received legislatively appropriated capital funding for a new Health and Science Building in the 2011-13 funding cycle, and that project is substantially complete. At the same time, the College unexpectedly received \$2 million in state matching funds to be combined with \$2 million raised through student activities funding for a Health and Fitness Center remodel. That project that is still underway.

Instructional Updates

There were several academic program changes in 2012-13 and 2013-14, all deemed minor in consultation with the Northwest Commission on Colleges and Universities. These changes were reported in the annual reports to the Northwest Commission. Changes approved after the 2014 annual report deadline will be submitted in 2015. All changes are summarized below.

New degree and certificate programs include:

- Homeland Security Emergency Management (AAS). This is a collaborative degree with Pierce College District.
- Health and Wellness Advocate (Certificate of Completion). This new certificate program is designed to train individuals to assist others navigating the newly revised healthcare systems.
- Introduction to Digital Forensics (Certificate of Completion). This is an 18 credit certificate program. This was designed as an add-on to existing Information Technology certificate and degree options.

Revised certificate and degree programs include:

- Chemical Dependency Studies (AA-DTA). The program planner was revised to assist students planning to transfer to a four-year program in Chemical Dependency Studies. This was previously a long-standing AA degree.
- Early Childhood Education Level I and II (Certificates of Completion) and AAS-T. These programs were repackaged to align with new state standards.
- LPN2RN, RN, and RONE (Rural Outreach Nursing Education) were all slightly revised to facilitate the transfer process to four-year institutions. These Nursing programs were already in existence.
- SPINE (Special Projects in Nursing Education). Another Nursing program repackaged to better facilitate online students. Approved in 2013-14 as a pilot by the NWCCU; the pilot project is two years.

Individualized Certificate Programs (ICP)

- Short-term Certificate of Completion, rapid response programs that serve 1-8 students at a time, ICP programs were approved by the NWCCU in May 2012. ICP programs implemented in 2012-13 and 2013-14 include Coffee Service Management, Sterile Processing Assistant, Bilingual Customer Service Representative, and Inventory Management.

Response to Recommendations

The College was asked to provide updates on two recommendations from the October 2010 comprehensive visit and one recommendation from the Year One Report per correspondence from the NWCCU.

- 1. The Committee recommends the College evaluate the effectiveness of the faculty advising program. While the College has an active faculty advising program, the student advising workload of each teaching faculty member, as well as the student advising preparation of each faculty member, appear inconsistent. (Standards 2.A.5, 2.C.5, 4.A.2)***

When Lower Columbia College became an Achieving the Dream institution in 2011, advising reform was deemed a top priority. Since that time, several improvements have been implemented.

- A quarterly Faculty Advising Institute was implemented in 2013-14 and is ongoing. To date, 16 faculty have completed the training. This represents approximately one quarter of the target group, which includes FT faculty and a small cadre of adjunct faculty. All new faculty will be asked to participate in the institute. Training includes:
 - Conceptual work around “advising as teaching”
 - The NACADA principles of Academic Advising:
 - Curriculum, pedagogy, and learning outcomes
 - Prescriptive vs. development advising
 - Student Life Cycles
 - Financial Aid
 - Math curriculum structure
 - English curriculum structure
 - First Year Seminar
 - Online advising
- An advising syllabus, which reinforces the conceptual framework of advising as teaching rather than advising as scheduling, has been introduced and is in use campus-wide.
- Section 601.3 of the new Faculty Agreement states that advisee loads over 30 will not be assigned without the express permission of the faculty member; and that advisees over the limit of 30 will be compensated at a standardized rate. The cap of 30 students is particularly an issue in specialized programs such as Accounting and Early Childhood Education, which are small departments. In such cases, faculty have the option to carry a larger advising load and receive compensation as described in the Faculty Agreement. As an alternative to the 30 advisee limit, a cadre of 10-12 adjunct faculty members has been recruited to share the advising load with full-time faculty. Full-time faculty must approve the adjuncts selected for advising. Adjuncts are compensated for their time spent advising.
- Through the work of a subcommittee of Achieving the Dream, the roles of educational planners vs. faculty advisors have been formalized. Dubbed a “layered” advising model, the committee’s work helped to better clarify the point of transition between educational planners, sometimes referred to as entry advisors, and faculty advisors.

- The use of “cohort advising” has been expanded to increase both the efficiency of advising services and the amount of information being provided to students. Cohort advising has been used for several years for advising in the Nursing and Medical Assisting programs. The model has been further expanded with the implementation of the First Year Seminar, which incorporates cohort advising into the curriculum.
- The new First Year Seminar, noted above, is a 2-credit, 2-quarter sequence required for all students testing into pre-college English. Other students are also eligible for the course. In the first quarter, all students will develop a detailed academic plan. During the second quarter, it is anticipated that most students will move into college level courses. By the third quarter, students are expected to transition to faculty advisors in their respective programs. The First Year Seminar is a collaborative effort between Instruction and Student Services.
- Advising has been incorporated into the triennial review/conference process for faculty. Deans now include a review of the number of advisees seen by each faculty in addition to having a discussion about how advising is going for them. Both are new elements in the faculty triennial review/conference process.
- The Office of Instruction has implemented quality control practices to ensure that every student has an assigned advisor. This process is slated for review by Instructional leadership in summer 2014 and any needed improvements will be implemented by fall 2014.

2. *The Committee recommends the College implement regular and systematic evaluation of all faculty on a continuing basis. Lower Columbia College has policies and procedures in place for both tenured and pre-tenured faculty, and the evaluation of pre-tenured faculty appears to be consistent and constructive. The evaluation for tenured faculty and part-time faculty appears to be heavily reliant on student course evaluations. (Policy 4.1 and Standard 4.A.5)*

Over the past several years faculty and administration have worked together to strengthen the evaluation process for tenured faculty. The culmination of that work is the new Faculty Agreement. Section 800 of the new agreement describes the purpose, process and procedures for the comprehensive evaluation process. Although the process still includes the traditional student evaluations, additional components have been added, including:

- Peer Assessment. Section 804 of the new agreement states that each tenured faculty will participate in peer evaluation (804.1) during the third year of the triennial cycle using a form mutually agreed upon by the College and the faculty. In addition, peer observations (804.2) may also occur using the classroom observation form. Peer observations may be assigned by an administrative supervisor if the need arises.
- Self-Evaluation. Section 805 of the agreement states that academic employees shall prepare and submit a written self-assessment in a mutually determined format by the academic employee and the administrative supervisor. The self-assessment shall include student

evaluation and other data in support of identifying areas of strength and areas where improvement is desirable.

- **Administrative Observations.** Section 806 states that an administrative (classroom) observation shall occur a minimum of once during each triennial conference cycle. The administrative supervisor can visit some or all of an academic employee's classes as long as said visits are arranged ahead of time. Feedback from the observations may be used in formative assessment of an academic employee's performance as long as the information is shared in advance of the triennial conference meeting.
- **Supervisor's Evaluation.** After each annual or triennial evaluation meeting, the dean or supervising administrator will provide a written summary providing formative feedback on what the faculty member is doing well and suggestions for improvement. The evaluation will be provided to the academic employee in advance of the triennial conference, and the faculty will be allowed to attach a separate written response (section 807).
- **Additional Evaluations.** The new agreement also provides for additional evaluative input from advisory committees, employers and other members of the community at the request of either the academic employee or the appropriate supervising administrator (section 808).

Evaluation of adjunct and affiliate faculty is also addressed in the new agreement. As with tenured faculty, there are additional components in addition to the traditional student evaluation process, including:

- **Professional Partner Program.** Each academic employee teaching for the first time at the College shall be assigned a Professional Partner. The length of the assignment is dependent on previous teaching experience. Professional Partners act as mentors and perform various duties, including completing a classroom visitation and review with the adjunct faculty member (Section 313.1).
- **Classroom review by administrators.** An adjunct academic employee's supervising administrator may observe some or all of the employee's classes for the purpose of data collection and evaluation, provided that such observations are scheduled beforehand with the academic employee (section 905.4).
- **Conference for adjunct academic employees.** Conferences for adjunct academic employees may be held at the request of either the adjunct employee or the administrative supervisor (section 907).

3. LCC has established indicators with clear benchmarks of achievement for most core themes; however, the Evaluation Team recommends that the College provide indicators that are measurable for each of the newly developed indicators not linked to Key Performance Indicators. (Standard 1B.2)

In preparation for the Year One Report, LCC went through an intensive review and mapping process to ensure that the Key Performance Indicators accurately represented all mission areas. Additionally, the American Association of Community College's publication entitled, "Core Indicators of Effectiveness" was used to vet the indicators. As a result of this comprehensive process, four new indicators were developed and reported in the Year One report. The report was intended to illustrate which KPI's were added as a result of analyzing the institutional effectiveness structure in preparation for writing the Year One Report.

The LCC Board of Trustees formally adopted each of the "new indicators," or new KPI's, in 2011. Each new KPI, along with the other KPI's, is a part of the annual Monitoring Report process. Benchmarks and methodology have been established for each of the new KPI's. Members of the Monitoring Report review teams have completed two annual reporting/planning cycles with the new KPI data.

New KPI's developed prior to submission of the Year One Report include:

- Core Theme I: Workforce and Economic Development
 - B: Demonstration of program competencies

- Core Theme III: Student Access, Support and Completion
 - G: Success of academic support programs

- Core Theme IV: Institutional Excellence
 - A: Professional development of faculty and staff
 - C: Condition of infrastructure

It should be noted that the methodology for demonstration of program competencies is slightly different from the institution's other KPI's due to the fact that each academic or professional/technical program/discipline sets its own goals. Other KPI's have an institutional benchmark. Program competency data is addressed through the Curriculum and Program Review process that is guided by the Instructional Assessment Committee. The Curriculum and Program Review Template is used by all faculty, who work on one section of the report each quarter in a two year cycle. At the end of the two year cycle, the cycle repeats. In the template, faculty are required to present data and related analysis showing that program outcomes are being met.

In order to facilitate the Curriculum and Program Review process, the College has established a regular, quarterly Assessment Day that appears on the Instructional Calendar. The format varies slightly, but generally faculty come together first thing in the morning to receive instructions for the day and request any needed assistance. Time is allocated for departmental work, followed by an afternoon wrap-up session where faculty report out what they have accomplished.

The methodology varies substantially by department, and supports the program or discipline. For example, several programs within Business/Business Technology use exit tests to assess attainment of student learning outcomes. Speech faculty use rubrics to assess learning outcomes demonstrated

through student performance. Early Childhood Education uses portfolios, in line with Washington State requirements. The list is as comprehensive as it is varied.

In addition to the four KPI's added prior to submitting the Year One Report, two additional KPI's and one new sub-KPI were adopted by the LCC Board of Trustees in order to ensure long-term commitment to student success goals related to Achieving the Dream. The newest KPI's, adopted in 2013, include:

- Core Theme II: Transfer & Academic Preparation
 - C: Proportion of students placing directly into college level math

- Core Theme III: Student Access, Support and Completion
 - H: Faculty-student engagement

- Core Theme IV: Institutional Excellence
 - A: Faculty/staff satisfaction and morale (proposed new sub-indicator: satisfaction with access to data)

As with the KPI's adopted in 2011, the 2013 indicators have fully adopted methodologies and have been integrated into the College's Monitoring Report review process. Each year, the data, methodology and targets for each KPI are reviewed by the cabinet, the respective Monitoring Report Review Team, and the Board of Trustees.

Chapter One: Mission, Core Themes and Expectations

Lower Columbia College's Mission, Vision and Values (1.A.1-2)

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 current mission statement and Strategic Plan were most recently updated by the LCC Board of Trustees on February 20th, 2013. During the most recent review and update process, the mission statement was not changed, and two Key Performance Indicators were added. The College's seven College Outcomes, packaged into four Core Themes, were reaffirmed at that time.

The two additional KPI's came in response to the College's participation in the national Achieving the Dream (ATD) network. A review of the College's institutional effectiveness framework in light of the ATD principles and interventions led to adoption of "faculty-student engagement" and "proportion of students placing directly into college level math" as additional KPI's. In addition to the two new KPI's, the existing faculty/staff satisfaction KPI was expanded to include "satisfaction with access to data."

LCC's mission statement and Strategic Plan are published on the LCC website, including within the online catalog. The mission statement and College Outcomes also appear in poster form in every building on campus in special frames that are "locked" to the wall for durability. Individual color brochures containing the mission statement and other components of the Strategic Plan are also 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. The mission is easily understood by our students and the community, and is appropriate for a comprehensive community college. LCC's mission and corresponding Strategic Plan provide the proverbial "who, what, when, where and how" of our operations.

Lower Columbia College Planning at a Glance

WHO are we? WHY are we here?	Vision, Mission & Values	Our mission, vision, and values define our reason for being.
WHAT are we trying to achieve?	College Outcomes & Key Performance Indicators (KPI's)	College Outcomes describe the different functions (mission areas) of the institution. We use the Key Performance Indicators to annually measure and evaluate progress in each of those areas.
HOW are we going to achieve it?	Strategic Issues & Annual Priorities	Strategic Issues provide needed direction to ensure success in each of our College Outcomes. Annual Priorities, developed for each Strategic Issue, are the specific tasks we need to accomplish each year to maintain our course.
WHEN do we do things to ensure we stay on course?	Annual & Strategic Planning Calendar	LCC's annual and strategic planning cycles work in tandem to keep the College on track for both the short- and long-term. Strategic planning, occurring every five years or as needed, provides the opportunity to reflect and chart the College's long-term course in conjunction with the larger community. Annual planning incorporates short-term needs and allocation of fiscal and other resources.
WHERE is all of this going to happen?	Facilities Master Plan & Technology Replacement Plan	LCC's Facilities Master Plan and Technology Replacement Plan describe how our physical and technical structure/infrastructure will support both current services—whether on campus, in the community or via eLearning—and future growth.

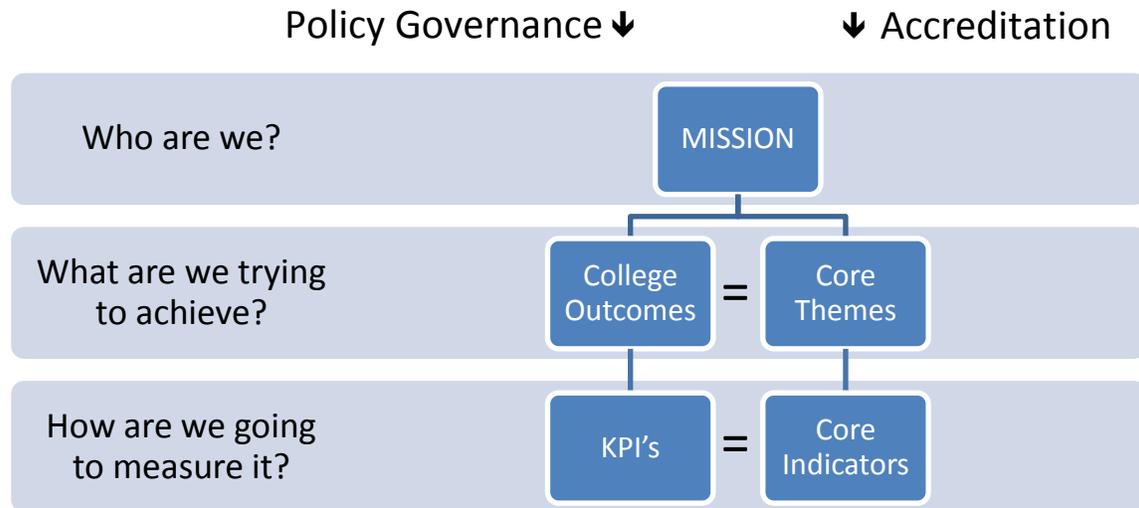
LCC's mission statement is operationalized through the College Outcomes and Key Performance Indicators. Each year, we track, analyze and create action plans based on our performance in each of these areas. For many years, this has provided the framework for our institutional effectiveness efforts. This information is presented annually for each of the College Outcomes in the form of a Monitoring Report. Monitoring Reports are presented at monthly Board of Trustees meetings during the academic year for review and discussion.

Core Themes (1.B.1-2)

Shortly after receiving our letter from the Northwest Commission in January 2011 confirming reaffirmation of our accreditation, Lower Columbia College convened a new Accreditation Steering Committee. The committee provides oversight of the new accreditation process.

The first task of the committee was to assist with the process of identifying Core Themes, Objectives, and Core Indicators. Because LCC has a well-established institutional effectiveness framework and policy governance structure, the group was able to focus on restructuring rather than creating an entirely new system. Our policy governance and accreditation frameworks focus on the mission (who we are), the goals (what we are trying to achieve), and the indicators (how we will measure our progress).

Policy Governance and Accreditation



Next, the committee began the specific process of identifying the Core Themes. The four Core Themes and Objectives were identified, in correspondence with the existing College Outcomes, as follows:

Map of Core Themes to College Outcomes

CORE THEMES	COLLEGE OUTCOMES
Core Theme I: Workforce and Economic Development	<ol style="list-style-type: none"> 1. Professional Technical 2. Customized Education
Core Theme II: Transfer and Academic Preparation	<ol style="list-style-type: none"> 1. Basic Skills and Pre-College 2. Transfer
Core Theme III: Student Access, Support and Completion	<ol style="list-style-type: none"> 1. Access
Core Theme IV: Institutional Excellence	<ol style="list-style-type: none"> 1. Institutional Excellence 2. Community Enrichment

Members of the campus community were provided with multiple avenues to participate in the discussion regarding the draft Core Themes, Objectives and Indicators, including e-mail, facilitated campus discussions held at different times of day to accommodate faculty schedules, and a presentation by the President of Lower Columbia College at one of the quarterly all staff meetings. The objectives are based on the existing definitions of our College Outcomes and Core Indicators are based on our Key Performance Indicators

The updated list of Core Themes, Objectives and Indicators was adopted by the Board of Trustees in February 2013. All core indicators developed in the process of creating the Core Theme structure have been adopted as KPI's by the Board of Trustees.

Map of Core Indicators to Pre-Existing KPI's

CORE THEME I: Workforce and Economic Development

Objective 1: Provide quality professional/technical education for employment, skills enhancement, and career development.

Core Indicators	Map to Pre-Existing Key Performance Indicators
A: Student performance	Student persistence and performance
B: Demonstration of program competencies	New indicator in 2011 (now a KPI)
C: Licensure/certification rates	Licensure/certification rates
D: Placement rate in the workforce	Placement rate in the workforce

- Indicator A refers to the proportion of students receiving grades of 2.0 or better in workforce classes numbered 100 and above. Benchmark is 80%.
- Indicator B refers to the proportion of students achieving program competency benchmarks set by individual Professional/Technical programs. This comes from the Curriculum and Program Review Process.
- Indicator C is based on programs that require examination for employment in Washington State (Nursing and Welding). Benchmark for Nursing is to exceed the state benchmark (80%) and is 80% for Welding.
- Indicator D is based on employment status nine months after graduation. Benchmark is to meet or exceed system average.

Objective 2: Partner with business, community groups, and other educational entities to provide workforce development and customized programs and services.

Core Indicators	Map to Pre-Existing Key Performance Indicators
E: Employer satisfaction	Employer satisfaction
F: Relevance of programs	Relevance of programs
G: Client assessment of programs and services	Client assessment of programs and services

- Indicator E refers to employer ranking of overall employee professionalism in comparison to non-LCC graduates based on survey data. Benchmark is 90%.
- Indicator F refers to the proportion of Professional/Technical alumni who report that their training was "good" or "very good" in relation to their job duties. Benchmark is 90%.
- Indicator G is based on evaluations completed by clients of customized education and training. Benchmark is 90%.

CORE THEME II: Transfer and Academic Preparation

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.

Core Indicators	Map to Pre-Existing Key Performance Indicators
A: Basic Skills achievement	Basic skills achievement
B: Academic performance of developmental education students	Academic performance of developmental education students
C: Proportion of students placing directly into college level math	New indicator in 2013 (now a KPI)

- Indicator A refers to goal attainment (i.e. transition to pre-college or college level studies, complete a GED or high school completion, or advance at least one level of ABE or ESL four years after start). Benchmark is to meet (or exceed) system average in all areas.
- Indicator B refers to academic performance (grade 2.0 or better) in developmental courses, broken out for math and English. Benchmark is 60% for math and 70% for English. This indicator also includes performance of development math and English students in their first college-level course (in math and/or English, respectively). Benchmark is 70% for both math and English.
- Indicator C refers to the proportion of recent high school graduates placing directly into college-level math through one of multiple placement assessment methods. Benchmark is 25%.

Objective 2: Offer courses and support for students to meet the requirements for transfer from Lower Columbia College.

Core Indicators	Map to Pre-Existing Key Performance Indicators
D: Student performance	Student persistence and performance
E: Transfer Readiness	Transfer Readiness
F: Demonstration of General Education Outcomes	Student attainment of General Education Outcomes

- Indicator D refers to the proportion of students receiving grades of 2.0 or better in academic transfer courses numbered 100 and above. Benchmark is 70%.
- Indicator E refers to the number of students achieving 45 colleg- level credits in a transfer pathway per year (from the Revised Student Achievement Initiative). Benchmark is 300 (or more).
- Indicator F is based on locally developed assessment tools utilized annually by LCC faculty at the summer assessment institute. Benchmark is 3.0 for each outcome.

Objective 3: Provide the support for transfer students to successfully transition to upper division college and university programs.

Core Indicators	Map to Pre-Existing Key Performance Indicators
G: Academic transfer rate	Academic transfer rate
H: Relevance of programs (academic success of transfer students after transfer)	Relevance of programs (academic success of transfer students (after transfer)

- Indicator G refers to the proportion of transfer students that completed, transferred or were still enrolled 4 years later (from the Revised Student Achievement Initiative). Benchmark is to be within 5% of the system average.
- Indicator H refers to the rate of academic success after transfer (average GPA of enrolled transfer students at public institutions in Washington State). Benchmark is 3.00.

CORE THEME III: Student Access, Support and Completion

Objective 1: Offer a full array of educational programs and support services to meet the diverse needs of Cowlitz and Wahkiakum counties.

Core Indicators	Map to Pre-Existing Key Performance Indicators
A: Participation rate of persons age 17 and above who live within the College’s service district	Participation rates of persons age 17 and above who live within the college’s service district
B: Participation rate of diverse student populations	Participation rate and success of diverse student populations
C: Enrollment	General enrollment

- Indicator A refers to the participation rate of adults in the service district. As the state provides county rankings on this measurement, the benchmark is to be in the top 5 ranked counties.
- Indicator B refers to the proportion of students of color at LCC in comparison to the service district. Benchmark is to achieve a ratio of greater than 1.0 times the service district.
- Indicator C refers to achievement of state FTE target. Benchmark is 100% or higher.

Objective 2: Provide students with the support needed to pursue and achieve their educational goals.

Core Indicators	Map to Pre-Existing Key Performance Indicators
D: Student persistence	Student persistence and performance
E: Student progress/completion	Student progress
F: Student satisfaction with support services	Student/graduate satisfaction with support services
G: Success of academic support programs	New indicator in 2011 (now a KPI)
H: Faculty-student engagement	New indicator in 2013 (now a KPI)

- Indicator D refers to fall-to-fall retention (broken out by full- and part-time students). Benchmark is >50% for full-time and >40% for part-time students.
- Indicator E refers to students who completed, transferred, or were still enrolled four years after start (transfer and workforce students; from the Student Achievement Initiative). Benchmark is to meet or exceed the system average.
- Indicator F refers to the benchmark category ranking in “Support for Learners” from the Community College Survey of Student Engagement (CCSSE). Benchmark is to be at or above the 50th percentile (national average).
- Indicator G is a new indicator designed to look at effectiveness of specific interventions, such as tutoring. Tutoring benchmark is 80% (or higher).
- Indicator H refers to the benchmark category ranking in “Faculty-Student Engagement” from the Community College Survey of Student Engagement (CCSSE). Benchmark is 80th percentile or above.

CORE THEME IV: Institutional Excellence

Objective 1: Demonstrate our commitment to institutional integrity by investing in our campus, students and employees.

Core Indicators	Map to Pre-Existing Key Performance Indicators
A: Professional development of faculty and staff	New in 2011 (now a KPI)
B: Faculty/staff satisfaction and morale	Faculty/staff satisfaction and morale
C: Condition of infrastructure	New in 2011 (now a KPI)

- Indicator A refers to the average accrual of professional development hours by faculty on an annual basis. Benchmark is 8.0 hours per year. Methodology for staff and a target for staff development hours are under development.
- Indicator B refers to data from a biennial employee survey regarding feeling well informed about what is going on at the institution. Benchmark is 85% for “Communication,” 70% for “Professional Development,” and 90% for “Accessibility of Data.”
- Indicator C was new in 2011, and measures several aspects of our physical and technological infrastructure. Benchmarks are as follows:
 - 275 or below for overall facilities score
 - 70% of buildings at facilities score of 350 or below
 - 90% satisfaction with access to technology
 - 4% or higher re: program support from LCC Foundation
 - 40% or higher scholarship support from LCC Foundation
 - 60% or higher LCC endowment as a percent of net assets
 - Meet or exceed system average re: LCC cash and investments to operating expenditures ratio
 - Meet or fall below system average re: LCC tuition revenue per FTE

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.

Core Indicators	Map to Pre-Existing Key Performance Indicators
D: External perceptions/satisfaction with LCC	External perceptions/satisfaction with LCC
E: Student/graduate satisfaction with instruction	Student/graduate satisfaction with instruction (and student/graduate satisfaction with basic skills instruction)
F: Cultural enrichment of students and community	Cultural enrichment of students and community

- Indicator D is taken from a periodic community survey which asks individuals to evaluate the College’s progress toward attainment of each of the College Outcomes. Benchmark is 95% or higher for each of the outcome areas.

- Indicator E is based on a Graduate Survey and reports the proportion of students who agreed or strongly agreed with the statement, “I participated in meaningful learning experiences at LCC.” Benchmark is 85%.
- Indicator F looks at the proportion of individuals attending cultural and athletic events at LCC, compared to population in the service district, based on rankings from the National Community College Benchmarking Project. Benchmark is 70th percentile in each area.

Progress on each of the indicators is reported annually in each Monitoring Report, and is also reported in an aggregated five-year performance history.

Resources & References for Standards 1A &1B

- A. LCC Strategic Plan
- B. LCC Catalog
- C. Core Themes, Objectives and Key Performance Indicators
- D. Monitoring Reports
- E. Accreditation Steering Committee Members
- F. Curriculum & Program Review Template
- G. Five-Year Performance History (KPI's)

Chapter Two: Resources and Capacity

2A - GOVERNANCE

Governance System (2.A.1)

Lower Columbia College's (LCC's) governance process, established in 1999, is built on the Policy Governance model developed by John Carver. Within the Policy Governance system, board oversight is focused on achievement of outcomes rather than internal functions and processes. At LCC, the Expected College Outcomes drive the governance process, in which the Board of Trustees holds the President accountable for outcomes attainment. This philosophy is stated clearly in Section 2-1 of the LCC Board Policies, which state that the Board will govern with a style that emphasizes outward vision rather than an internal preoccupation.

Under the Policy Governance model, the Board is required to set the expected outcomes and results for the institution, as well as to monitor progress. To this aim, in 1999 the Board identified seven Expected College Outcomes (Access, Transfer, Professional/Technical, Basic Skills & Pre-College, Customized Education, Community Enrichment and Institutional Excellence) and has periodically updated those outcomes. The most recent review and update occurred in February 2013, as noted in the current Strategic Plan.

The Board monitors progress annually through a series of five Institutional Monitoring Reports. In response to the 2010 NWCCU Accreditation Standards, the Institutional Monitoring Reports were grouped into four Core Themes and are presented to the board according to an established schedule. Representatives from the classified staff, faculty and Associated Students of Lower Columbia College are present at every board meeting.

Prior to presentation to the Board, each Monitoring Report is reviewed by a team of approximately a dozen faculty and staff and is chaired by a content expert. Monitoring Reports include a summary of actions taken as a result of outcomes monitoring. Thus, the "closing of the loop" aspect of assessment and evaluation is fulfilled.

Under the Policy Governance model, the Board sets executive limitations about what cannot be done to accomplish the Expected College Outcomes. Section 4-1 of the Board Policies identifies the following categories of Executive Constraint: general, treatment of people, compensation and benefits, budgeting/forecasting, financial condition, asset protection, and communication and counsel to the Board.

Institutional accomplishment of the Expected College Outcomes (as measured through key indicators of performance) and adherence to the General Executive Constraints identified in the table above form the basis for the President's annual performance evaluation. As stated in Section 3-3 of the Board Policies, "The President's performance will be considered synonymous with the organizational performance of the College as a whole." Section 3-1 of the Board Policies clearly states that all Board authority delegated to staff is delegated through the President.

The LCC Administrative Policies reinforce the governance process established by the Board Policies and define a structure that ensures that all voices be heard prior to final presidential action. Essentially, the purpose of the LCC Administrative Policies is to support and provide direction for carrying out Board of Trustees' policies. Additionally, the Administrative Policies provide information and direction for the College in order to ensure compliance with established law and to reduce institutional risk. Operational policies have institution-wide application and support the College Mission, Vision, College Outcomes, Core Themes, and Board policies. Operational procedures describe actions or constrains necessary to comply with and/or implement operational policy, and in many cases reiterate stated board policies on the same topics.

LCC's Administrative Policies are posted on the College's public website. Requests for changes to policy and procedures may be submitted by any member of the LCC community. Such requests are submitted to the Leadership Team, and may be reviewed by other councils and committees as needed. The Leadership Team may call all governing councils together as deemed necessary. Changes to the Administrative Policies are subject to campus review prior to implementation.

Students are directly and intentionally involved in decision-making through a designated position on the Leadership Team, as well as on many other councils and committees. The President of the Associated Students of Lower Columbia College reports to the Board of Trustees at each meeting as a standing agenda item.

Delineation of authority and 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. Administrative Policies are equitably administered across the district.

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 per RCW 28B.50, the law governing community and technical colleges in Washington State. RCW 28B.50, which is also known as the Community and Technical College Act of 1991, outlines the purpose of Washington community and technical colleges and defines the authority of the SBCTC as well as the responsibilities of the director of the SBCTC. The SBCTC is governed by a nine-member board appointed by the Governor and is required to provide "general supervision and control over the state system of 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 a variety of mechanisms, but primarily through the Governance Council and the Accreditation Steering Committee. The purpose of the Governance Council is to provide meaningful involvement of administrative and academic employees in the development, implementation and review of administrative policy and procedures. The Governance Council consists of the college president, vice presidents and four faculty representatives and meets no less than once quarterly during the academic year. The Council is chaired by the college president.

The Accreditation Steering Committee provides oversight for compliance with NWCCU Accreditation Standards and Reporting requirements. Membership on the Accreditation Steering Committee consists of administrators, faculty, classified staff and exempt employees.

The College's Accreditation Liaison Officer (ALO) is responsible for ensuring that all accreditation activities are tracked and measured, and timelines met. The Director of Institutional Research, Planning and Assessment has served as the College's ALO for many years and reports directly to the President. President's Cabinet regularly reviews accreditation requirements through a standing weekly agenda item. All accreditation reports are posted on the College's public website.

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). Per the law, each board consists of five trustees appointed to serve five-year terms. Trustees are required to reside in the college district. A trustee may not be an employee of the community and technical college system, a member of the board of directors of any school district, or a member of the governing board of any public or private educational institution. According to the law, the Governor is required to consider "geographical diversity, and representation from labor, business, women and racial and ethnic minorities" when selecting the unpaid members. The Lower Columbia College Board of Trustees is representative of its service district. Trustees may be removed for misconduct or malfeasance in office as defined by law (RCW 28B.10.500).

Conduct of Board Members (2.A.5)

The Lower Columbia College Board of Trustees adheres to Washington State law 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.

Additionally, Trustees may not have any employment, contractual, or personal financial interest in the College. Additionally, Trustees must adhere to the Public Disclosure Act and The Washington Ethics in Public Service Act (RCW 42.52).

Business conducted by the Board of Trustees is guided by Washington Statutes (RCW 28B.50.100) and its public meetings are conducted with pre-established agendas and with opportunity for community comment on all aspects of College operations.

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

The LCC Board of Trustees holds nine meetings and two retreats each year, in February and July. The Board typically does not meet in the month of August. The Board monitors progress on the Expected College Outcomes according to an established schedule:

Monitoring Report Structure and Schedule

Core Theme	Monitoring Report(s)	Expected College Outcome(s)	Presentation to Board of Trustees
I. Workforce and Economic Preparation	Professional/Technical and Customized Education (1 report)	Professional/Technical, and Customized Education	January meeting
II. Transfer and Academic Preparation	Transfer Basic Skills & Pre-College (2 reports)	Transfer Basic Skills & Pre-College	February retreat and April meeting
III. Student Access, Support and Completion	Access & Completion (1 report)	Access	December meeting
IV. Institutional Excellence	Institutional Excellence (1 report)	Community Enrichment, and Institutional Excellence	May meeting

Under the Policy Governance model, monitoring executive (CEO) performance is considered synonymous with organizational performance as measured by performance on Expected College Outcomes. Monitoring Presidential Performance is described in detail in Section 3-3 of the LCC Board Policies. The policy states that the purpose of monitoring is to determine the degree to which Board policies are being fulfilled. Policies may be monitored through internal or external reports, or direct board inspection.

Policies can be monitored by any method at any time. Expected Outcomes and Executive Limitations policies are monitored by the Board no less than annually, and will comprise a portion of the Board’s self-monitoring per Section 2-2 of the LCC Board Policies as well. Self-monitoring is a standing agenda item at the Board of Trustees’ meetings and is an item of focus at both the February and July retreats each year.

Leadership and Management (2.A.9)

Lower Columbia College has an effective leadership structure with well-qualified administrators at the helm. The President’s Cabinet meets weekly, connecting all areas of college operations, and is composed of the president, three vice presidents, and other direct reports to the president.

Together the Cabinet and leadership teams are responsible for leading the planning, implementation and management of the college’s operations, as well as assessing its effectiveness. The organizational chart delineates the administrative structure. Additional college leadership, with oversight by the Vice Presidents, consists of deans and directors with various levels of responsibility and accountability.

The Instructional Leadership team, led by the Vice President of Instruction, consists of the four Deans, the Director of eLearning & Educational Partnerships, and the Director of Workforce Programs & Career Services. Meeting weekly, the Instructional Leadership team discusses the progress toward the college initiatives, completes planning for current and future needs, reviews concerns or challenges, assesses effectiveness of various indices as needed, and initiates strategies to promote success of instruction and the institution.

Instructional Council, under the direction of the Vice President of Instruction, meets monthly. Membership includes the department chairs, the deans, a student representative, and ex officio members (Vice President of Student Success, Workforce Programs and Career Services Director, eLearning and Educational Partnerships Director). Instructional Council serves as a forum for communication, discussion and input regarding teaching and learning issues, coordination of instruction and student services, college initiatives, policies, and planning.

The Student Services Leadership team consists of all direct reports of the Vice President of Student Success. This team meets twice a month to discuss college, division and departmental initiatives, strategic enrollment management along with planning, assessment and continuous improvement of support services to students. The managers/directors of the following areas participate in Student Services Leadership: Career & Employment, Advising & Testing, International Students, TRiO Programs, Student Activities, Recruitment & Outreach, Disability Services, International Programs, Athletics, Diversity & Equity/Multicultural, Registration & Admissions, ctcLink (upcoming transition to a new PeopleSoft enterprise software solution) and Financial Aid. The entire Student Services division gathers monthly to ensure regular communication on college, division and departmental progress, including larger planning and professional development.

Operations Council is convened by the President and meets monthly to share information, seek input, review progress toward college initiatives and annual priorities, and promote coordination of college operations. Membership consists of all campus administrators and directors.

Per Administrative Policy 100.8, a number of other councils and committees round out the decision making framework.

Chief Executive Officer (2.A.10)

The President is the chief executive officer 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 is both experientially and educationally qualified for this position. Prior to serving at Lower Columbia College, he was the Vice President of Human Resources and Legal Affairs at Centralia College. He has taught law and business courses, with an emphasis on leadership and development, for over 20 years. His previous experience includes serving as president and general manager for Martin Sand and Gravel Company and also previous work as an attorney. He holds a Juris Doctorate from the University of Washington Law School and a Bachelor's Degree in Business Administration from Western Washington University. The President is a visible and influential member of the local community and a vigorous advocate for the College initiatives.

The college president serves as an ex officio member of the Board of Trustees. The Chair of the Board of Trustees is Heidi Heywood. Max Anderson is Vice-Chair. The position of Chair and Vice Chair must be held by one of the five trustees. The Board Policies contain the official job description for the President.

Administrative Leadership (2.A.11)

Lower Columbia College has a capable and dedicated administrative team, qualified by both experience and credentials to provide effective educational leadership and management. Through the established leadership structure described above, collaboration occurs on numerous levels to obtain the college objectives and promote student success. This collaboration between college leaders is evident by the membership of the President’s Cabinet, committee structures and membership, and areas of shared oversight (including Workforce Programs and Career Services; and Advising). The college’s mission, core themes, and initiatives guide the direction of effort.

Appointments to administrative positions follow processes that assure appropriate educational and experiential qualifications. Many administrative staff have been faculty, classified staff or mid-level managers prior to their current positions, reflecting a long record of service to the college and Washington Community and Technical College System.

Table 2A-2: LCC Administrative Team

Title	Name	Credentials	LCC hire date	Hire date for current position
President	Chris Bailey	JD	2011	2011
Vice President for Administrative Services	Nolan Wheeler	MBA	1994	2011
Vice President of Student Support Services	Lisa Matye Edwards	PhD	2010	2010
Interim Vice President of Instruction	Brendan Glaser	MBA	1990	2014
Executive Director of the LCC Foundation	Erin Brown	MBA	2012	2012
Director of Human Resources and Legal Affairs	Kendra Sprague	JD	2011	2011
Director of College Relations and Marketing	Sue Groth	BA	2008	2008
Director of Institutional Research, Planning, and Assessment	Wendy Hall	MPA	2003	2003
Director of Business Services	Joe Quirk	BA, CPA	2010	2010
Dean of Instructional Programs	Kyle Hammon	MS	2008	2008
Dean of Nursing and Allied Health, Director of Nursing Program	Karen Joiner	MS, ARNP	1993	2011
Dean of Instructional Programs & Library Director	Maggie Stuart	MBA	1992	2011

Academic Policies (2.A.12)

Lower Columbia College supports faculty scholarship, research and artistic creation. Most of the scholarly activities focus on teaching or within the area of faculty professional training. Examples include art exhibitions; publishing books and articles in peer-reviewed periodicals; developing new and creative works for dance, music, film, theater and electronic media and presenting at academic conferences. Examples of the wide variety of work are included in the Operations Council reports.

College faculty coordinate and participate in events open to the community throughout the year that share educational research and academic and cultural topics of public interest. These activities include a Community Conversations noon-hour lecture series that features faculty and community presenters; theatrical performances and musical concerts; readings and workshops by regional authors like the Northwest Voices series; presentations and hands-on workshops on scientific topics, and regional and national speakers like the Vest Memorial Lecture series. The College provides facilities, promotion and speaker funding to support these faculty coordinated activities.

Academic policies are communicated through the Faculty Handbook as well as the faculty contract. The faculty contract addresses issues relating to the use of state resources and questions of ownership. The ownership of any materials, processes, or inventions developed solely by a faculty member's individual effort and expense all belong to the faculty member and may be copyrighted or patented in their name. In contrast, the ownership of any materials, processes, or inventions produced solely for the College and at college expense belong to the College and may be copyrighted or patented in the College's name. In those instances where materials, processes, or inventions are produced by a faculty member with college support including personnel time, facilities, or other college resources, a written agreement is negotiated between the College and the faculty member prior to the start of development. Ownership of the materials, processes, or inventions belongs to and can be copyrighted or patented by the party designated in the written agreement. In the event no such written agreement is established, the College retains ownership. By agreement, the same terms apply to eLearning materials that have been developed.

It is the policy of Lower Columbia College to act in an ethically responsible manner when conducting research involving human subjects. To that end, an Institutional Review Board provides a process to "ensure that the normal and prudent policies established for the protection of human subjects is followed at Lower Columbia College." This policy, which has recently been reviewed as part of the Administrative Policy Handbook, applies to any and all research conducted by College faculty, staff, or students.

Consistent with its mission and goals, the institution provides appropriate financial, physical, administrative, and information resources for scholarship, research, and artistic creation. Faculty receive Professional Development units to recognize their continued efforts as instructors and in their fields.

The nature of the institution's research mission and goals and its commitment to faculty scholarship, research, and artistic creation are reflected in the assignment of faculty responsibilities, the expectation and reward of faculty performance, and opportunities for faculty renewal through sabbatical leaves or other similar programs.

Lower Columbia College is not a research institution and does not require such from faculty. However, LCC does support faculty research, scholarship and artistic creation. If faculty choose to engage in scholarship, research or artistic creation beyond their teaching responsibilities, the College encourages and supports them. LCC provides financial support for faculty activities through professional development funding, special assignment funding, Foundation grants, and sabbatical leave. The College's provision of reassigned time for special projects, college initiatives, and curriculum development is also available to support such faculty activities.

Faculty are accorded academic freedom to pursue scholarship, research, and artistic creation consistent with the institution's mission and goals. Faculty at LCC engage in a variety of activities both in their disciplines of study and in pedagogical methodologies. In addition to study in their fields, faculty members produce work for publication, artistic exhibitions and performances. They attend and frequently present at conferences, workshops and seminars. The willingness of faculty to engage in projects designed to enhance teaching and learning is a symbol of the faculty's strong commitment to student learning, and to service to the College and the larger community. Faculty research, scholarship and creative activity clearly indicate the faculty's awareness that effective teaching and learning is ongoing work that takes place throughout their career.

According to the faculty contract, "Academic freedom shall be guaranteed to all Lower Columbia College academic employees, and no special limitations shall be placed upon study, investigation, presentation, and interpretation of facts and ideas concerning human society, the physical and biological world, and other branches of learning, subject to accepted standards of professional responsibility. The right to academic freedom herein established shall include the right to support or oppose political causes, issues and parties outside of normal classroom activities."

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

The mission of Lower Columbia College Library Services is to maintain a physical and virtual teaching environment that promotes academic inquiry, supports instruction and scholarship, and fosters lifelong intellectual growth and discovery by providing all members of the LCC community with access to needed information resources, research assistance, and guidance in developing skills for locating, evaluating, and using information to solve problems and to fully participate in the global community.

A number of policies designed to support the mission of the Library are in place, including policies on: Circulation and Borrowing; Collection Development; Children on Campus; Food and Beverages in the Learning Commons; Public Use of Computers; and Staff and Student Computer Use. Each policy contains information regarding enforcement and consequences of policy violation (such as fines, suspension of privileges, etc.).

In addition to the physical library, more commonly referred to as the Learning Commons, significant electronic resources are available (please refer to Standard 2E for more information about library resources). LCC's Library Policies are posted on the LCC website and regularly shared with faculty, staff and students.

Transfer Policies (2.A.14)

Articulation agreements with baccalaureate institutions support ease of student transfer. All transfer degree requirements conform to agreements established by the Intercollege Relations Commission (ICRC). Approval of transfer degrees is first granted by the Instruction Commission of the SBCTC and the Inter-Institutional Council of Academic Officers for the baccalaureate institutions before being considered by each individual community college.

LCC's specific articulation agreements with private colleges and universities and institutions outside Washington are periodically reviewed and updated. The College has developed a series of policies and procedures for students transferring credits into LCC that conform to state and system guidelines. The website contains information about LCC's policies related to earning credits through alternative methods: Advanced Placement (AP), International Baccalaureate (IB), College in the High School, College-Level Examination Program (CLEP), credit by exam, military credit, prior learning assessment, Career Pathways, and Running Start. The catalog also provides information on residency credit requirements, restricted transfer credit and the reciprocity agreement among Washington community and technical colleges.

LCC's Office of Registration is staffed by an evaluator who evaluates credits earned at other accredited institutions. It is the College's policy to accept credits earned at institutions holding regional accreditation. These credits must have been earned in college-level courses that are applicable and/or comparable to the student's program at LCC. Credits from other countries or regions are also reviewed by the evaluator. Faculty may be asked to assist in evaluating transfer credits. Official transcripts are required for transfer credit evaluation and application of credits for graduation.

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

Like all Lower Columbia College Administrative policies, student policies go through a campus-wide review and are approved by the College Cabinet and Leadership Team. The college publishes its Administrative Policies on the LCC website accessible through a link on the Faculty and Staff page.

The Lower Columbia College (LCC) Student Handbook clearly outlines student rights and responsibilities. The following areas are included: academic rights, student responsibilities, academic grievances (including details of the grievance process), non-discrimination policy, 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. The LCC website includes a section on Academic Standards, grievance policy, student appeals, and academic warning and suspension. The Student Conduct Code describes the institution's expectations for student conduct. It can be found in the Student Handbook and on the LCC website under Student Policy. Information about student conduct and student referral to the Vice President for Student Success is included in the Faculty Handbook. The Handbook also includes a statement on academic dishonesty and initiation of discipline. All new students review the contents of the Student Handbook during the New Student Orientation. The Vice President for Student Success oversees the academic grievance process, ensuring that students understand the process and that the process proceeds within the proscribed timeframe.

LCC makes disabilities services information available to students in multiple ways. The Administrative Policy, section 430, and section 410 cover accommodations for students with disabilities. The LCC class schedule covers the prohibition of discrimination on the basis of handicap. Students may see our policy and information on accessing services from LCC's Disability Support Services through many other avenues. The college provides a statement on reasonable accommodation in the Handbook. LCC Disability Support Services is on the Departments list in the Handbook and in the LCC class schedule. Disability Support Services has a page on the LCC website, and includes information on the Americans with Disabilities Act, the Rehabilitation Act of 1973, temporary disabilities, rights and responsibilities, frequently asked questions and weekly information sessions. In addition, faculty is required to include language on academic honesty and disabilities services in their syllabi. Suggested language is located in the Faculty Handbook and a reminder letter on syllabi content is sent to faculty quarterly.

LCC policies and procedures are written clearly, readily available, and actions are followed and documented clearly and consistently. Students may access help and advice any time by contacting the Vice President for Student Success. In addition, students proceeding with an academic grievance are always assigned a facilitator that will assist them during the grievance process. Additionally, the Vice President for Student Success sends policy and procedure reminders and links quarterly to staff and faculty. Consistency comes through adhering to the written process. The college strives for transparency by ensuring that students and employees have a clear understanding of what is expected of students and how to help students if they have a problem.

Admission and Placement Policies (2.A.16)

Section 400 of LCC's Administrative Policies gives an overview of general and special admission. The Apply for Admission webpage contains a New Student Checklist that includes information on application, transcript evaluation, cost of attendance, choosing a program, placement testing, and new student orientation. The Placement Testing webpage states the testing policies of the college and additional information on preparing for placement testing. The LCC Catalog clearly defines the enrollment process, advising students on choosing a program, taking the placement test, and the importance of academic advising. The quarterly Class Schedule also contains this information in each publication. If a student does not yet know what program they intend to study they are required to meet with a Career Specialist to determine the best program choice. The LCC Catalog details the many ways a student can receive credit for prior learning, including Advanced Placement, College Level Exam, Credit by Challenge, Course Waiver, Military Service Experience, and Transcript Credit. The new student orientation model uses Educational Planners to advise small groups of new students. Advisors use program planners and placement scores to assure that students are registered into the appropriate courses.

Academic policies on continuation and termination in programs are located in the Catalog and in the Student Handbook. The LCC Academic Standards Committee acts on student academic appeals. Students may be put on academic warning or suspension due to poor grades. Policies on warning and suspension are located in the Catalog and in the Student Handbook. The form for petitioning academic reinstatement is located on the registration webpage. Administrative Policy 468 describes withdrawing from classes.

Co-curricular Activities (2.A.17)

Section 420 of the Administrative Policy, describes Student Services, Programs, and Activities. Section 420.4 is titled Student Government and Activities and states the policy on the college's relationship to co-curricular activities. The Executive Council of the Associated Students of Lower Columbia College (ASLCC) is recognized as the "organization at the college whose purpose is to direct and manage the affairs of the student body".

The ASLCC Constitution defines the governing of the LCC student body and also defines how student organizations may be formed and funded. The ASLCC Bylaws delineate the responsibilities of the Executive Council that governs the ASLCC. The ASLCC Financial Code defines co-curricular activities and all aspects of funding for those activities. The Constitution, Bylaws, and Financial Code are available on the LCC Student Government webpage. Paper copies of these documents are available to students and college employees in the ASLCC offices. The ASLCC also publishes the Student Handbook annually and provides a copy to all incoming students. It is also available on the LCC website as a link on the Current Students page and as a link from the Administrative Policy section 420 webpage. The Handbook provides information about available student co-curricular activities on pages 3-10.

Human Resources (2.A.18)

The institution publishes policies and procedures regarding Human Resources on the Faculty & Staff webpage. Printed copies are also available in the Human Resources office or upon request. Policies and procedures are regularly reviewed and updated to comply with state and federal guideline, and other organizational needs. Significant changes are announced through email announcements, staff meetings, and/or department meetings.

Conditions of Employment (2.A.19)

All new full time employees participate in a new hire orientation which includes information relating to benefits, safety, applicable contracts and handbooks, terms of their employment agreement or contract, and LCC policies and procedures. Each employment category has a handbook and/or contract which outlines procedures and policies relating to evaluation, retention, promotion, and termination. The contracts, and evaluation procedures and forms are also available electronically on the Faculty & Staff webpage as well as in the HR office. Training has been offered on related topics such as Safety, Evaluations, and Ethics. Contract changes are publicized, typically, at the start of a new contract year. Training is also offered for specific contract changes from year to year.

Handbooks and contracts include the Classified Contract, Faculty Contract, Faculty Handbook, and Exempt Handbook.

Human Resources Records (2.A.20)

All current human resources records are housed in the HR office in locked file cabinets. Only HR staff members have keys to access the file cabinets which are locked at the end of every workday. In addition the HR office always has a staff member or designated representative in the office during business hours. All archived records are stored in a secure area. All employee files are maintained according to state and federal law as well as any contractual guidelines.

Institutional Integrity (2.A.21)

All College publications and statements – print and electronic – are reviewed to assure they are accurate and consistent. Statements to the public are coordinated through the Office of College Relations and Marketing and are reviewed by appropriate College personnel prior to release. Communications and publications for current and prospective students regarding course descriptions, program requirements, and services are accurate and use consistent terminology. Program planners are updated monthly for all Professional/Technical programs and transfer degree options to enable students to earn educational credentials in a timely and efficient manner.

The College Catalog, quarterly class schedules, and other program publications are maintained on the College website. Class listings are updated daily during open registration. Washington State law (WAC 131-32-040) provides the guiding force under which the College prepares and disseminates information to the public. Website information is updated on an ongoing basis, making information about programs and classes accurate and timely. Print materials encourage students and others to visit the LCC website for the most up-to-date information. Print materials are included in Lower Columbia College's periodic audits from the Office of Civil Rights to ensure compliance with relevant state and federal laws.

Ethical Standards (2.A.22)

The College's Values establish the tone of operation within the College community and in interactions with the external community. The LCC Strategic Plan states that: "Our campus community expects an environment of integrity, respect, collaboration, cooperation, inclusion, and innovation that fosters personal growth, academic excellence, and accountability."

The College Values guide college governance, planning, decision-making, and evaluation as well as day-to-day interactions. A biennial Employee Satisfaction Survey assesses many of the aspects embraced by the College Values. A review of the content of the survey was conducted in 2013-14 and additional areas, designed to capture each aspect of the College Values, will be added to the employee survey beginning in fall 2014.

The LCC Board of Trustees, administrators, faculty, and staff are subject to state statutes and College policy and procedures to maintain high ethical standards in the management and operation of the College, and in interactions with students, public organizations, and external agencies. The Washington Ethics in Public Service Act (RCW 42.52), which applies to all state officers and employees, provides a legal standard for employee actions. All Board of Trustees policies and LCC Administrative Policies are systematically reviewed to ensure adherence to state and federal laws. In addition, LCC provides all new employees with training and a copy of the College's Ethics Handbook. Additional information about ethics and ethical behavior is available on the Human Resources page. Ethics training is mandatory for

all employees, who must participate in either live or online training every other year. Topics included in the ethics training include such things as identifying conflict of interest, when private interests interfere with official duties, etc. Employees who participate in the online version of the training are required to take an online test and receive a score of at least 70%.

The Board of Trustees is guided by Washington State law (RCW 28B.50.100) and its public meetings are conducted with pre-established agendas and with opportunity for public comment on all aspects of College operations. The Board of Trustees has its own policy (Section 2.7) on Board Members' Code of Conduct. The policy states: "The Board expects ethical conduct by itself and its members. This includes proper use of authority and appropriate decorum in both group and individual behavior when acting as Board members." The Code requires that board members maintain "unconflicted loyalty" to the citizens in the College District, avoid any fiduciary conflicts of interest, speak with one voice, and not attempt to exercise individual authority over the organization except as explicitly set forth in Board policies. During their first year, new board members are given a Trustee Handbook, and participate in an official "New Trustee Orientation and Training" session that is provided by the Trustees Association for Community and Technical Colleges (TACTC). Additionally, Trustees are invited to participate in an annual TACTC conference covering a variety of topics related to the roles and responsibilities of board members.

Conflict of Interest (2.A.23)

Lower Columbia College is a publicly-funded and governed institution and is not supported by or affiliated with social, political, corporate, or religious organizations. As a public institution, the College is accountable to the people of Washington State and Community College District 13, as set forth in Washington State law (RCW 28B.50.040).

Rules governing conflict of interest are set forth by Washington State (RCW 42.52 as well as rules established by the Executive Ethics Board). LCC Board Policy 2-7 maintains that Board members must maintain loyalty to the College District as well as avoid any fiduciary conflict of interest. Specifically, the policy states that: "a. There must be no self-dealing or any conduct of private business or personal services between any Board member and the College except as allowed by RCW 42.52; b. Board members must not use their positions to obtain employment by the college for themselves, family members, friends or associates; and c. Board members shall abstain from votes upon which they have an appearance of a conflict of interest."

LCC Administrative Policy 225 defines general ethics and conflict of interest rules for faculty and staff, in accordance with RCW 42.52. Policy 225 prohibits employees or officers from engaging in any activities that are in conflict with the proper discharge of the employee's or officer's duties. The policy further states that no employee or officer may use their official position to secure special privileges for their personal or any other person's gain. No compensation may be received, other than from the State of Washington, for performing official duties. Any activities deemed to be a conflict of interest are subject to disciplinary action, up to and including termination.

The College's Ethics Handbook provides information supplemental to Policy 225 about conflict of interest and other related activity. As noted earlier, LCC employees must participate in ethics training either in person or online (online participants must take and pass a test with at least 70%) every other year. Conflict of interest and delineation of private interests from official duties are a major focus of the training.

Intellectual Property (2.A.24)

Section 410 of the Agreement between the College and the Lower Columbia College Faculty Association of Higher Education clearly defines provisions related to material ownership.

410.1 Materials Developed Without College Time or Resources

The ownership of any materials, processes, or inventions developed solely by an academic employee's individual effort and expenses all vest in the academic employee and may be copyrighted or patented in their name. For their protection, academic employees engaged in developmental activities have the responsibility to maintain adequate documentation confirming that activities took place without the use of District resources.

410.2 Materials Developed with College Resources

The ownership of any materials, processes, or inventions produced solely for the College and at College expense shall vest in the College and may be copyrighted or patented in the College's name.

410.3 Jointly Developed Materials – Written Agreement

In those instances where materials, processes, or inventions are produced by an academic employee with college support by way of use of significant support personnel time, facilities, or other college resources, a written agreement shall be negotiated between the College and the academic employee prior to the start of development. Ownership of the materials, processes, or inventions shall vest in and may be copyrighted or patented by the party designated in the written agreement. In the event no such written agreement is established, the ownership shall vest in the College.

Accreditation Status (2.A.25)

The College Catalog and other publications accurately use the term "Accreditation" in reflection of the current status of Lower Columbia College. The following statement appears on page 2 of the current College Catalog:

Lower Columbia College is accredited by the Northwest Commission on Colleges and Universities, and institutional accrediting body recognized by the Council for Higher Education Accreditation and the Secretary of the U.S. Department of Education.

The Lower Columbia College Nursing Program is approved by the Washington State Nursing Care Quality Assurance Commission and accredited by the National League for Nursing Accrediting Commission.

The Lower Columbia College Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs on recommendation of the Curriculum Review Board of the American Association of Medical Assistants' Endowment.

Contractual Agreements (2.A.26)

Lower Columbia College follows an established plan and closely monitors all contractual agreements. Contracting procedures are based on requirements outlined by the Office of Financial Management and the Washington State Attorney General. Standardized templates are used for most contracts. The College posts standard forms and instructions on the faculty and staff portion of its website. Approval processes must be followed in the case of all purchasing, and prior approval from the President or his designee must be obtained before a contract can be signed.

LCC Administrative Policy 510.4 regarding Contract for Goods and Services states that, "Authority to contract with commercial or the public sector for goods and services is delegated to the President or designee except for Board approval for architectural services for capital projects that exceed \$25,000; and construction bids whose value is greater than \$50,000."

Academic Freedom (2.A.27)

Section 405 of the agreement between the Lower Columbia College Faculty Association of Higher Education (LCCFAHE) and the Board of Trustees describes and promotes academic freedom. The agreement acknowledges academic employees' right to seek and present the truth as they know it, to speak and write as citizens, to select textbooks and materials subject to accepted standards of professional responsibility, without fear of interference from administrators, the Board, governmental authorities or pressure groups.

Pursuit of Scholarship (2.A.28)

Section 405 of the faculty agreement articulates academic employees' duty "to protect students' rights to freedom of inquiry even when the students' conclusions differ from the academic employees' conclusions." In addition, the Lower Columbia College Student Handbook states, "students and other members of the college community shall be free to express their views or support causes by orderly means which do not disrupt the regular and essential operations of the college" (pg. 26). Policy 203 of the LCC Administrative Policies states the college's commitment to the intellectual freedom of all college constituencies on our campus.

Quality of Instruction (2.A.29)

Article 800 of the faculty agreement regarding evaluation of non-probationary academic employees states: "The purpose of this evaluation is to provide for professional and personal faculty growth and to foster a standard of teaching and service that provides for quality student education."

- Peer Assessment. Section 804 of the new agreement states that each tenured faculty will participate in peer evaluation (804.1) during the third year of the triennial cycle using a form mutually agreed upon by the College and the faculty. In addition, peer observations (804.2) may also occur using the classroom observation form. Peer observations may be assigned by an administrative supervisor if the need arises.

- Self-Evaluation. Section 805 of the agreement states that academic employees shall prepare and submit a written self-assessment in a mutually determined format by the academic employee and the administrative supervisor. The self-assessment shall include student evaluation and other data in support of identifying areas of strength and areas where improvement is desirable.
- Administrative Observations. Section 806 states that an administrative (classroom) observation shall occur a minimum of once during each triennial conference cycle. The administrative supervisor can visit some or all of an academic employee's classes as long as said visits are arranged ahead of time. Feedback from the observations may be used in formative assessment of an academic employee's performance as long as the information is shared in advance of the triennial conference meeting.
- Supervisor's Evaluation. After each annual or triennial evaluation meeting, the dean or supervising administrator will provide a written summary providing formative feedback on what the faculty member is doing well and suggestions for improvement. The evaluation will be provided to the academic employee in advance of the triennial conference, and the faculty will be allowed to attach a separate written response (section 807).
- Additional Evaluations. The new agreement also provides for additional evaluative input from advisory committees, employers and other members of the community at the request of either the academic employee or the appropriate supervising administrator (section 808).

Evaluation of adjunct and affiliate faculty is also addressed in the new agreement. As with tenured faculty, there are additional components in addition to the traditional student evaluation process, including:

- Professional Partner Program. Each academic employee teaching for the first time at the College shall be assigned a Professional Partner. The length of the assignment is dependent of previous teaching experience. Professional Partners act as mentors and perform various duties, including completing a classroom visitation and review with the adjunct faculty member (Section 313.1).
- Classroom review by administrators. An adjunct academic employee's supervising administrator may observe some or all of the employee's classes for the purpose of data collection and evaluation, provided that such observations are scheduled beforehand with the academic employee (section 905.4).
- Conference for adjunct academic employees. Conferences for adjunct academic employees may be held at the request of either the adjunct employee or the administrative supervisor (section 907).

A rigorous process for probationary faculty is also defined in the faculty agreement.

Finance Policy (2.A.30)

Each biennium, the State Board for Community and Technical Colleges (SBCTC) submits a comprehensive budget request to the Washington State legislature to fund the operation of the overall 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.

Lower Columbia College's Administrative Policies detail the overall governance authority and structure of the College. According to Section 100.1, the Board of Trustees, as the legal authority for the operation of the College, is responsible for the finances of the College. Chapter 5 of the same document provides the specific policies for the Business and Finance operations of the College. College policy clearly details the authority and autonomy levels applicable to financial governance.

The Lower Columbia College Board of Trustees governs the college based on the principle of policy governance. As such, the board has delegated the day to day operation of the college to the President, including the development and implementation of the college budget. Developed through an inclusive process that is tied to the mission and goals of the College, the budget is approved by the Board each June. Reports are submitted to the Board of Trustees on a quarterly basis and indicate the current status of the expenditures and request approval for any changes to the budget based on allocation enhancements or reductions.

Lower Columbia College's Strategic Plan drives the planning and budget development process. The Strategic Issues provide the framework for the Annual Priorities of the College. Other plans, including the Instructional Plan and the Facilities Master Plan, provide direction as the College develops strategies to meet its goals.

In January of each year, each major unit of the College begins the process of developing goals and budget requests that support the Annual Priorities. All College employees, as well as student leaders, have the opportunity to participate in the process. Leadership in each major unit reviews the goals and related budget requests before submitting the requests to the President and the Cabinet for consideration.

In April, the President's Cabinet reviews and prioritizes the budget requests and drafts a balanced budget in preparation for receiving an allocation from the State Board for Community and Technical Colleges. After the College receives an allocation from the State Board for Community and Technical Colleges, the President's Cabinet develops final recommendations to submit to the Board of Trustees. Once the budget is approved the decisions are communicated to the College and budget documents are prepared and made available.

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 impact the budget for 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.

All revenues and expenditures are controlled through the use of a statewide financial software system. In Washington, the principal accounting system for all community and technical colleges is provided by

the State Board Center for Information and Technology Services (CIS). The system supports the basic accounting, payroll, financial aid, cashiering, inventory, and personnel process

After the Governing Board approves the Operating Budget, it is loaded into the Financial Management System. The detailed program budget information can be viewed on line through the FMS Query process and the Budget Status Reports. There is continued monitoring of the budget documents and revisions/transfers are expedited on a timely basis.

As indicated previously, the College is required to comply with all Washington State Office of Financial Management policies, regulations, and procedures. The College complies with the Internal Control Concepts recommended by the Washington State Office of Financial Management.

Given the current economic cycle, budget revisions have been a common occurrence. Unfortunately, the norm over the past two years has been downward revisions made necessary by the State of Washington's revenue declines. Like the biennial budget development process, each state allocation revision is coordinated system-wide by the State Board with appropriate College-specific adjustments developed jointly by the State Board and College leadership. Revised budgets are likewise published by the State Board.

The State of Washington closely defines investment options that the college is able to participate in as prescribed by RCW 39.60.050. (State of Washington)The College's cash and investment management policies and procedures follow OFM guidelines in SAAM 85.50 (State of Washington), SBCTC Fiscal Affairs Manual (FMS) 40.10 (State Board for Community and Technical Colleges) and our own Internal Investment Policy and Procedures. The College Finance Office manages its cash by investing available funds in instruments which follow all state guidelines and provides the best return to the college that meet operational cash flow requirements.

Fundraising activities are conducted in a professional and ethical manner in accordance with IRS requirements for 501 (c)(3) organizations, the institutional policies of Lower Columbia College and the Foundation's Bylaws. 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. Similarly, the Foundation works with the Cabinet and the Office of Instruction in determining grant awards. An independent auditor audits the Foundation each fiscal year and the results are published and made public on the College's website. Additionally the Foundation and College jointly publish an Annual Report to the community, which highlights news and events and provides accounting of Foundation donations and disbursements.

Sections I and II of the Foundation's Finance Policy address these requirements in detail. The Foundation regularly reviews its policies as conditions change.

Lower Columbia College follows Section 535 of the Administrative Policies, a strict policy governing use of debt in financing its operations. The College may incur debt in accordance with RCW 28B.50.140 (6) and RCW 39.94 which limits the potential debt to no more than seven percent of the average general operating revenues for the three immediately preceding fiscal years. The College follows the seven percent rule consistently.

The College has historically assumed very minimal debt. Recently, LCC incurred C.O.P. debt, at very favorable rate of interest, related to capital equipment purchases for instruction in the Nursing and Machine Shop programs.

Lower Columbia College continues the payment schedule for two Office of State Treasurer COP Program loans that provided very reasonable interest rates. This debt was used to finance an Energy Conservation Project completed in Fiscal Year 2003.

Following statutory and policy requirements, Lower Columbia College has consistently maintained its liquidity and solvency standards. The Finance Office maintains detailed records for all projects using debt service including agency payment schedules and repayments of debt as required by the Washington Office of Financial Management and the State Board of Community and Technical Colleges.

State Board policy and procedures govern the use of inter-fund transfers for community and technical colleges in the SBCTC Fiscal Affairs Manual (FAM) section 50.10.10. The College is in compliance with those policies and procedures. The LCC Board of Trustees is the approving authority for transfer of funds. The President's Cabinet makes recommendations for larger inter-fund transfers, supporting the Board's decision making process in meeting the College's stated mission and goals.

Resources & References for Standard 2A

- A. LCC Board Policies
- B. Expected College Outcomes
- C. Strategic Plan
- D. LCC Administrative Policies
- E. RCW 28B.50
- F. RCW 28B.50.100
- G. RCW 42.52
- H. Organizational Chart
- I. CV's for LCC Administrative Team
 - a. Brendan Glaser
 - b. Chris Bailey
 - c. Erin Brown
 - d. Joe Quirk
 - e. Karen Joiner
 - f. Kendra Sprague
 - g. Kyle Hammon
 - h. Lisa Matye Edwards
 - i. Maggie Stuart
 - j. Nolan Wheeler
 - k. Sue Groth
 - l. Wendy Hall
- J. Councils and Committees
- K. Board of Trustees
- L. Faculty Handbook
- M. Faculty Contract
- N. Library Policies
- O. Student Handbook
- P. ASLCC Bylaws
- Q. College Catalog
- R. WAC 131-32-040
- S. Employee Satisfaction Survey
- T. Ethics Handbook
- U. SBCTC Policies
- V. SBCTC Fiscal Affairs Manual
- W. Office of Financial Management – Flow Chart of Internal Control Concepts
- X. RCW 39.60.050
- Y. LCC Foundation Bylaws
- Z. LCC Foundation Finance Policies

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. The College has maintained its support and operations functions due to the hard work of the college employees despite the reduction in state allocation. In fall 2012, the College employed 61 FT Faculty; 134 PT Faculty; 16 Administrative; 54 Exempt professional; and 128 classified employees for a total of 393. In 2008 we employed 400 employees; in 2009 we employed 402; in 2010 we employed 408; and in 2011 we employed 403. Our student to faculty ratios are impressively declining: 2009-2010 the student faculty ratio was: 24.63; 2010-2011 it was 24.17; in 2011-2012 it was 21.72; and in 2012-2013 it was 19.82.

The current financial situation enabled the College to fund 11 new tenure track faculty positions for fall 2013 and another 4 positions for fall 2014. 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 are codified in WAC 131-16-080. Classified staff position descriptions adhere to the state classification specifications and job duties as required by the Office of the State Human Resources Director. The negotiated collective bargaining agreement defines procedures for classified employee selection. In addition, college policies and procedures guide faculty, classified and exempt selection. This information is located on the College website. Prior to recruiting for a new position, supervisors complete a Personnel Request Form which must be approved by the appropriate Vice President and forwarded to President's Cabinet.

Once reviewed by the President's Cabinet and approved by the President, recruitment announcements are developed and posted to the LCC website. These announcements include detailed information regarding the position, who the position reports to, and major duties and responsibilities. Human Resource Services has a specialist dedicated to recruitment, classification and reclassification of personnel. The members of the HR team work closely with each requesting department at the time the position announcement is being created and with the selection committee to ensure the pool of candidates is robust and competitive. The Recruitment Specialist has multiple resources available for posting and advertising positions both on-line and in-print. Positions are advertised in the best way to capture a diverse and full applicant pool. Positions are announced campus wide via email, from the HR department as well as on the statewide SBCTC site, and the Greater Oregon Recruitment Consortium (GO HERC). GO HERC is a consortium of colleges and universities in the Greater Oregon area that pool recruitment resources and place particular emphasis in minority and diversity recruitment.

Position descriptions are developed for each new position and maintained to accurately reflect duties and responsibilities. Position descriptions are reviewed during the employee's evaluation and updated as necessary 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 HR team is working with the appropriate supervisors in developing those updated 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 has the requisite forms as well as directions for the process are available on the LCC website, Faculty & Staff section. 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.

Administrative/exempt employees are evaluated every other year. The process is also found 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.

The processes result in a written record kept on file in Human Resource Services. HR has recently developed a tracking system and a reminder system when evaluation of employees is due. The process is a bit cumbersome, but we anticipate a more streamlined process when ctLink goes live (targeted for May 2015, ctLink is the new statewide PeopleSoft system). The evaluation process for Administrators is currently undergoing revision to incorporate greater input from faculty with regard to instructional positions. The Governance Council (Faculty Leadership and Administrators) is developing the process for faculty input on these important evaluations. We anticipate this process to be complete within the next 6 months.

The Board of Trustees annually evaluates the President of the College based upon 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 as outlined in the Faculty Contract. These activities support and enhance professional development of the faculty and assist faculty to stay current in their teaching discipline(s).

Faculty professional development is supported in a variety of ways:

- The College provides one-third release time to a faculty member to coordinate professional development activities and oversee 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

- Exceptional faculty fund, Foundation grants, and faculty development funding of \$185 per faculty designated for development
- Community Conversations, a weekly lecture series, is open to students, staff and the community
- Funding from the Vice President of Instruction, LCC Foundation and additional other funding sources
- Professional Development Opportunities are posted on the LCC website

Faculty development opportunities include, but are not limited to: book discussion groups, safety training, eLearning training, certification courses, seminars, and conferences. Other examples include:

- NEA Higher Education Conference
- Classroom Challenges ID and Management of Classroom Aggression Seminar
- Center of Excellence for Manufacturing Workshop
- ASE Certification
- Canvas Distance Education Certification
- Miller Welding Camp
- Explosion of Learning Community Forum
- College Readiness Retreat
- Continuing Education Course for Nurses
- ACCESS DATA Certified Examiner Exam
- Heavy Duty Fleet Pollution Prevention Course
- Working Connections IT Faculty Development Institute
- NACADA Annual Conference

One of LCC's strategic initiatives, expansion of eLearning, includes faculty development in online course design and pedagogy. All faculty are required to take LCC's Distance Education Certification before they can teach distance education. The eLearning Office offers technology-and-design based workshops, coordinating with the Faculty Professional Development Coordinator. The majority of eLearning professional development during 2011-2012 (for example) was targeted toward the migration to Canvas and migrating quality courses – looking at Quality Matters. Multiple workshops were offered with 105 instructors attending. The topics included:

- An Instructor's Introduction to Canvas
- Building a Course Introduction: Quality Matters Standard 1
- Building Assessment Rubrics: Quality Matters Standard 2
- Gaming to Learn! Nobel Prize-awarded achievements teach and inspire while having fun!
- Canvas, the student perspective
- The Canvas Gradebook & SpeedGrader
- Tegrity- provide tutorials and feedback: more than just lecture capture
- Canvas mobile opportunities
- Migrate an ANGEL Course

Classified Staff

Lower Columbia College is committed to providing professional development activities that support the classified staff. Funds are used to support the Quarterly Classified Staff award and the Classified Employee of the Year award. The Classified Staff Training Committee organizes staff training and the annual Classified Staff BBQ. Lower Columbia College is dedicated to providing on-going training opportunities for all staff and have several trainings/workshops offered at least quarterly. Some of the training opportunities include:

- SkillSoft Training
- Empowering the Workforce through Respect to Focused Performance
- Understanding and Promoting Good Values in the Workplace
- Mandatory Reporting of Child Abuse & Neglect
- Interpersonal & Business Communication
- Ethics
- Drug & Alcohol Free Workplace
- Microsoft academy – IT academy
- Employee Assistance Program
- Health & Wellness

Classified staff are represented by the Washington Federation of State Employees Higher Education (WFSE) and are eligible for professional development activities as outlined in their negotiated agreement, Article 9 – Training and Employee Development.

Classified employees are each 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. Employees are encouraged and welcome to attend all of the training and professional development activities provided for classified staff and some of the opportunities provided to faculty. Other professional development activities encouraged and supported are participating in the Leadership Development Program, Washington Executive Leadership Academy (WELA), and quarterly supervisor/manager training.

The Administrator Performance Appraisal is designed to help exempt/administrators achieve personal and professional excellence and contribute to the excellence and effectiveness of the college.

Faculty/staff satisfaction with professional development opportunities is tracked through our Employee Survey that is administered every other year. In addition, faculty Professional Development Units are tracked and reported. With conversion to the new ctcLink data system, staff hours in professional development will also be tracked.

Appropriately Qualified Faculty (2.B.4)

Lower Columbia College specifies minimum qualifications for faculty, based on whether they are teaching in transfer programs/disciplines, career/technical program or 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. Minimum qualifications are outlined in the Faculty Contract.

Faculty Responsibilities and 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 guidelines outlined in the Faculty Contract.

Work assignments are developed to create an appropriate distribution of work while allowing adequate flexibility to meet varying organizational and individual needs. Instructional workloads are assigned based on direct contact hours to ensure that loads are comparable in time and effort.

Several years ago, an inequality in faculty advising loads was identified and addressed in the Faculty Contract. 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. To further address advising workload issues, several adjunct faculty have been hired and trained to advise students in their content areas. The adjunct faculty members are compensated for their advising load. As an Achieving the Dream college, LCC has identified improving advising as a major objective for increasing student success and has been developing and implementing advising reform. Primary components of the reform effort include increased training for faculty, enhanced assessment of effectiveness, and recognition for outstanding advising.

College service obligations are assigned by the supervising administrator in consultation with the faculty member. Efforts are made to ensure workload equity. Committee assignments are posted to the LCC website annually.

Faculty Evaluation (2.B.6)

The purpose of faculty evaluation is to provide information which assists the faculty member with professional excellence and growth to foster a standard of teaching and service that promotes student success. The evaluation process is formative. If deficiencies in the faculty member's performance become evident, a plan for improvement will be developed by the dean and the faculty member, separate from the regular evaluation process.

Procedures for faculty evaluation are described in the Faculty Contract, Article 800 (tenured and Adjunct Faculty), and section 304 (Probationary [Tenure-Track] Faculty).

In addition to student evaluations of instruction, full-time faculty have classroom observations and peer evaluations at regular intervals, and participate in an annual meeting with their dean. Part-time faculty are evaluated through the use of student evaluations of instruction, classroom observations,

professional partner feedback (first one to two quarters of teaching). Part-time faculty also meet with their deans as needed. The comprehensive evaluation process is outlined in the Guide for Assessment Process and Timetable.

In recent years, the faculty and administrators have worked collaboratively to strengthen the process of evaluation of faculty. In May 2013, a Memorandum of Understanding was signed by the LCC Administration and the Faculty Association to institute a number of changes to the post-tenured faculty evaluation process. Components in the MOU include peer evaluations and administrative observations. Administration has worked with faculty to standardize, formalize, and document the evaluation process. Content of the Memorandum was incorporated into the new faculty contract in June 2014.

The detailed process and procedure for faculty evaluations is as follows:

Process for Monitoring/Data Gathering

The Triennial Evaluation Schedule is kept for faculty due for student appraisals of instruction (also referred to as student evaluations) and conferences. The schedule includes all tenured, full-time temporary, and tenure-track faculty, and is based on a rolling five-year cycle. It is maintained by the Office of Instruction administrative assistants and reviewed quarterly. The Adjunct Faculty Evaluation Schedule documents the schedule for quarterly student evaluations for part-time faculty, per the Guide for Evaluation and Assessment Process and Timetable, congruent with the Faculty Contract.

At the beginning of each academic quarter, the Office of Instruction administrative assistants contact the faculty in their area of responsibility to schedule the student evaluations per the Triennial Evaluation Schedule. Additionally, the administrative assistants schedule the faculty conferences with the appropriate dean.

The administration of student evaluations is shared amongst the Office of Instruction support staff. After processing, the required materials are filed in the faculty binders located in the Office of Instruction.

The traditional format for student evaluation of instruction has been the Student Appraisal of Instruction. A taskforce, consisting primarily of faculty, developed additional Student Evaluation Forms to accommodate different disciplines and teaching modalities. These forms were approved by the contract maintenance team and piloted winter quarter 2014. On subsequent evaluations, faculty will select the form they wish to use based on discipline/modality and preference.

Full-Time Tenured Faculty

Per section 803.2.A in the Faculty Contract, "Each full-time tenured faculty member with a teaching assignment will be evaluated by all of his/her students at least one quarter each academic year. During one of the first two years in the triennial conference cycle established in Article 803.2, spring quarter classes shall be evaluated. In the other year of the first two years of the triennial conference cycle, any quarter's classes will be evaluated. In the third year of the triennial conference cycle, both fall and winter quarter classes shall be evaluated. Any variation of this cycle shall be mutually agreed to between the academic employee and the appropriate supervising administrator."

Full-Time Tenure Track Faculty (Reference: Faculty Contract 304.2)

Per section 304.2.C in the Faculty Contract: "The evaluation process utilized by the committee must include the following activities:

- A. Completion by the probationer of required orientation activities, including reviews of (a) the duties and responsibilities of instructors, (b) guidelines for probationary review committees, and (c) departmental objectives, the probationer's job description, and teaching and/or work assignment.
- B. The development of a Teaching Effectiveness Plan/Professional Development Plan that includes a mutually agreed-to set of long-range and quarterly goals with supporting activities, subject to approval of the Vice President of Instruction. The probationary committee and the probationer may mutually agree to adjust goals and objectives after the Vice President of Instruction has approved them, provided that the adjustments do not significantly alter the main direction of the probationer's efforts. In cases where major revision is desired, the goals and objectives should be re-submitted for approval. It is the responsibility of the committee to determine when an adjustment requires resubmission.
- C. The collection and evaluation of quarterly Student Appraisals of Instruction using district evaluation forms developed under Article 803.1 or, in the case of non-teaching faculty, appraisal data collected from clients served;
- D. Observations of probationer teaching in classroom, lab, and/or clinical settings or, for non-teaching faculty, carrying out their duties;
- E. Peer evaluations by the members of the probationer's department, collected at least annually, utilizing a form mutually agreed upon by the District and the LCCFAHE. Faculty, staff, and other individuals may be added to the group participating in the probationer's peer evaluation provided that they have sufficient interaction with the probationer, and a majority of the review committee members approve of the additions.
- F. Attendance at one of each of the following committee or council meetings: Curriculum Committee, Academic Standards Committee, Instructional Council, Governance Council, and the College Board of Trustees. Meeting minutes listing the probationer's name as a guest are suggested as a method of documenting progress.
- G. Assessment by the probationer's supervisor, reported at review committee meetings, reviewing general aspects of the probationer's performance.

- H. An annual written self-evaluation by the probationer assessing evaluation data, summarizing progress towards goals and objectives, and summarizing actions taken or contemplated in order to address areas of concern.

Additional evaluation methods and activities may be mutually developed by the probationer and the committee and used to evaluate performance. “

Full-Time Temporary Faculty

Per section 803.2.B in the Faculty Contract: “Each full-time temporary academic employee with a teaching assignment shall be evaluated by all of his/her students, each quarter of employment. The results of the evaluations shall be reviewed during the employee’s conference(s) as outlined in Article 809 and shall be included in the teaching effectiveness plan required in Article 810.2.”

During the last three weeks prior to final examination week of the quarter, the Student Appraisal of Instruction and other Student Evaluation forms will be distributed to the students for completion, and collected for processing by Office of Instruction staff. Instructors leave the classroom and Office of Instruction staff or designee stays in the classroom while students are completing the evaluation. Student evaluations are conducted in a manner that protects student anonymity and employee confidentiality. See Office of Instruction Processing for further detail.

Part-Time (Adjunct and Affiliate) Faculty

Per section 906 of the Faculty Contract: “Student evaluations will be completed for each class taught by an adjunct academic employee during the first two quarters for which they are appointed. Student evaluations will be completed for all courses taught in one quarter each academic year thereafter. Evaluations should occur no earlier than the fifth week nor later than the eighth week of instruction.” (Faculty Contract 906):

The Student Appraisal of Instruction and other Student Evaluation forms are be distributed to the students for completion, and collected for processing by Office of Instruction staff no earlier than the fifth week nor later than the eighth week of instruction. Instructors leave the classroom and Office of Instruction staff or designee stays in the classroom while students are completing the evaluation. Student evaluations are conducted in a manner that protects student anonymity and employee confidentiality. See Office of Instruction Processing for further detail.

Evaluations Administered Online

Faculty members who instruct online courses have the student evaluations administered online through the Canvas learning management system. The eLearning and Office of Instruction staff jointly prepare a list of the courses for which the evaluations are administered online. Results from the online evaluations are processed by Office of Instruction staff in the same manner as listed below; however, since it is already in electronic format, the forms are not processed by BTEC staff.

Detailed Procedure for Administering and Processing Student Evaluations

- Evaluations are administered by staff, protecting student anonymity and faculty confidentiality at all times.
- Faculty are not present while the student evaluations are being completed.
- Staff give the instructions to the students and allow adequate time for students to complete the evaluations (approximately 10-15 minutes).
- Staff collect the evaluations and return these to the Office of Instruction.
- Office of Instruction staff type the written comments on the forms verbatim, file this document electronically in the folder "Office of Instruction-Faculty Comments," print a copy of the comments and place it in the evaluation packet.
- Staff post their initials and date to Excel spreadsheet and to packet label, and sends the packet to BTEC.
- Packets returned from BTEC contain two (2) copies of the analysis sheet in addition to the original contents.
- Office of Instruction staff removes one copy of the analysis and comment sheets and files the packets in the Office of Instruction.
- Staff makes photocopies of the analysis sheet and comments, and files them in the faculty binders in the Office of Instruction.
- Staff sends the evaluations (analysis sheet and comment sheet) to the appropriate dean for review.
- After review, the dean returns to the administrative assistants who will then send these to the appropriate faculty, no later than the end of the second week of the subsequent quarter.
- Staff post the completion of the process to the Excel spreadsheet.

Annual Progress Meetings and Triennial Conferences

The Guide for Evaluation and Assessment Process and Timetable is a reflection of activities that are currently being completed and serves to formalize, standardize, and articulate these activities. This reflects the current faculty contract and previous Memorandum of Understanding (MOU), and gives a multi-faceted approach to the formative faculty evaluation process. As part of the "annual meeting" with the dean, a faculty member's professional development is reviewed and the print-out of earned PDUs from HR is placed into the faculty notebook. Advising load and process are reviewed with the faculty and any support needs, such as additional training, professional development, or information, are identified.

Monitoring the Process

It is the responsibility of the Office of Instruction administrative assistants to work together to ensure timely communication with faculty within each area of responsibility, and to assist in scheduling meetings with the appropriate deans. All required materials are filed in the faculty binders, located in the Office of Instruction secured file. Two attachments are placed in the faculty binders each fiscal year. One document is entitled Faculty Evaluation and Assessment Meeting. The administrative assistants update the top portion of the checklist form and schedule the meetings and student evaluations. On the date(s) of the scheduled meeting(s), the administrative assistant provides the dean with the binder for the meeting. The second document is entitled Tenured Faculty Conference and

Student Evaluation Checklist and is monitored by the administrative assistants for completion and filed in the faculty binders.

Please see document entitled Quarter Timeline Overview as a suggested outline for ease of scheduling. Also see Student Evaluation Flowchart to view how the evaluation paperwork moves through the system.

Resources & References for Standard 2B

- A. Student Faculty Ratios
- B. WAC 131-16-080
- C. LCC Administrative Policies
- D. Recruitment Procedure
- E. Personnel Request Form
- 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
- U. Guidelines for Evaluation and Assessment
- V. Memorandum of Understanding
- W. Student Evaluation & Triennial Schedule
- X. Adjunct Faculty Evaluation Schedule
- Y. Student Appraisal of Instruction
- Z. Other Student Evaluation Forms
- ZA. Appraisal of Instruction Form-eLearning
- ZB. Faculty Evaluation and Assessment
- ZC. Tenured Faculty Checklist
- ZD. Quarter Timeline Overview
- ZE. Student Evaluation Flowchart

2C – EDUCATIONAL RESOURCES

Degree and Certificate Programs (2.C.1)

As a comprehensive community college, Lower Columbia College provides programs that are consistent with its mission. Programs are offered that culminate: 1) in degrees that transfer to four year institutions; 2) degrees and certificates that qualify recipients for entry-level employment or advancement; and 3) in some cases, provide both the skills needed for employment while offering transferable coursework. Degrees and certificates offered are summarized below, and specifics are available in the college catalog.

Summary of Degrees and Certificates

PROGRAM	POPULATION SERVED
Associate in Arts and Sciences – Direct Transfer Agreement (AA-DTA)	Transfer students unsure of major
Associate in Arts and Sciences (AA)	Transfer students who have decided on a specific baccalaureate institution
Associate in Science, Track I, II (AS)	Transfer students preparing for upper division study in science related fields
Major Related Pathways	Transfer students who have decided on a major but not a baccalaureate institution
Associate of Applied Science (AAS)	Professional/technical students who plan to seek employment after program completion
Associate in Applied Science – Transfer (AAS-T)	Professional/technical students selected programs that are transferrable to only selected colleges (i.e., is not generally transferrable to most institutions)
Certificate of Proficiency (COP)	Professional/technical students preparing for entry level jobs requiring approximately one year (45 credits) of study
Certificates of Completion (COC)	Professional/technical students preparing for entry level employment requiring less than one year of study

Students come to the college from a variety of backgrounds, with varying abilities, and from many different starting points. To fulfill the college’s mission and serve our community, Lower Columbia College has established programs and pathways that help students progress towards specific educational outcomes.

Developmental programs are offered, and include Integrated Basic Education and Skills Training (I-BEST) offerings in selected professional/technical programs, High School Completion programs (including the Career Education Options drop-out recovery program) culminating in the award of a Washington State High School Diploma, GED preparation courses, and college preparation courses – including Integrated Transitions (I-TRANS) pathways – for students seeking college degrees but needing remediation in specific areas.

Lower Columbia College also offers the Running Start program, Washington State’s program model that allows high school students to utilize college courses to complete both a college degree and high school graduation requirements. Consistent with Perkins IV federal funding, high school students interested in professional/technical programs also have dual credit opportunities available. LCC continues to maintain program articulations with all regional high schools in selected fields of study that allow specific high school courses to meet certain requirements within a given degree. Courses identified in these articulations (originally established under the Carl Perkins Tech Prep guidelines) have content that is reviewed by both high school and college faculty in order to ensure alignment of high school course outcomes with established college course outcomes.

Finally, LCC offers limited College in the High School opportunities with selected high schools. Courses offered under this model are taught at the high school by a high school instructor meeting the college’s qualifications for instructors in a given course discipline. Courses utilized in this program are reviewed by college faculty from the relevant discipline. Summarized below are program pathways that help students achieve success in their educational endeavors.

Summary of Pathways to Educational Outcomes

Program or Pathway	Focus or Educational Outcome
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
Integrated Transitions (I-TRANS)	Special courses for transfer students that integrate remedial education into courses fulfilling certain transfer degree requirements

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 Completion	Programs leading to the award of a Washington State High School Diploma
Career Education Options	Alternative program for those who have dropped out of 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
University Articulations	Clearly articulated course plans for seamless transition to partner Universities

Whether a student completes all the coursework for a given degree, certificate, or diploma at Lower Columbia College, or takes advantage of a program articulated with regional high schools or other partner colleges, each program has clearly identified learning outcomes. The credentials awarded after the completion of a given sequence of courses – whether a collegiate-level degree or certificate or a high school diploma – are based on well-established state, regional, and national standards, including Intercollegiate Relations Commission guidelines, criteria and policies established by the State Board for Community and Technical Colleges, and – in the case of professional/technical programs – industry skill standards or special accreditation standards.

Through the college’s governance structure, LCC faculty, 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. The outcomes of programs are assessed biennially through a well-established Curriculum and Program Review process.

The Vice President for Instruction and the Deans of Instruction oversee the implementation of all instructional programs, through supervision of academic personnel, curriculum, instruction, instructional sites and teaching modalities. College faculty are closely involved in the evaluation and professional development of their peers as defined Articles 300 and 800 of the Faculty Negotiated Agreement, and therefore assist in maintaining and improving the integrity of the academic programs.

Like all community colleges in Washington State, Lower Columbia College must meet several external requirements including those established by the Intercollege Relations Commission (ICRC), a voluntary association of accredited institutions that facilitates student transfer in Washington State. Additional external requirements are established by the State Board for Community and Technical Colleges (SBCTC) and the various program accrediting agencies. 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—National League for Nursing Accrediting Commission (NLNAC) and Washington State Nursing Commission
- Nursing Assistant—Washington State Nursing Commission/Department of Health

All programs have clearly defined learning outcomes which are 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.

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 are specified in each course plan and course syllabus and are available online. The Course Plan describes the course outcomes, global skills, identifies any prerequisites and means of assessing students. Students receive a course syllabus by the end of the first week of the quarter. Syllabi are also collected and maintained in the Office of Instruction. Departments meet quarterly on scheduled assessment days to review and update course plans and curriculum as needed. New course plans and those needing revision are then reviewed by the dean, submitted for review to the Curriculum Committee and subsequently reviewed by the Vice President of Instruction.

Program outcomes are reviewed by the faculty on an ongoing basis. Each program follows the same review schedule as determined by the Instructional Assessment Committee. While each program follows the same Curriculum Review format, they differ as to program outcomes and how they are communicated to students.

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

All credits and degrees are awarded according to Lower Columbia College policies. Credits are earned and degrees are awarded upon successful completion of required course work. Documentation through transcription of completed courses reflects learning outcomes or equivalencies appropriate to higher education as reflected on the course plan. Credits are earned upon successful completion of individual course outcomes as measured by assessment methods developed by faculty. Course outcomes, assessments methods and grading procedures are clearly stated in each course syllabus.

Design of Degree Programs (2.C.4)

The College's degree programs are designed to provide students with consistent and strong preparation to enter the job market or transfer to a baccalaureate institution. By working closely with both public and private baccalaureate institutions and with industry partners, LCC has created programs that will help students be successful after completing their education here. Furthermore, LCC, as part of the Washington Association of Community and Technical Colleges, routinely reviews its Direct Transfer Degree (AA-DTA) to ensure strict adherence to the degree guidelines as listed in the ICRC Handbook.

All Associate Degrees, whether transfer-oriented or professional/technical have the following general requirements per the LCC catalog:

- Minimum of 90 transferable credits in courses numbered 100 and above. No more than 6 credits in PHED activity courses; no more than 15 credits in Cooperative Work Experience and/or Independent Study, and no more than 5 credits in performance/skills courses are allowed.
- Maintain a minimum cumulative grade point average of 2.00 on the credits that may be used toward the degree.
- Complete at least two quarters—including the last quarter— at Lower Columbia College.
- Earn at least 24 credits at Lower Columbia College, exclusive of credits by examination.
- Earn no more than 15 pass/fail credits. Pass/fail courses may not be used to meet communication, quantitative skills, core program, or distribution requirements, except when a pass/fail class is required by a specific program.
- Diversity requirement—5 credits. See quarterly schedule for diversity classes. Courses that meet this requirement may also be used toward other graduation requirements.

Transfer degrees include the Associate in Arts and Sciences (AA), the Associate in Arts – Direct Transfer Agreement (AA-DTA), the Associate in Applied Science – Transfer (AAS-T), and the Associate in Sciences – Transfer (AS-T).

Each of the transfer degrees has additional specifications beyond the general requirements as follows:

Associate in Arts and Sciences (AA)

- Communications requirement—15 credits ENGL& 101, ENGL& 102 or ENGL& 235, and SPCH 110.
- Courses as prescribed by the faculty advisor and approved by department chair.

Associate in Arts – Direct Transfer Agreement (AA-DTA)

- Communications requirement—15 credits ENGL& 101, ENGL& 102, and SPCH 110 or SPCH 114.
- Quantitative/symbolic reasoning skills requirement— 5 credits. MAT H 099 or proficiency, AND one of the following: BUS 206, ENGR& 214 or ENGR& 215; MAT H& 107 or higher (excluding MAT H& 131); PHIL 120; or PHYS 101, 102, 103, 251, 252, or 253.
- Humanities requirement—15 credits from at least three areas on the Distribution List for Transfer Degrees. No more than 10 credits from any one discipline; no more than 5 credits in performance skills courses; no more than 5 credits in foreign language at the 100 level.
- Social Sciences requirement—15 credits from at least three areas on the Distribution List for Transfer Degrees. No more than 10 credits from any one discipline.
- Natural Sciences requirement—15 credits from at least three areas on the Distribution List for Transfer Degrees. No more than 10 credits from any one discipline; must include 5 credits of lab courses. No more than 5 credits from Math, Computer Science, and Engineering. If a course is used to fulfill the quantitative skills requirement, it may not be used to satisfy the Natural Sciences requirement.
- Capstone requirement—5 credits. This requirement was reviewed and removed by the Instruction Council in spring 2012.

- Diversity requirement—5 credits. Courses that meet this requirement may also be used toward other graduation requirements and will be designated in course schedules.
- Electives—Of the remaining credits taken to earn 90 credits for the degree, no more than 15 credits may be taken from the Restricted Course List.

Courses fulfilling AA-DTA degree requirements are scheduled such that students can attend nights and/or online and complete their degree in two or three years. The online option is increasingly popular among students. Students may also select early morning, late afternoon, or sections that meet only once per week in a hybrid format.

Associate in Applied Science-Transfer (AAS-T)

The AAS-T degree is built upon the technical courses required for job preparation and includes a college-level general education component. Baccalaureate institutions are not required to accept AAS-T degrees. The AAS-T does not fulfill general education requirements for a baccalaureate degree. Transferability of an AAS-T degree to a given baccalaureate institution is neither implied nor guaranteed. Each institution has its own transfer policies and each student is responsible for knowing the transfer and admission requirements of the receiving institution. Students are urged to check with their advisor at Lower Columbia College

Associate of Science-Transfer (AS-T)

- Issued only to students who have earned a cumulative grade point average of at least 2.0, as calculated by Lower Columbia College.
- Based on 90 quarter hours of transferable credit distributed as follows:
- General requirements listed for transfer degrees, plus:
- Communications requirement—ENGL& 101 (5 credits).
- Mathematics requirement—MAT H& 151 and 152 (10 credits).
- Humanities/Social Sciences requirement—15 credits.
- Pre-major program courses specific to the appropriate track.
- Remaining courses specific to the appropriate track— 10-15 credits.

An additional option for transfer-oriented students is the Major Related Program (MRP) Degree. Major Related Program degrees build on the AA-DTA for students in the arts, humanities and social sciences, and the AS-T for students in engineering and science-based fields. Two-year and four-year colleges work together to create these programs so that LCC graduates can transfer smoothly into the bachelor degree program of their choice.

LCC's Professional/Technical Degree is the Associate in Applied Science (AAS). In addition to the college's general requirements, students receiving the AAS must also complete the following:

- Minimum of 90 credits in courses numbered 050 and above, including:
 - Communications requirement—5 credits. ENGL 100, ENGL& 101, ENGL& 102, or 110; BUS 119; or SPCH 110.
 - Health requirement—2-5 credits. HLTH 100 or 106; NURS 101; or MEDA 161 or 162.
 - Quantitative skills requirement—5 credits. MATH 089 or higher or BUS 104.

- Human Relations requirement—2-5 credits. ANTH& 206; BUS 144, BUS 150, or BUS 240; CDS 102 or 215; ECED 119; HDEV 110; NURS 101 or 202; PSYC& 100, PSYC 204, or 214; SOC& 101; or SPCH 104.
- Note: courses that meet Human Relations requirement may also be used to satisfy another requirement of the degree.
- Social Sciences, Natural Sciences, and Humanities requirement—10 credits. At least 5 credits each in two of these three areas.
- Minimum of 45 credits for specific courses identified in the degree program and recommended by the advisor.
- No more than 6 credits in PHED activity courses; no more than 15 credits in Cooperative Work Experience, Tutoring, and/or Independent Study. No more than 15 pass/fail credits. Students must maintain a 2.0 GPA in graded courses.
- Diversity requirement—5 credits. Courses that satisfy this requirement may also be used to satisfy other graduation requirements.

The college's General Education Outcomes (current requirements and assessment process at are more generally known as Global Skills. These requirements provide degree-seeking students a fundamental breadth of education and span the range of skills found in modern education. Through attainment of these skills, students demonstrate their capacity for synthesizing knowledge. Global Skills include Communication, Critical Thinking, Interpersonal Relations, and Numeracy. Courses reviewed by the Curriculum Committee are expected to expose students to one or more Global Skill.

Assessment of Global Skills is cyclical, faculty-led, and rubric-based. Results from each assessment cycle inform improvements which are planned and discussed during periodic Faculty Assessment days. Evidence of student learning is collected throughout each year and assessed by interdisciplinary faculty teams in an annual Summer Assessment Institute. One Global Skill is assessed each year following a regular cycle, as follows:

- Communication (summer 2013)
- Numeracy (summer 2014)
- Interpersonal Relations (summer 2015)
- Critical Thinking (summer 2016)

Each degree requires at least 90 credits; within this framework, students take electives or pre-major program courses specific to the appropriate track. Students are informed about the specific requirements for their program of study through Program Planners.

Through the Instructional Assessment process, faculty periodically review their curricular through the established Curriculum and Program Review process.

Through this analysis, faculty assure appropriate sequencing, in-discipline breadth, depth, currency, and concordance with the curriculum at major public universities in Washington and Oregon.

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

Per LCC Administrative Policy 100.9, LCC's Curriculum Committee 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 an academic employee from each Instructional department, two Student Services representatives, the Deans for Instructional Programs, and one student representative. The Curriculum Committee reports to the Instructional Council.

Selection Committees for faculty positions are comprised of at least 50 percent faculty. Faculty can volunteer to serve on committees, and/or recommendations are made by Human Resources, the Faculty Association President, or Instructional Dean. Human Resources, the Vice President for Instruction and the Faculty Association President meet to finalize the selection committee. The faculty committee members are full participants on the selection committee including screening applications, making recommendations for interviews, participating in the interviews, and making recommendations for hire.

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

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. Library instruction is built into core courses including ENGL& 101, ENGL& 235, and ENGL& 102. Additionally, librarians attend faculty meetings and are involved in curriculum development.

The eLearning Department, in partnership with the Learning Commons, has created a universal tab that links the Library webpage to Canvas. This link will be available in all classes on Canvas and create an easy way for students and faculty to visit the library webpage while in the Canvas LMS.

Per the Faculty Collective Bargaining Agreement section 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, video, and other resource materials."

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

Lower Columbia College grants credit for prior learning and prior experiential learning based on clearly stated and widely published policies and procedures, determined by college faculty. LCC serves a diverse student population. Therefore, in order to recognize learning that has occurred outside of the traditional college classroom, LCC offers prior learning assessment to students who have gained knowledge and skills through work and life experience; through military training and experience; and through formal and informal education and training from in-state and out-of-state institutions including foreign institutions.

The college has a formal policy for awarding credit for prior learning, prior experiential learning, and other non-traditional credit options. Policies for all forms of credit for prior learning are listed in the college catalog and on the college website.

Credit for prior learning is available at LCC through the following methods:

- College Level Exam Placement (CLEP), credit by challenge, credit by course waiver, and pre-assessed training or training aligned with industry certifications. Special provisions apply to CLEP and waived courses. LCC has historically accepted CLEP test scores; however, during 2013-14, LCC expanded opportunities to students by becoming a College Board CLEP testing site. Students submit official CLEP test scores to Registration for evaluation. Provisional credit will be given prior to completion of 12 credits at LCC for advising purposes. For waived courses, students may petition to have a course requirement waived based on prior educational or work experience. Waived courses may be used to satisfy any graduation requirement but may not be accepted as part of the 24 required credits in residence.
- Credit for prior experiential learning is available as requested. Prior experiential learning includes the skills, knowledge and attitudes gained through non-formal (mainly work based) and informal (life experience) means. Faculty may determine learning and appropriate credit amounts through a portfolio assessment. Lower Columbia has not yet granted credit categorized as prior experiential learning.

The following guidelines apply to the evaluation of prior learning:

1. Credit for prior learning is awarded for specific courses taught at LCC and must meet the course outcomes;
2. The student must provide evidence-based documentation showing mastery of the course outcomes for credit evaluation
3. Prior learning credits from experiential learning may be applied for a maximum of 25% of the total credits required for a degree or certificate
4. The student will work with the Workforce Programs Director, Registration, and the appropriate department/program faculty in which the students is seeking credit
5. The faculty evaluator will make the final determination on all credits awarded including grades if applicable. A faculty member review, can include, but is not limited to a portfolio, test, oral interview, other written documentation, or any other appropriate method by which the faculty member determines that the student has met the course outcomes
6. Credit for prior learning is transcribed in the year/quarter earned and is assigned a grade of P for pass with the exception of course challenges which are graded by faculty based on the outcome of the assessment(s)
7. If approved, all documentation must be complete and submitted to the Workforce Programs department no later than the 6th week of the quarter. Complete documentation and forms received after the 6th week will be processed in the subsequent quarter
8. All applicable fees must be paid prior to course assessment and/or transcription
9. Students are made aware that transferability of prior learning credits is ultimately determined by the transferring institution.

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 is based on the American Council of Education's Guide to the Evaluation of Educational Experience in the Armed Services (ACE).

LCC grants AP credit in several subject areas for students who have obtained a qualifying score on the College Board Advanced Placement examinations. Provisional credit for AP scores will be used for advising purposes. Official credit is granted once the student has earned 12 credits at LCC and has a cumulative grade point average of 2.7 or higher.

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 will implement state approved methods for coding credit for non-traditional and prior learning.

Accepting Transfer Credit (2.C.8)

Lower Columbia College maintains clear, published policies and consistent processes for accepting credit from accredited colleges and universities. 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 are published in the college catalog where they are presented 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).

Whenever possible a direct equivalent will be assigned for transfer coursework. When there is not an equivalent course, the course is used as an elective and assigned an X within the appropriate subject area.

Official transcripts are evaluated for Lower Columbia College course equivalencies by the college's credential evaluator. Credit is evaluated on a course by course basis. To ensure consistent evaluations, evaluated courses are noted in a course equivalency database. In evaluating courses that have not previously been evaluated, 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.

Students must apply and be admitted to LCC before an evaluation can be requested. LCC accepts transfer courses with a grade of C- or better (please note that the catalog states C or better but LCC's practice is to accept a C-or better). Transfer courses are not listed on the LCC official transcript and are not included in the LCC cumulative GPA.

Credit awarded for areas outside of traditional college course transfer will be directly transcribed on the student's transcript in the year quarter that it was requested. Non-traditional forms of transfer credit include Advanced Placement, College Level Examination Program, College in the High School, Foreign Transcript Credit, International Baccalaureate credit, and Career Pathways (formerly Tech Prep) credit. Policies for each of these programs are listed in the LCC catalog. Military credit is transferred according to the American Council on Education (ACE) recommendations. 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. Foreign transcripts are to be evaluated, course by course, by a current member of the National Association of Credential Evaluation Services (NACES) prior to final evaluation by an LCC credential 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 is intended to ease student transfer between Washington State community and technical colleges. This reciprocity agreement is noted for students in the college catalog.

In 2007 Washington 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. Common course numbering is described for students in the college catalog.

As noted in 2.C.7, LCC maintains policies regarding credit for prior learning including CLEP (College Level Exam Placement), crosswalk-industry recognized credentials, course challenge, and course waiver. LCC maintains policies for prior experiential learning which includes portfolio assessment by appropriate faculty. Descriptions of these credit policies are located in the college catalog.

The General Education component of undergraduate programs (2.C.9)

The "general education core" of LCC's transfer degree or AA-DTA, is based directly on the 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 are accepted as satisfying 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 were designed to provide students with a core of general education courses, as well as a sufficient amount of program-specific instruction to meet the state-wide 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 methodologies for learning designed to engage students with varying levels of collegiate experience. As indicated by the Summer Assessment Institute Reports, LCC's average scores in communication and numeracy are below our targeted goal. In order to address this, we have initiated "Writing across the curriculum," which encourages a focus on writing for all students beyond the required English 101, 102 courses, furthering the practice and refinement of the healthy writing skills necessary for a productive life of work. We are also in the process of reforming our Pre-College Math and Pre-College English series in order to better prepare students for success and expedite the Pre-College process. We have received grants for these reforms, as well as our ATD and Faculty Learning Community initiatives. Our ongoing SCALE (Southern Center for Active Learning Excellence) training focuses on bringing "Active Learning" into every classroom, and is intended to provide teachers with additional tools for engaging students. LCC's Integrative Studies courses and I-Trans provide students with opportunities for learning communities which promote interpersonal relations and critical thinking. All of these systems are in place to address our students' specific needs, create life-long learners, and ensure each learner's personal and professional success, as stated in our mission.

The general education core for the academic transfer degree requires an integrated course study which includes humanities and fine arts, communications, mathematics, natural sciences and social sciences. General Education degree requirements specifically refer to those courses which may be 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 outlined on-line and in the Student Handbook.

In November of 2010, Lower Columbia College's catalog was reviewed by the Ongoing Articulation Review Committee (OAR). The OAR Committee was formed to ensure compliance of Community and Baccalaureate Institutions in the State of Washington to the ICRC Degree guidelines. LCC was found to be in compliance with the ICRC DTA and Associate Degree requirements in every area except two: 1) the Social Science distribution included Computer Science and Health which do not qualify as Social Sciences under ICRC guidelines; and 2) the Natural Science distribution included Computer Science 170 & 270, which did not meet the ICRC definition of Natural Science.

Since that time, each of the courses listed above have been removed from the areas in question or their course outlines have been clarified to more accurately meet the definition of the General Education requirement under ICRC guidelines. The established Curriculum and Program Review process ensures that all course outcomes are current, accurate, clearly articulated and relevant to the General Education outcomes or Global Skills as defined by ICRC. The two-year Curriculum and Program Review Cycle ensures consistent and timely review.

In order to clarify the distinction between the General Education requirements and the intended General Education Outcomes of these courses, Lower Columbia College has implemented the term "Global Skills" with regard to the Educational outcomes. The ICRC Handbook outlines the Educational outcomes, or the "objective of the general education program" as follows: "designed to develop academic skills at the college level (e.g., literacy, quantitative and critical thinking, composition, and the acquisition of information)...focused on fundamental and traditional areas of knowledge in the humanities and arts, natural and physical sciences, mathematics and the social sciences..."

Similarly, Lower Columbia College outlines the General Education Outcomes, or Global Skills, as: Communication, Critical Thinking, Interpersonal Relations and Numeracy.

In an effort to make this information readily accessible to students and faculty for reference, Global Skills posters can be found in every building on campus, Rubrics for each of the Global Skills are accessible on-line, and the list of Global Skills is clearly indicated in the course catalog and degree plans.

One of each of the Global Skills is monitored and assessed annually. Throughout the year, student artifacts are collected from across the campus, through varying disciplines, and a faculty team is hired for the Summer Assessment Institute. The summer institute team culminates its work in an all faculty meeting to discuss the findings and brainstorm new and effective ways of addressing these issues in the classroom campus-wide. This four-year assessment process ensures that LCC is continually striving to meet and exceed the standards set forth by the ICRC, while providing students with the necessary tools to meet their specific educational challenges within each of the four Global Skills.

Transfer Degree Program Learning Outcomes (2.C.10)

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, the Dean for Workforce Education and the Director of Institutional Research, Planning and Assessment. The group is led by a faculty chair who serves a three-year term. The Instructional Assessment Committee meets monthly to work on a variety of assessment based projects based on an established 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.

Lower Columbia College has dedicated an in-service day each term to perform necessary assessment work. Typically mornings of assessment days are reserved for faculty members 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. Afternoons of assessment days are held open for instructional areas to do the assessment relevant to their particular area or needs.

The Instructional Assessment Committee has created a standard Curriculum and Program Review document which is completed on a two year cycle. The document has been broken into seven sections:

- | | |
|----------------------|----------------|
| A. Mission, Outcomes | E. Reflection |
| B. Curriculum | F. Action Plan |
| C. Environment | G. Evaluation |
| D. Resources | |

Breaking the document into sections allows faculty members to focus on different aspects of their program or curriculum each term. All faculty are on the same rotation, so they are completing the same sections of the review each term. This facilitates a cross-pollination of ideas and a dialogue between faculty members throughout each term which further embeds continuous improvement into our assessment process. This constant examination influences curricular decisions, instructional delivery and in turn enhances each student's experience. The document has been specifically designed to have faculty examine all aspects of their discipline. The Program and Curriculum Review template also serves as a document where faculty members identify which Global Skills occur in their class. This greatly helps us with the collection of artifacts for assessment purposes.

Related Instruction (2.C.11)

Faculty in applied certificate and degree programs follow the same Curriculum and Program Review process that is used by academic faculty. Similarly, artifacts are collected from Professional/Technical programs throughout the year along with artifacts from academic courses. The annual Summer Assessment Institute is a collaborative efforts and academic and Professional/Technical faculty work together on the institute and in subsequent assessment days.

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.

Responsibility and Maintenance of Quality in Continuing Education Offerings and Granting of Credits or Continuing Education Units (2.C.17 -18)

Continuing Education offers accessible, comprehensive training and personal enrichment opportunities with a focus on professional/technical training, basic skills, personal development, and cultural enrichment. Courses are offered in the classroom, online and at off-campus locations. Depending on the program and platform through which it is delivered, instructors are available on campus or via email to students.

Continuing Education supplements certificate and degrees with credit and non-credit lifelong learning opportunities. Partnerships are fostered externally with education, business and industry, and other community groups, and internally as cross-collaborations among disciplines and organizational units. Courses are designed to be short-term and flexible, with customized programs delivered with a quick turnaround for incumbent and transitional workers.

Continuing Education serves as an "incubator" for innovative new programs that may transition into the regular academic program mix, and provides a point of entry for many students who begin taking classes through Continuing Education and eventually take credit courses through the college's traditional academic program.

Continuing Education has an equitable fee structure and adheres to institutional policy concerning continuing education courses and special learning activities. The standard of one-quarter hour of credit for 30 hours or one semester hour of credit for 45 hours of student involvement is maintained for instructional programs and courses. 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 activities, programs, or courses offered for academic credit are approved by the appropriate institutional body. Continuing Education follows the institution's policy on credit for prior learning experience.

Continuing Education has no degree program of its own. No programs are offered for credit where it is measured by outcomes alone. All programs are competency-based and would equate to other traditional instructional practices.

Record Keeping 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. Course descriptions are maintained in an Access database, as well as in a curriculum book. All course descriptions and core objectives are followed, whether offered for credit or non-credit.

Resources & References for Standard 2C

- A. Curriculum and Program Review
- B. Faculty Contract
- C. Preparing Proposals for Curriculum Committee (Guide)
- D. Transfer Associate Degree Guidelines
- E. Student Handbook
- F. Summer Assessment Institute Reports
- G. ICRC Handbook
- H. Global Skills Rubrics
- I. Master Instructional Assessment Timeline
- J. Global Skills (Outcomes)
- K. Credit for Prior Learning
- L. Articulation Agreement List
- M. Partner Program Pathways

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.

- Adult Basic Education (ABE, GED, High School Completion for students over and under 21 years of age in specialized programs)
- Athletics (baseball, softball, men’s and women’s basketball, women’s soccer and volleyball)
- 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)
- Career Pathways (bridging the divide between high school and college)
- Childcare/Preschool (licensed childcare from 1 month to kindergarten entry)
- Student Clubs and Organizations (22 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 (including online help with the FAFSA)
- Forensics and Debate (LCC’s successful program is affiliated with Phi Rho Pi)
- GED Testing (LCC is an official GED testing center)
- Gym and Fitness Center (the center is temporarily located in the Student Center while the Fitness Center is closed for significant remodeling)
- 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 partnerships with Chinese institutions)
- Learning Commons Self-Paced Learning (independent study courses the student completes with assistance from instructional aides and tutors)
- Learning Communities (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 (math refresher courses held multiple times a quarter)
- 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)
- Student Government (Associated Students LCC – ASLCC)
- Theatre (offers a different theatrical production every quarter)
- Scholarships (LCC awards over \$250,000 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)
- 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 8am – 8pm 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 Development (training and testing for caregivers, nursing assistants, food and beverage workers, flaggers, etc.)

Safety & Security (2.D.2)

The Lower Columbia College Safety and Security Department oversees safety, security and emergency management functions on the Lower Columbia College Campus and is dedicated to providing a safe and healthy campus environment. The College provides annual safety and security reports in compliance with federal regulations and publishes Clery Act reports on the College's website. Lockdown instructions are clearly posted in each classroom and in other campus offices along with being available online.

The College provides safety, security and emergency management training to faculty, employees and students. Lower Columbia College provides resources to the campus community through the Emergency Action Desk Reference and Accident Prevention Program and Chemical Hazard Communication Program.

The College's Safety Committee, which includes representatives from faculty, staff and administration, meets monthly to discuss safety issues, makes recommendations to the administration and assesses contributing safety factors in accidents where appropriate.

Recruitment, Orientation and 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 or 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. Ability can be demonstrated either through performance in high school courses (through transcripts), transfer of college credit or placement reciprocity or taking a COMPASS test in Reading/Writing or a math placement exam with MyMathTest (a Pearson product). Students without college level ability in these areas must take developmental courses as a pre-requisite to college level courses.

All new degree or certificate seeking students are required to attend a new student orientation (NSO) prior to registering for courses. As a part of new student orientation, students learn about degree requirements, the College's advising resources and are assisted in registering for the first term of classes. New certificate and degree-seeking students who have not attended college elsewhere are required to complete a placement assessment prior to NSO for accurate placement in math and English courses. At new student orientation, students learn about degree options, requirements for satisfactory academic progress as defined for financial aid, College support services, and student success strategies. Students who have attended college previously may opt to meet prior to new student orientation with an educational planner, or faculty member to review transcripts and select classes. 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)

All changes to curriculum at the College must be approved by the Curriculum Committee. Changes that result in significant change or program elimination are not common. 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. The practice for "teaching out" when a program is eliminated involves the following: Students are notified of changes in program status as early as possible, providing them with the planned sequence of events and options for completing current program requirements. This information is shared with students in a variety of ways, including announcements made in classes, emails to advisors and students, and postings on the College website. If students cannot complete the

program within the scheduled timeline, faculty advisors, Deans and student service staff work closely with the student to make alternative arrangements to complete program requirements. Alternate arrangements may include utilizing online classes, independent study, or enrollment at other area colleges if necessary.

College Catalog (2.D.5)

The College publishes an updated catalog every other year which is available online. Significant changes to content or revisions between print publications are communicated via an addendum. The catalog contains:

- Institutional Mission and Core Themes
- Admission requirements and procedures
- Accreditation information
- Grading procedure and evaluation of student performance
- Degrees offered and program completion requirements
- Information on academic programs and courses, including course descriptions and prerequisites
- Sequence of required courses for Professional/Technical degrees and certificates
- Names, titles, degrees held with conferring institutions for administrative staff and full-time faculty members
- Global skills outcomes for all students
- Academic policies and student records information, including grading, academic standards, graduation & transfer of credits

Information subject to yearly changes due to legislative or regulatory actions is published in quarterly class schedules which are mailed to postal customers in the College service district and available online each quarter. Quarterly schedules include:

- Tuition, fees, and link to net price calculator to estimate total program costs
- Refund policies
- Opportunities and requirements for financial aid
- Academic and/or quarterly calendars and deadlines

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

Programs that may require background checks and/or a drug test to meet degree requirements include Nursing, Medical Assisting and Early Childhood Education. Descriptions of entry licensure and advancement requirements are included on the Academic Home page online for each of the programs, as well as in the program application materials. Programs requiring national or state exams (including Welding) clearly state these requirements in descriptions and degree plans.

Protection of Student Records (2.D.7)

The College takes the secure and reliable retention of student records seriously. Paper records are scanned via a document imaging tool and copies retained as required by the Washington State Government Records Retention Schedule. 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) are clearly stated in the Catalog, College website, and the *Code of Students Rights and Responsibilities*. To ensure student rights are maintained, the College provides training for new faculty and staff through an online FERPA tutorial, and periodic updates for all College personnel when new FERPA guidelines become available. The following is a list of additional procedures to assure FERPA compliance:

- Mandatory acceptance of confidentiality of student records functions within Instructor Briefcase;
- Mandatory acceptance of confidentiality statement by staff and student employees prior to hire;
- Required agreement and acceptance each time a faculty or staff member accesses student records by entering Advising Data Portal Pro (online student advising tool);
- Procedure for issuance of access to Student Management System (SMS) screens (file/procedure) and trainings on SMS screens; and Establishment of Release of Information (ROI) procedure.

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, and two common awards for students qualifying are Pell Grant and Washington State Need Grant. Approval to provide aid under Title IV is reaffirmed annually (state) and/or as required (federal) to maintain accountability. Requirements to maintain eligibility include but are not limited to: quarterly and annual reports, audits, and renewal of participation agreements. The College is eligible to make funding available to students through the following channels: federal, state, private, and institutional grants; federal and private student loans; institutional and private scholarships; and other agency support.

Information about financial aid and scholarships is made available to students in many different ways, including, but not limited to:

- Lower Columbia College Financial Aid website
- LCC Financial Aid Portal (secure access for applicants to review application status)
- Lower Columbia College Financial Aid Handbook
- Annual scholarship application process online (STARS) for all LCC Foundation supported scholarships. Additional outside scholarship opportunities are publicized in the Financial Aid lobby and online.
- Multiple Financial Aid workshops (outreach) located both on campus and in area high schools

- Ongoing workshops and one-on-one assistance completing the FAFSA is offered to prospective students by an AmeriCorps member assigned to LCC who works out of the LCC Career & Employment Center
- Quarterly class schedule mailed to all service district postal codes.

Summary data on Financial Aid distribution is also published annually in the LCC Facts & Figures report.

Financial Aid Repayment, Loan, and 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. Repayment obligations are clearly outlined in an annually updated Financial Aid Handbook.

Lower Columbia College annually monitors and reports the college loan default rate in the College Outcomes: Access & Completion Monitoring Report. In 2011, the College added an Assistant Director of Financial Aid who is responsible for loan default management. As result, the institution has seen a decrease in loan defaults. Additionally, the College has subscribed to SALT, a service to help students develop financial literacy and provide loan rehabilitation advice.

Academic Advising (2.D.10)

Each student is assigned a faculty advisor immediately following new student orientation in their first quarter of attendance. In the majority of cases, students are assigned faculty advisors who teach in the area of the student's plan of study or have knowledge regarding the field of study. Students wishing to utilize priority registration must first meet with the assigned faculty advisor for advising prior to registration. Faculty advising loads are 30 students per full-time tenured faculty member and are regulated by the LCC Faculty Contract. Faculty may elect to assume additional advising loads beyond 30 students and some adjunct faculty members who have either participated in the Advising Institute or have experience with advising have an assigned advising load.

The faculty and staff responsible for advising students are knowledgeable about curriculum, program requirements, and graduation requirements. Newly hired personnel with advising responsibilities receive training via a 10-hour Advising Institute and are mentored by a seasoned advisor prior to working one-on-one with students. The Advising Institute is offered periodically for full-time and adjunct faculty and is based on the National Advising Association (NACADA) principles of advising as teaching. Ongoing training is provided throughout the year by mentoring faculty, the Director of Academic Advising and other College staff/faculty for any College personnel who have advising responsibilities. Program requirement changes, resources, tools and other advising updates are communicated as necessary to those with educational planning or advising responsibilities.

Students access program requirement information through program planners, online information and the Catalog. Information sessions for various academic programs and majors are scheduled periodically with presentations from both instructional faculty and educational planners. Group advising by major occurs during the registration period in various programs of study, with Nursing being one example. Online resources are available through the College's website. Student feedback regarding advising processes and interactions is solicited through participant surveys to improve the advising process.

In conjunction with an ongoing effort of continuous improvement regarding advising and through the College's Achieving the Dream involvement, in the past two years many new advising tools have been developed including a web-based Advisor Data Portal (ADP Pro) for advisor notes and quick review of student records, an online Academic Early Warning system allowing faculty to quickly and easily report student progress, midterm grades or student concerns and a revamping of the College's academic warning process to provide students on academic probation an academic coach to assist with college success strategies. The College offers a number of academic/college success skill building courses and workshops each quarter to improve student skills in note taking, time management, alleviating text anxiety, study skills, and other similar topics.

Co-curricular Activities (2.D.11)

The College's mission statement includes a commitment to "ensure each learner's personal and professional success" Student Activities and the Associated Students of Lower Columbia College (ASLCC) employ student programmers who work directly with academic programs and other College departments in providing a wide range of co-curricular offerings including, but not limited to, cultural enrichment, performing arts, intercollegiate competition (athletics and debate), and student fitness, health & wellness. These activities are both educational and entertaining in scope. They are typically open to all students, faculty, and staff free of charge, and the larger goal of these events is to build a sense of community and create leadership and learning opportunities for interested students. ASLCC student leaders typically plan multiple activities each quarter including several community events such as Harvest Fest, Welcome Back Week and Red Devil days.

ASLCC is self-governing, supervised by the Director and Assistant Director of Student Activities and reports to the Board of Trustees. Administrative policies and procedures have been established 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.

ASLCC funds three types of groups: co-curricular groups (drama, music, debate, fencing, Salal--the College literary magazine); organizations (long-standing student groups including Student Nursing Organization, Phi Theta Kappa), and student clubs. Participation in co-curricular groups, organizations and clubs are designed to provide learning opportunities in support of the curriculum, provide leadership opportunities, and develop community.

Auxiliary Services (2.D.12)

The College operates two auxiliary services in support of the College mission and to enhance the campus climate. The LCC Bookstore & Food Service are college owned and operated. Both 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 and most recently the reinstatement of Bookstore and Food Service Committees. Auxiliary enterprises are addressed in Administrative Policy 515.

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

Lower Columbia College supports seven 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 2013-14 season, 104 student-athletes were on team rosters. Students participating in intercollegiate athletics and co-curricular programs are subject to the 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 must be 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. Debate follows national and regional participation guidelines as outlined for each tournament entered. All students participating in co-curricular activities are subject to LCC's academic standards and degree requirements.

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

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) distance education courses are delivered through the college's Canvas Learning Management System (LMS). The Canvas system is accessed by students using their LCC accounts, which are retrieved by the student during new student orientation through a web form that verifies their identity through their student ID, their legal name, and date of birth. The student is issued a randomized password and encouraged to change it. If the student misplaces their password they are

required to input the same personal information including a personal identification number (PIN) in order to change the password.

Instructors of individual online courses employ a variety of methods to verify student identity in the assessment process. In many cases, examinations must be proctored in the Testing Center, an off-campus setting acceptable to the instructor, or a pre-approved online proctoring service. 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. If the faculty member requires the use of third-party proctoring that may require fees or charges, this requirement is clearly stated as a part of the course description.

Resources & References for Standard 2D

- A. Clery Act Reports
- B. Lockdown Instructions
- C. Emergency Action Desk Reference
- D. Accident Prevention Program
- E. Catalog
- F. Quarterly Schedule
- G. Nursing Clinical Requirements
- H. Medical Assistant Requirements
- I. Early Childhood Education Requirements
- J. Welding Testing Requirements
- K. Washington Records Retention Schedule
- L. Student Conduct Code
- M. Financial Aid Handbook
- N. Financial Aid Data
- O. Access & Completion Monitoring Report
- P. Faculty Contract
- Q. Advising Institute Syllabus
- R. Longitudinal Report by Academic/Enrollment Status
- S. Academic Early Warning User Guide
- T. Administrative Policy 400
- U. Student Satisfaction Survey Results
- V. Employee Survey Results
- W. Administrative Policy 500

2E – LIBRARY AND INFORMATION RESOURCES

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

The Library at Lower Columbia College is one component of the LCC Learning Commons, which also houses Tutoring, Self-Paced Learning, and eLearning. The Library is staffed by the dean/library director, one full-time tenure track faculty librarian, two part-time faculty librarians, two full-time paraprofessionals, and one part-time paraprofessional.

Consistent with the mission and core themes of the college, the Lower Columbia College Library ensures the success of learners seeking academic transfer degrees, learners enrolled in professional/technical programs, and students who are enrolled in pre-college and basic skills courses. The LCC Library's contributions to learner success include maintaining a collection of physical resources, including books, videos, and periodicals, as well as providing access to electronic resources, including online databases, eBooks, an e-Encyclopedia and online video collections. The library also offers "help" videos and instruction onsite and online, to assist students with assignments and information literacy instruction. In addition, the Library supports learner success by participating in Ask WA, which provides 24-hour access to reference librarians.

Currently, the Library print collection consists of 39,000 books and 75 periodicals. The Library also provides access to academic databases, including EBSCO, Gale databases, Proquest, and others, access to 48,000+ eBooks through EBSCO, access to Films on Demand and Public Broadcasting System (PBS) streaming video collections, and 56 e-Encyclopedias. Library staff and faculty regularly participate in collection management activities, including deselecting books, as well as adding new books and other resources to the collection. The Library's budget for 2013-2014 was \$67,350, with 72% of the budget allocated to e-Resources including e-books, 27% allocated to print resources, and a fraction of a percentage allocated to DVDs and CDs.

Collection maintenance is an ongoing and participative activity, involving Library staff and faculty, as well as faculty representing all departments and disciplines. Deselecting volumes from the print collection is done in consultation with faculty from appropriate disciplines, to avoid de-selection errors. A variety of mechanisms are in place to add to both print and electronic collections. Students, faculty, staff, and community members can recommend additions to the collection in person, via email, or through an online fillable form. Library staff and faculty also identify gaps in the collection and seek appropriate volumes to fill the gaps.

Recommendations for additions to the collection are presented each month for approval to the Collection Development Committee, which includes representatives from all faculty departments. Once the Committee has approved additions to the collection per the Collection Development Policy, the recommended volumes are immediately purchased, processed, and shelved.

To ensure that the library provides the resources needed to support new courses, a library staff member serves as a member of the Curriculum Committee. The library staff member serving on the Curriculum Committee is responsible for contacting appropriate faculty when a new course has been added to the curriculum to solicit recommendations for collection additions to support each new course.

To better serve the needs of underserved populations, the Library has begun to build a collection of books appropriate for new readers. The intended audience for these books is students enrolled in Basic

Skills courses such as Adult Basic Education (ABE) and English as a Second Language (ESL), particularly ESL students who are native Spanish speakers. Additional special collections include the Reserve collection and the college archive.

In addition to its onsite and online resources, the library also provides access to interlibrary loans from the local Longview and Kelso Public Libraries, as well as most public and academic libraries in the United States.

Planning for library and information resources (2.E.2)

Planning for library and information resources is driven by data gathered from library users: students, faculty, staff, and administrators. Much of the data is gathered formally, through a variety of paper and electronic surveys. Students are surveyed following classroom presentations, as well as immediately following one-on-one sessions with reference librarians. Library staff also track a variety of data elements, including gate counts, checkouts, numbers of questions asked at the Circulation Desk and the Reference Desk, the number of library orientations given each year, the number of students participating in library orientations, the number of questions asked via an online chat program, the number of uses of instructional research guides, as well as the use of reserved study areas. Other data collection tools include an online book/resource recommendation form, and informal tools, such as written and verbal requests for library services, including orientations and information sessions, and also for additions to the collection, such as books, eBooks, and electronic databases. The library welcomes requests from all users: faculty, staff, administrators, and community users.

Gathered data drives collection development, as well as access to electronic resources, such as electronic databases, an e-Encyclopedia, eBooks, and online video collections. In addition, gathered data, both formal and informal, influences staffing, and the addition of new services, including student access to technology, such as the library SmartBOARD, a document camera, and access to private group study rooms. Gathered data also influences changes to library orientations and customized classroom presentations.

Library staff are currently developing a strategic plan to update library spaces, upgrade library technology, and enhance library services.

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

Librarians provide approximately 50 classroom presentations per quarter as requested by faculty. A lesson plan is customized based on the requirements of the assignment, conversations with the instructor, and student needs. They are done in the instructor's classroom, in a computer lab, or in the Learning Commons. A typical presentation might cover topic development, keyword searching, evaluation of sources, an overview of using the library's databases, and a review using a quiz game. A brief questionnaire is distributed to students at the end of the presentation to collect data on the effectiveness of the content and presentation.

Library instructors also provide individual instruction at the Reference Desk in the Learning Commons. The computer program Gimlet is used to track reference questions. The questions are tagged with the information literacy standards that are addressed during the session. The student is asked to complete a

brief questionnaire using Google Forms on an iPad to collect data and evaluate the effectiveness of the session.

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

The Library systematically gathers evaluative data through surveys and a reference librarian evaluation form. In addition, library faculty actively participates in the college-wide program assessment activities. Surveys can be completed on paper or electronically. Students are encouraged to complete satisfaction surveys immediately following one-on-one instructional sessions. Survey instruments are available at an iPad that is mounted at the Reference desk as well as through a link on a library web page. Printed surveys are distributed at the conclusion of each library classroom presentation. Library faculty and staff use data to improve services and presentations and to ensure that student, staff, and faculty information needs are adequately met or exceeded. The library's program review is embedded within the Learning Commons program review. Participation in program assessment enables library faculty to revisit and refine the Learning Commons' mission and outcomes, to assess the success of meeting Learning Commons' outcomes, as well as to develop strategies for program improvements.

In addition to collecting data through surveys and participation in program assessment activities, the library also tracks data pertaining to both reference desk and circulation activities, including the number of checkouts, gate count, and the numbers and types of questions asked. Library paraprofessionals have been charged with developing a survey instrument to collect satisfaction data specifically pertaining to service at the circulation desk.

The library engages in a variety of activities to secure library resources. Print materials are barcoded, and electronic turnstiles are used to discourage theft. While many library resources, such as citation tools, copyright information, and subject guides are freely available through the website, access to electronic resources can only be accessed by LCC faculty, staff, and students through assigned logins and passwords. Migration of student email accounts to gmail has provided improved security to library electronic resources, as students are now required to have strong passwords.

Resources & References for Standard 2E

- A. Ask WA
- B. Library Catalog
- C. Library Databases
- D. e-books login page
- E. Films on Demand
- F. e-Encyclopedias
- G. e-books
- H. Collection Development Committee
- I. Collection Development Policy
- J. Curriculum Committee
- K. Book Request Form

2F – FINANCIAL RESOURCES

Funding Sources (2.F.1)

Lower Columbia College receives funding from a variety of sources, both public and private. The primary public source of funding is the system-wide State appropriation which is coordinated on an annual basis by the State Board. The State appropriation funding currently represents approximately 50 percent of the College’s funding stream. Historically, State appropriations accounted for up to 70 percent of the college’s operating budget. This has declined steadily since peaking in FY 2009. 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.

State Funding Categories

	FY 2013-14	FY 2012-13	FY 2011-12	FY 2010-11	FY 2009-10	FY 2008-09	FY 2007-08	FY 2006-07	FY 2005-06
Revenues:									
State Gen'l Allocation	\$10,555,789	\$10,409,233	\$11,622,554	\$12,898,522	\$13,572,131	\$13,214,912	\$12,783,180	\$10,777,711	\$10,458,595
General Budget Reduction	(\$50,826)	(\$798,471)	(\$1,685,560)	(\$798,862)	\$0	\$0	\$0	\$0	\$0
Supplemental Budget Reduction	\$0	\$0	\$0	(\$539,719)	(\$1,021,323)	(\$614,000)	\$0	\$0	\$0
	(\$50,826)	(\$798,471)	(\$1,685,560)	(\$1,338,581)	(\$1,021,323)	(\$614,000)	\$0	\$0	\$0
Reduction %	-0.48%	-7.67%	-14.50%	-10.38%	-7.53%	-4.65%	0.00%	0.00%	0.00%
Net State Gen'l Allocation	\$10,504,963	\$9,610,762	\$9,936,994	\$11,559,941	\$12,550,808	\$12,600,912	\$12,783,180	\$10,777,711	\$10,458,595
State Allocation Earmarks	\$976,629	\$3,082,251	\$919,399	\$1,040,926	\$1,415,647	\$1,918,105	\$1,273,863	\$819,591	\$737,582
Total State	\$11,481,592	\$12,693,013	\$10,856,393	\$12,600,867	\$13,966,455	\$14,519,017	\$14,057,043	\$11,597,302	\$11,196,177
COP Funding	\$2,400,025								
Actual FTE's	2,836	2,885	3,184	3,633	3,749	3,004	2,378	2,378	2,309
** Estimated									
State Funded FTE's	2,529	2,542	2,549	2,573	2,531	2,558	2,474	2,420	2,416
State Funding Level/FTE	\$4,539.97	\$4,993.32	\$4,259.08	\$4,897.34	\$5,518.16	\$5,675.93	\$5,681.91	\$4,792.27	\$4,634.18
Tuition Increases	0.00%	0.00%	12.00%	7.00%	7.00%	2.00%	3.50%	5.80%	5.80%
State Grant Earmarks	\$1,613,555	\$1,577,836	\$1,697,378	\$1,675,134	\$1,808,921	\$1,741,259	\$1,409,750	\$1,460,055	\$1,338,907

Over the past six years, the College has experienced a 22 percent decrease in the dollar level of state funding. State funding as a percentage of the total operating budget has correspondingly declined from 57.5 percent in FY 2010 to 53.5 percent in FY 2014. During the years where the proportion of the state allocation decreased as a percentage of the entire operating budget, the reliance on tuition dollars and local revenues increased correspondingly.

The Legislature is responsible for setting SBCTC tuition and fee rates which apply to all Community and Technical colleges in the Washington system. Tuition and fee rates have remained static since FY 2012, following a period of significant increases (approximately 25 percent) over the preceding two years. Tuition and fee revenue is the major local funding source for the College and currently represents approximately 32% of annual operating funds. Other local funding sources include the Running Start

program, in which the college is authorized to charge 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 which are charged in addition to tuition.

Actual and Budgeted Revenue

	FY 2014 Q3 YTD @ 3/31/2014		FY 2014 OPERATING BUDGET		FY 2013 ACTUAL @ 6/30/2013		FY 2012 ACTUAL @ 6/30/2012		FY 2011 ACTUAL @ 6/30/2011		FY 2010 ACTUAL @ 6/30/2010	
REVENUES:												
STATE ALLOCATIONS	\$ 8,609,694	49.12%	11,479,000	53.52%	10,499,492	52.31%	\$ 10,856,392	48.07%	\$ 12,600,867	54.58%	\$ 13,966,455	57.50%
LOCAL TUITION & FEES	4,643,119	26.49%	5,000,000	23.31%	3,705,816	18.46%	\$ 5,840,743	25.86%	\$ 4,065,745	17.61%	\$ 3,379,637	13.91%
LOCAL REVENUE	\$ 3,376,685	19.26%	\$ 2,306,000	10.75%	\$ 4,035,366	20.10%	\$ 2,388,735	10.58%	\$ 2,197,840	9.52%	\$ 2,501,823	10.30%
	\$ 16,629,498		\$ 18,785,000		\$ 18,240,674		\$ 19,085,870		\$ 18,864,452		\$ 19,847,915	
CARRY FORWARD RESERVES	\$ -	0.00%	\$ 945,000	4.41%	\$ -	0.00%	\$ 744,210	3.30%	\$ -	0.00%	\$ -	0.00%
EXCESS ENROLLMENT REVENUE	900,000	5.13%	1,717,888	8.01%	1,831,150	9.12%	\$ 2,755,790	12.20%	\$ 4,223,589	18.29%	\$ 4,439,934	18.28%
	900,000	5.13%	2,662,888	12.42%	1,831,150	9.12%	3,500,000	15.50%	4,223,589	18.29%	4,439,934	18.28%
TOTAL OPERATING REVENUE	17,529,498	100.00%	21,447,888	100.00%	20,071,824	100.00%	22,585,870	100.00%	23,088,041	100.00%	24,287,849	100.00%
H&S DEBT SVC ALLOCATION			2,400,025									
TOTAL BUDGETED REVENUE			\$ 23,847,913									

Revenues from tuition and fees set by the SBCTC have mandated funding criteria attached to them. Approximately 76% of tuition revenue is earmarked to support college operating costs. Approximately 19% of tuition revenue is designated to fund both Student Activities on campus and the State’s Building fund reserve equally. The remaining portion is earmarked for supporting local student financial aid sources (3.5%) and the SBCTC ERP system funding reserve.

The Lower Columbia Foundation provides additional significant resources to support the College and its students. Providing more than \$300,000 each year for student scholarships, and it grants between \$500,000 and \$1 million annually to College-generated proposals for faculty and staff development, equipment, and one-time projects.

The College is committed to diversifying its funding sources. To this end, the College has launched the new University Center, as well as renewing its efforts to revitalize its International Student Program and its Business and Industry targeted Corporate Training Program. The University Center will attract new students, who are targeting completion of their bachelor’s degrees, to complete their first two years of study at the College. Similarly, the International Student Program will attract a new and diverse group of students, who will contribute higher tuition to the College’s base student FTE count. The Business and Industry focused training programs will attract new corporate employees for customized training both on and off campus. These non-traditional educational programs should help to diversify the College’s funding resources.

In its core business of serving the traditional two-year college student, the College has shown high levels of success in introducing distance education through its online course offerings. This approach offers the opportunity to capture student enrollments from out-of-area. While the College’s mission remains to serve the needs of its local community, anecdotal evidence shows that these new online offerings do attract new students. The growth in the number of online courses offered, and the attendant student

enrollment, has shown steady and significant growth since its launch in 2007. The fee for these Distance Education course offerings has recently been increased to align with other SBCTC college online fees.

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. Lower Columbia College maintains adequate 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. This represents approximately ten percent of LCC's operating budget. The reserve is controlled by the Board of Trustees. This was in response to an accreditation recommendation to increase LCC's operating reserves.

Lower Columbia College complies with all Washington State rules pertaining budgeting and finance, including the guidelines for Internal Controls established by the Office of Financial Management.

Financial Resources (2.F.2)

Given the current economic environment, budget reductions have been a common occurrence. Fortunately, the norm over the past two years has been static or slight increases in appropriations for the State community college system. All state allocation revisions are coordinated system-wide by the State Board with appropriate College-specific adjustments developed jointly by the State Board and College leadership.

At LCC, the operating budget process involves faculty, staff, and student leaders in the development of goals and budget requests, and it provides the opportunity for campus constituencies to identify and communicate program needs.

Over the last 5 years, LCC's FTE enrollment peaked in academic year 2009-10 with 3749 State FTE and total of 4310 FTE. The economic recession in 2009-10 contributed to the unusual enrollment peak. With economic conditions improving the last few years, State and total FTE enrollment has decreased. In academic year 2012-13, State FTE was 2932 and total FTE enrollment was 3363.

Achieving the target of 3,145 annual FTE over the next four years represents the level of funding necessary to support the current programs and services offered at LCC. To sustain necessary funding levels, LCC's Cabinet and Board of Trustees implemented the following five enrollment initiatives.

- Build an international student program: building relationships with China, Japan, and other countries
- Expand eLearning opportunities: Distance Ed and Rural Outreach to high schools and community centers in the service district
- Lead economic development in the region: developing corporate training and partnering with the Port of Longview
- Develop a University Center on LCC Campus:
 - Eastern Washington University - bachelor's degree in Applied Technology or Interdisciplinary Studies, and Business Administration (starting Winter 2015)
 - City University of Seattle – bachelor's degrees in Education, Criminal Justice and Computer Science
 - Concordia University – bachelor's degree in Early Childhood Education

- WSU-Vancouver – bachelor of science degree in Nursing (starting Fall 2014)
- Increase Student Success by strengthening developmental education partnerships and boosting retention and completion

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. The table below highlights the College’s grant awards over the past four years by funding source.

Grant Funding Sources

	10/11	11/12	12/13	13/14 estimated
ABC Dental Grant	\$65,000	\$95,317	\$88,000	\$65,000
ABE Grant	\$88,395	\$96,975	\$101,921	\$202,921
ABE Inquiry Project	\$5,000	\$0	\$0	\$0
ABE Literacy	\$1,000	\$0	\$1,000	\$0
ABE-EL Civics	\$12,072	\$12,449	\$14,180	\$30,710
ABE Program Development		\$3,810	\$3,810	\$0
ABE Training	\$3,450	\$3,450	\$3,450	\$0
ABE Special Projects	\$0	\$0	\$0	\$15,782
ABE Leadership	\$0	\$0	\$0	\$6,683
Achieving the Dream	\$50,000	\$75,000	\$75,000	\$50,000
BFET	\$0	\$0	\$0	\$194,394
BFET-13 Start up				\$39,000
Building Bridges	\$10,106	\$0	\$0	\$0
DEL Early Achiever Resource Hub	\$0	\$0	\$32,000	\$32,000
Perkins	\$331,993	\$366,858	\$358,510	\$309,751
Early Achievers Opp Grant	\$0	\$0	\$75,000	\$75,000
Faculty Learning Communities	\$0	\$0	\$0	\$5,000
Foundation	\$227,862	\$215,833	\$414,892	\$500,000
Gates - Pre College Math	\$53,342	\$49,999	\$0	\$0
Gates - I-Best Dev Ed	\$80,000	\$80,000	\$0	\$0
Head Start	\$2,373,005	\$2,092,943	\$2,331,207	\$2,173,672
Head Start - Early	\$908,862	\$887,223	\$893,611	\$883,865
Head Start - ECEAP	\$1,208,511	\$1,207,196	\$1,207,196	\$1,207,196
HS UNITED WAY	\$40,000	\$31,100	\$45,900	\$400,000
HS USDA	\$215,000	\$191,493	\$212,477	\$200,000
Health Career Fund	\$50,000	\$18,863	\$14,853	\$0
Job Skills	\$17,000	\$221,400	\$115,000	\$72,500
NACES	\$2,817	\$2,850	\$2,120	\$2,400
PEACEHEALTH LCR	\$18,000	\$15,000	\$15,000	\$15,000
Pulp & Paper Grant	\$149,771	\$0	\$0	\$0
Skill Up Grant	\$0	\$110,000	\$110,000	\$0
Student Achievement	\$22,737	\$0	\$0	\$0
Student Support Services	\$348,951	\$357,517	\$357,514	\$338,816
SWWDC - ICP	\$286,022	\$0	\$0	\$0
SWWDC- TRANS OP I	\$94,024	\$0	\$0	\$0
SWWDC- TRANS OP II	\$122,050	\$0	\$0	\$0
SWWDC-TRANS OP III	\$122,050	\$0	\$0	\$0
SWWDS - ETPG	\$181,067	\$0	\$0	\$0
SWWDS - SUCCESS	\$23,180	\$0	\$0	\$0
Talent Grant	\$0	\$230,000	\$230,000	\$217,971
Tech Prep	\$84,549	\$11,709	\$0	\$0
Wollenberg	\$100,000	\$30,000	\$30,000	\$0
Work First	\$982,824	\$825,726	\$778,416	\$661,814
	\$8,278,640	\$7,232,711	\$7,511,057	\$7,699,475

The College seeks and maintains active partnerships with its 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. The Foundation provides more than \$300,000 each year for student scholarships, and it grants between \$500,000 and \$1 million annually to College-generated proposals for faculty and staff development, equipment, and one-time projects.

Financial Planning and 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 impact the budget for 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 which 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 College Cabinet and the Office of Instruction in determining grant awards.

The internal budget planning and development process is used to support the College's annual priorities, maintain financial stability, and follows the strategic plan. The College has made a concerted effort to insure that this process is clearly defined and followed. However, questions and concerns raised during the most recent cycle – the first in several years to require budget cuts – have resulted in a review and restructure of the budget planning timeline to allow more time for review and input by all campus constituencies.

The revised process will begin in December 2014 when the Office of Instruction will assess the need for filling full-time faculty positions for the coming year and present a proposal for succession planning to the Cabinet. This allows the College to begin advertising for approved positions early in the year. In January, the Vice President for Administrative Services and the Director of Business Services will compile the prioritized budget data from across campus, including expenditures to date for the current year and

revenue projections for the coming budget cycle, and provide this information to each Vice President and the President for review with their respective areas.

In February, the Vice Presidents will bring proposed line item budgets for their respective areas to Cabinet. Based on these proposals and a review of budget revenue and expenditures for the current year, the Cabinet will set goals and priorities for the coming year and draft a proposed budget. In early March the Vice Presidents will review the proposed budget with their respective areas and bring input from those meetings back to Cabinet. During March and April, the proposed budget will be reviewed with the UMCC, Operations Council, Governance Committee, Leadership Team, Instructional Council, Student Services Council and Administrative Services Council.

By May 10, 2015, Cabinet will review the proposed budget with inputs from all campus groups and recommends modifications. The Director of Business Services incorporates the Cabinet decisions into the proposed budget document and submits it to the Cabinet for final approval by May 31. The proposed budget will be presented to the Board of Trustees for review, comment and approval at its regular June meeting. After the Board approves the operating budget, each area Vice President is notified of final determination of the approved budget and receives a detailed operating budget for his or her respective unit.

Accounting Systems and 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. All budgeting and accounting functions are managed and controlled in the Finance Office. The Director of Business Services oversees all Finance Office functions and reports to the Vice President for Administrative Services. The Director is responsible for managing, summarizing, and reporting the results of operations and financial position of the College to the President's Cabinet and the Board of Trustees.

Lower Columbia College utilizes an integrated financial management and accounting system (FMS), which was developed for and is maintained by the State Board for Community & Technical Colleges (SBCTC). All colleges within the system utilize this common system for recording all financial transactions, which are 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. In May 2015, the College is scheduled to update and replace FMS with an ERP based systems solution from PeopleSoft called ctLink.

The current FMS contains predetermined control mechanisms which will flag and suspend accounting transactions that do not follow GAAP and/or procedural standards for proper accounting classification and reporting. Monthly reconciliations and error alerts are issued by the SBCTC to individual colleges to review and correct 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 VP for

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. At the local level, decisions are made as to whether or not to pursue a capital request as identified through the Facilities Master Planning document. The Facilities Master Planning document 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 is made to pursue capital funding, 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. All capital budget projects are developed considering the total cost of ownership, equipment, furnishings, and operation of new or renovated facilities. Debt funding options for capital outlay purposes are reviewed at state and local levels and carefully controlled 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 and Food Services. These enterprises are budgeted such that they are effectively self-supporting. Actual historical experience shows the Bookstore generally operates at a profit and is utilized 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 general operating funds in order to underwrite any negative fund balance at fiscal year's end.

The College recognizes that it will be difficult for the Food Services area to break even based upon the fact that, unlike local fast food business in the area, the staff salaries and benefits are determined by the

state-wide classified contract. Those salaries are significantly higher than minimum wage rates. The College continues to review opportunities to improve margins, reduce costs, and still provide quality food service to the students and staff of the College. In addition, the Board of Trustees has recognized the need for Food Services and its benefits for student success and has approved underwriting annual deficits for this enterprise.

Financial Audit process and timing (2.F.7)

Washington community and technical colleges historically have been included in the State of Washington's financial statements. The state follows the Governmental Accounting Standards Board's (GASB) pronouncement number 34 (GASB 34) *Basic Financial Statements—and Management's Discussion and Analysis—for State and Local Governments*. General purpose governments, such as the State of Washington, engage in both governmental and business-type activities and must prepare statements that reflect both. As a result of reporting to the state, the college's financial information and financial systems are configured to meet the reporting standards applicable to the state, where some activity is reported as governmental while other activity is reported as business-type activity. Roughly ninety-two percent of Washington community and technical colleges' spending in FY13 was reported using the accounting standards applicable to governmental type activities with only eight percent being reported as business-type activities.

In contrast, GASB requires that special purpose governments, such as public colleges, that are engaged in only business-type activities should present the financial statements required for enterprise funds. As a result, Washington's Community and Technical Colleges are faced with reviewing and restating approximately ninety-two percent of their activity from one accounting standard to another. Since our accounting systems were not designed to do this, it requires a painstaking review and adjustment process for each college. While much of the accounting information that is prepared for state reporting can be repurposed for the college's statements, the restatement process is manual, meticulous and time-consuming.

In order to share knowledge about the restatement process across colleges, the State Board for Community and Technical Colleges (the SBCTC) convened a pilot group consisting of nine colleges. LCC was not a member of the pilot group.

As a non-pilot college, LCC will complete an inaugural set of financial statements for FY 2013-14. College financial staff attended a financial statement preparation workshop hosted by the SBCTC in August 2014. Although the pilot resulted in improvements to the tools used to prepare the financial statements, each college is expected to experience a significant learning curve when preparing its inaugural financial statements. As a result, LCC estimates its statements will be completed sometime around December 2014 - January 2015.

Pilot colleges contracted with the Washington's State Auditor's Office (SAO) to audit their financial statements. SAO conducts financial statement audits using generally accepted governmental auditing standards as promulgated in the U.S. Government Accountability Office's *Government Auditing Standards* (the "Yellow Book"). Washington state law establishes SAO as the auditor of public accounts. SAO employees are experienced in auditing public universities' business-type activity financial statements, having audited five of Washington's six public four-year colleges since GASB 34 became effective in 2002.

SAO began the audit of the first two pilot colleges in May 2014. Pilot colleges continue to share knowledge with one another concerning any further adjustments the auditors have recommended or may recommend in the future.

As a non-pilot college, LCC expects to contract with SAO for audit services. As stated above, LCC estimates its statements will be completed sometime around December 2014 - January 2015. Depending on SAO availability, this will allow audits to begin sometime between January and April 2015, with the auditors' field work taking approximately one month to complete. We anticipate receiving the auditor's report, including an opinion and any management letter or findings approximately one month after field work is completed.

Upon completion of the financial statements, financial managers from each college will review the statements with college administration. In addition, auditing standards require the auditor to present their report to college management and the governing board. This is usually accomplished by having the President and at least one Board member attend the audit exit conference, along with the college's financial managers. Each college will separately coordinate how and when its board as a whole will review and consider the financial statements and audit results.

The community and technical college presidents (convening as the Washington Associations of Community and Technical Colleges, or WACTC) recognized that they and their board members have not previously seen financial information in business-type activity format. As a result, they asked SBCTC to present an initial overview of what they can expect the financial statements to look like – and how to read them.

This overview was presented to pilot college presidents in May 2014. It will be presented to non-pilot college presidents in September 2014. It will also be made available for interested college trustees during their Fall 2014 Conference in November 2014.

The Office of Financial Management Fund Reference Manual is the source of all legally authorized accounts used by state agencies.

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 Bylaws. 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. Similarly, the Foundation works with the President's Cabinet and the Office of Instruction in determining grant awards. An independent CPA Firm conducts an annual financial statement audit of the Foundation operation each fiscal year and the results of the independent audit report are published and made available by posting on the College's website.

Additionally, the Foundation and College jointly publish an Annual Report to the community, which highlights news and events and provides an accounting of Foundation donations and disbursements.

The Foundation regularly reviews its policies as conditions change. The latest revision of the Foundation's Finance Policy was completed and approved by the LCC Foundation Board on May 20, 2013.

Sections I and II of the Foundation's Finance Policy addresses the role of the Finance Committee and its responsibilities in carrying out the fiduciary oversight of the Foundation.

In addition, the College and Foundation enter into a mutual agreement (Quid Pro Quo) which is, reviewed and renewed annually. This agreement clearly defines the relationship between both parties and is recognized by the Washington State Attorney General, and is signed by our representative Assistant AG each year. This agreement is also reviewed and audited as part of the independent financial statement external audit, and historically is included in the State Auditor's field work in conjunction with their audit.

The college president and a member of the Board of Trustees serve as voting members of the Foundation Board, attend Board of Directors meetings, and serve as active members of the Foundation's Finance Committee.

The College seeks and maintains active partnerships with its 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. The Foundation provides more than \$300,000 each year for student scholarships, and it grants between \$500,000 and \$1 million annually to College-generated proposals for faculty and staff development, equipment, and one-time projects. A College committee composed of students, faculty, staff, administrators and Foundation Board of Directors members, recommends funding decisions.

The Foundation's Key Performance Indicators are reported annually in the 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. Budget Process Update
- P. LCC Board of Trustees Policies
- Q. Annual Audit of Statewide Basic Financial Statements (OFM)
- R. Office of Financial Management Fund Reference Manual
- S. RCW 43.09.310
- T. Foundation Bylaws
- U. Foundation Annual Financial Statements
- V. Foundation Finance Policy
- X. Foundation Investment Policy
- Y. Washington State Auditor's Office Audit Report
- Z. LCC Bookstore and Food Services Financials
- ZA. Agreement between LCC and LCC Foundation (Quid Pro Quo Agreement)

2G – PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

Accessibility, safety, security and sufficiency of physical facilities (2.G.1)

Lower Columbia College (LCC) maintains quality educational facilities that are accessible, safe, secure. LCC facilities support the College mission, core themes, and annual priorities. The College's campus is located on 38.75 acres in the heart of Longview, Washington and includes 472,253 gross square feet of facility space. A summer 2014 opening is anticipated for the new Health & Science Building, which includes approximately 70,000 gross square feet of space dedicated to the College's allied health, nursing, and science programs.

The physical facilities of LCC represent a range of age, size, and condition. The original Main Building was constructed in 1950 and many of the current buildings were constructed in the late 1950s and early 1960s. However, over the past decade, LCC has taken on a number of facility construction and renovation projects which are listed below. Currently, LCC is focused on replacing or renovating its 1950's era buildings.

- Fitness Center/Myklebust Gymnasium Renovation
- Health & Sciences Building
- University Center
- Physical Science Lecture Halls Renovation
- Admissions Building Addition/Renovation
- Head Start Administration Addition
- Rose Center for the Arts
- Smaller projects to improve accessibility, safety, quality of instructional spaces, and College appearance.

LCC follows an extensive preventative maintenance plan for our facilities and systems to confirm regular service and repair efforts are undertaken to maintain safe and healthy conditions. The Campus Services Department is responsible for maintenance and preservation of all physical resources. Megamations, a computerized maintenance management system, is used to monitor and assign routine and preventative maintenance work orders. Work orders are automatically generated based on manufacturer's service recommendations and assigned to maintenance staff. LCC staff and faculty may also submit work requests as needed. LCC Maintenance staff members handle basic and ongoing, preventative and corrective maintenance for building systems including HVAC, plumbing, mechanical, electrical, structural, and other general systems.

Every two years, the SBCTC conducts an on-site Facilities Condition Survey of each of the 34 community and technical colleges to identify and quantify the appropriate repair projects for each community and technical college. The results of this survey are used in determining the budget allocation colleges receive each biennium for repairs and system upgrades.

LCC Safety & Security staff monitors access to campus facilities through officer patrols and scheduled security checks. Guards report any maintenance or safety issues observed on routine rounds. Key access to the buildings is determined by the appropriate vice president. Buildings are secured nightly (a few with armed and monitored alarms) after a complete building sweep and unlocked each morning.

To further enhance security and safety, LCC is in the process of selecting a card access system for the new Health & Science Building which will be expanded throughout campus as funding is available. This system will provide much easier management of access to buildings and will allow remote lockdown abilities during a campus lockdown. Additionally, LCC has just begun installation of a security camera system. Initially, this camera system will be installed in the bookstore and cashiering areas to provide a safer work environment for staff. Infrastructure was also put in place to expand the security camera system into the Health and Science Building to protect the expensive equipment and hazardous chemicals located in that building. Although theft is relatively low on campus, the ASLCC has requested that security cameras be placed in the parking lots and near bicycle racks to deter theft in those locations.

LCC is committed to providing facilities that are accessible and designs all buildings and construction projects to meet or exceed ADA standards. For major capital projects, the Washington State Department of Enterprise Services (DES) has an ADA review team that reviews all major projects during design for the purpose of identifying potential accessibility issues and making recommendations. Additionally, the City of Longview is strict about compliance with local, state, and federal building codes and uses the International Building Code (IBC) in permit review and approval. In 2009, SBCTC auditors conducted an ADA audit of LCC facilities. Based on the audit, LCC renovated a number of older restrooms to comply with ADA requirements. After a follow-up visit this year, LCC received confirmation that all identified deficiencies had been corrected.

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

LCC is committed to ensuring a safe working environment for students, faculty, staff and the surrounding community with regard to all activities that pertain to the safe use, storage and disposal of all hazardous, biological and toxic materials.

LCC's faculty, staff, students and administrators are working together to review and improve hazardous waste policies and procedures for the campus. An Environmental Health and Safety Manager position was created and filled in January 2014 with the responsibility of working with the LCC Safety Committee to review, update, and monitor hazardous materials policies and procedures. Through these policies and procedures, LCC strives to prevent exposure to dangerous levels of hazardous materials.

LCC safety personnel involved in the responsibilities stated above include:

- Environmental Health and Safety Manager (EHS)
- Director of Safety and Security
- Fire Science Technology Personnel
- Safety Committee Members

LCC strives to be effective at managing all of its hazardous materials in a safe and responsible manner. Many of LCC's policies and procedures for hazardous materials handling and management, some of which are included in the College's Emergency Action Desk Reference and Accident Prevention Program/Chemical Hazard Communication Program, are currently under review. By updating and implementing the standards by which hazardous waste is managed, the LCC community will enhance

their commitment to safe working, learning and natural environments. The following guidelines outlined below describe some current activities and help to identify opportunities for improvement:

- 1. Reporting Accidental Injuries:** Incidents that involve exposure to hazardous materials are discussed monthly by the Safety Committee members. These incidences are reported to OSHA and the administration.
- 2. Training, Proactive Assessments and Regulatory Compliance:** LCC has made the commitment to provide appropriate training, resources and inspections to ensure compliance with regulatory mandates that relate to hazardous materials and environmental safety.

LCC is currently designing a new program to track all data that pertains to the storage, use and waste streams associated with hazardous materials. With implementation, the new program will track hazardous material from the point of initial reception to final treatment and disposal.

- 3. Facilities and Hazardous Materials:** LCC is in the process of designating a hazardous waste holding facility for all hazardous materials. LCC is also updating the laboratory fume hoods, hazardous material cabinets, chemically resistant surfaces and fire suppression systems for all Health and Science spaces.

Facilities Master Plan (2.G.3)

The LCC Facilities Master Plan guides the planning for the construction of new facilities and the renovation of existing facilities. The Facilities Master Plan is currently being updated by a broad-based Master Facilities Planning Committee which is comprised of faculty, staff, students, community partners and architectural consultants. Additionally, a “Domino” Task Force made up of LCC faculty and instructional staff has been meeting to discuss short-term facility needs and help plan for the use of current instructional spaces that will be vacated when the Health & Science Building is completed.

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

The Campus Services Department is responsible for the maintenance and repairs of all of the college buildings, systems, and infrastructure. The department accomplishes this using a combination of maintenance staff and outside vendors. Preventive maintenance and repairs are scheduled on a Computerized Maintenance Management System (Megamation) that contains a database of all fixed equipment on campus. This database includes, but is not limited to, HVAC equipment, lighting systems, ADA equipment, fire and safety equipment, plumbing systems, and vehicles. Roughly 95% of the college HVAC systems are controlled by Energy Management Control Systems, allowing the department to monitor, troubleshoot, and schedule occupancy periods. The College contracts licensed companies to perform periodic inspections of elevators, fire alarm/control systems, and backflow preventers.

The College motor pool includes a total of six passenger cars, seven trucks, six vans and ten buses. Three of the passenger cars and two of the twelve passenger vans are available for Campus use. There are several vehicles used only by the Campus Services Department. These include a passenger car, a twelve passenger van, flatbed truck, dump truck, tractor, forklifts, and electric carts used for maintenance, landscaping, custodial, and security. The Instruction Division uses two cars and three trucks. Athletics

maintains a large bus. In addition to the motor pool, Head Start has three mini vans, two trucks and a school bus fleet of nine buses which are maintained by the Longview School District. All motor pool vehicles are serviced every six months or 3,000 miles, whichever occurs first. These services include lube and oil change and a safety inspection. The motor pool department is located in the Campus Services building.

The College's Instructional and Administrative Services units collaborate on the preparation of equipment needs lists that are reviewed and prioritized for potential funding. The prioritized lists are particularly useful when special state allocations Occur or grant funding is being sought.

Appropriate and adequate technology systems and 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 one site which is connected to the Washington State K-20 educational network for access to resources hosted by the SBCTC and on the internet. The current bandwidth available on the K-20 network is 100 MB.

The college's internal network supports a variety of voice, video, wireless, and data services. This network is protected from the K-20 network by a firewall that meets the SBCTC security standard. Internal connections range from 100 MB to 10 GB depending on the need. A Cisco infrastructure supports the faculty and staff workstations, voice services, and a wireless network which extends to all buildings on campus. Juniper equipment which has not reached its end of life provides the infrastructure for computer labs.

With the addition of a new Health and Science Building, the college's datacenter will be relocated to a facility that has both battery backups and a backup generator. The previous location will be maintained as a redundant site. Network services are balanced across 24 physical servers. The virtualized server environment was recently expanded to 11 physical servers which support 30 virtual servers. This has allowed the College to recycle its 9 oldest servers in the past two 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 33 lab settings (spaces with five or more computers), 47 classrooms, offices, and a number of remote locations which support Head Start and rural outreach programs. These systems are replaced on a 4-5 year cycle. In 2014, the standard for purchasing a computer system includes an Intel I5, 2.9 GHz processor along with 8 GB memory.

In 2014, all students were provided 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 back 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 and support for technology and 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. Support is provided through formal and informal training sessions, personal visits from IT staff, remote assistance, and via FAQs and help guides which are available around campus. For the past two years, a technology fair has been held for instructors to see and experience hands-on different emerging technologies.

The ITS department recently opened a student support desk for technology-related issues and troubleshooting. In this location, students learn to operate a service desk while they provide support for other students. Typical support issues include the removal of viruses and malware as well as replacement of hardware components still under warranty.

The eLearning Department assists faculty in learning and using instructional technology tools which are available. The department is staffed by the Director of eLearning, one full-time program coordinator, and one student helper. These staff members provide primary support for all faculty and students using the Canvas Learning Management System. Support is provided in the form of drop in support, e-mail support, and phone support for both faculty and students. Staff members also support faculty by visiting them in their 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 attend a hands-on "boot camp" at the beginning of each quarter to learn about Canvas. These boot camps are conveniently scheduled in 3-hour blocks. 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 a lecture capture solution. Both Tegrity and Camtasia can be used to capture and record desktop/screen activity.

Human Resources provides professional development and training through the Skillport Training Management System which includes more than 45 online courses related to the effective use of technology to support administrative and instructional tasks.

LCC is committed to providing its students with basic computer competency skills. Ten instructional computing labs are available. In the Applied Arts Building, eight labs are available from 7:30 AM to 7:00 PM on Monday-Thursday, and from 7:30 AM to 4:00 PM on Fridays. These labs are staffed with a full-time supervisor, three staff helpers, and student help. A help desk provides software troubleshooting and assistance with installed software during operating hours. One of these labs is an open lab available for all students. Seven of these labs have teaching stations equipped with projectors, white boards, and sound equipment. These teaching labs are scheduled according to a priority. One of these labs, entitled the "BTEC lab" offers 12 self-paced courses in keyboarding and applications software such as spreadsheets.

The Learning Resources Center (LRC) is centrally located in an area called the "Learning Commons." Students come here for tutoring help and to use the computers for assignments. The lab is staffed with a Tutoring Director and from 10 to 15 student tutors. Tutors provide academic as well as technical support.

The Vocational Building lab is not staffed. It is used for teaching Computer Assisted Design.

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.

Technological Infrastructure Planning (2.G.7)

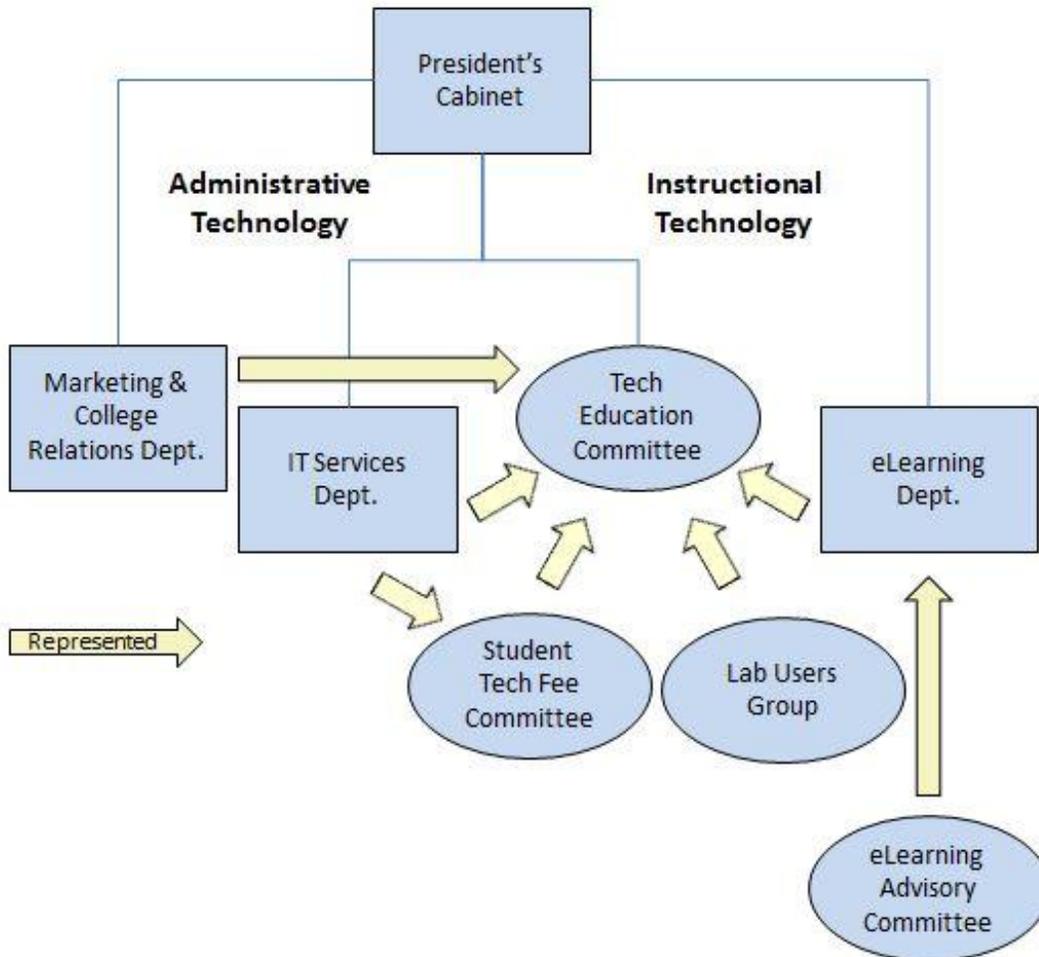
Lower Columbia technology leadership, support staff, and constituencies collaborate across the College to develop effective technological infrastructure to support the demands of our growing institution. In 2012, the college conducted several open forums which focused on Information Technology services. These forums began a year-long process of reviewing ITS 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 developed a three year Information Technology Services Resource Planning guide which is reviewed and updated on an annual basis.

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

- **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 Administration 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 student technology fees assessed. This group is represented on the Technology Education Committee.
- **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 an **eLearning Advisory Committee** was established 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. This group is represented on the Technology Education Committee.
- **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.

Information Technology Governance Structure

Information Technology Governance Structure



These groups work together to review and update Lower Columbia's Technology Plan annually. This plan serves as a tool to assure technology is infused throughout the College in service of our core themes and to maximize operational work plans and strategies. This plan is a foundation for accomplishing technology goals by addressing the specific technology needs of the campus community. To increase efficiency and assure alignment, the plan addresses statewide technology initiatives, including collaborative opportunities with the SBCTC and other colleges in the State of Washington.

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

Students, staff, and faculty have access to college provided computer systems depending on specific needs. Computers are replaced every 4-5 years. The replacement cycle is monitored by the Information Technology Services department and paid for by individual departments.

The Student Technology Fee pays to replace computers available for students in labs and other locations. Typically servers are replaced every 5-6 years and datacenter infrastructure is replaced between 10-15 years of use according to best practice in the industry. Classroom equipment is evaluated annually and new standards are documented as needed.

Resources & References for Standard 2G

- A. Campus Map
- B. Facilities and Square Footage Chart from Fact Book
- C. Facilities Condition Survey
- D. Safety & Security
- E. Crime Statistics
- F. ADA Compliance (Follow-Up Letter)
- G. Safety Committee
- H. Emergency Action Desk Reference
- I. Accident Prevention/Chemical Hazard Communication Program
- J. Facilities Master Plan
- K. Student IT Help Desk Presentation
- L. EDUC 295 Course Plan
- M. Information Technology Services Resource Planning Guide

Mid-Cycle Evaluation

Part I

Lower Columbia College formally adopted a Policy Governance model in 1999. By definition, Policy Governance emphasizes the “ends,” or “ends statements” rather than the means in terms of board oversight. In this case, the “ends” are defined in terms of a set of seven Expected College Outcomes and corresponding Key Performance Indicators, or KPI’s. Until 2010, each College Outcome and its corresponding set of KPI’s was tracked, analyzed and reported in the form of a Monitoring Report (one report for each College Outcome for a total of seven reports per year).

With the release of the new accreditation standards in 2010, the outcomes were repackaged into four Core Themes, still representing the original seven College Outcomes. At that time, the College’s KPI’s were extensively analyzed and adjusted where needed. The Expected College Outcomes were reaffirmed. Targets were set for each of the KPI’s, and metrics were analyzed and in some cases adjusted. A small number of new KPI’s were adopted. The information continues to be contained in a series of annual Monitoring Reports, now grouped by Core Themes instead of College Outcomes. Due to the quantity of data, Transfer and Academic Preparation is presented in two reports. The other Core Themes each have one report (for a total of five reports per year).

Core Themes	College Outcome/s	Monitoring Report/s
Core Theme I: Workforce and Economic Development	<ul style="list-style-type: none"> Professional/Technical Customized Education 	Combined Monitoring Report
Core Theme II: Transfer and Academic Preparation*	<ul style="list-style-type: none"> Transfer Basic Skills/Pre-College 	Two Monitoring Reports (one for each outcome)
Core Theme III: Student Access, Support and Completion	<ul style="list-style-type: none"> Access 	One Monitoring Report
Core Theme IV: Institutional Excellence	<ul style="list-style-type: none"> Institutional Excellence Community Enrichment 	Combined Monitoring Report

The Monitoring Reports, representing both Core Themes and College Outcomes as noted above, are presented to the Board of Trustees at five separate meetings a year. Before the information goes to the board, several things happen. First, the Office of Institutional Research collects the data/information needed to update each KPI. Second, the report is reviewed at the cabinet level to ensure accuracy and address any methodology questions or issues. Third, the report is reviewed by an interdisciplinary Monitoring Report Review Team of about a dozen members, consisting of both content experts and faculty/staff from other areas of the college. Please note that there is a separate team for each of the five Monitoring Reports. Each of the five review teams is chaired by a different content expert. The information/analysis discussed at each review team meeting is captured in the reports in the format of two questions:

- 1) Based on the data in the report, where are we doing well?
- 2) Based on the data in the report, where do we need to make improvements?

This analysis from the review team is included in each report. For the last step in the process, the chair/content expert of each review team presents the report to the Board of Trustees including the

analysis produced by the review team. Additionally, all department directors, deans and Vice Presidents submit progress in their areas within each of the Core Themes on a monthly basis.

The Monitoring Report Review Teams fulfill a planning role in addition to the monitoring process noted above. Every year, the LCC President meets separately with each of the review teams in January or early February to discuss operational and strategic planning for the coming year. Each discussion focuses on the Core Theme, Expected College Outcome/s and indicators relevant to the particular team. In this sense, the structure of the Monitoring Report review teams provides a format in which data analysis and planning are formally connected, since the review team members directly contribute to development of the College's Annual Priorities each year. It should be noted that the Annual Priorities, like the monthly progress reports, are grouped around each of the Core Themes. Each Monitoring Report contains a synopsis of action plans taken over the previous year in response to the data in the report, which often appear in the Annual Priorities as well. The relationship between the Monitoring Reports and operational planning is monitored by cabinet in order to ensure quality and consistency.

In spring 2014, the College completed its 15th annual cycle of preparing, analyzing, and presenting Monitoring Reports to the Board of Trustees. In addition to the individual monitoring reports, a summary of progress on the KPI's is presented to the Board of Trustees annually, typically at their July retreat. This synopsis helps the board prepare for the President's annual performance review, and provides a convenient summary of the institution's progress on each of the KPI's.

The multi-step review process described above provides an opportunity to review KPI's, KPI targets, methodology, and actions taken in response to the data. In addition to the actual results of each KPI, the target and methodology are also reviewed annually. The list of KPI's is also periodically reviewed against external sources in order to ensure relevancy and comprehensiveness. For example:

- In 2007, the College Outcomes and KPI's were reviewed by the campus community in the context of updating the Strategic Plan. This was done specifically to ensure that each area of the campus community—whether primarily input, output or outcome-based—was reflected in the objectives and indicators. This resulted in the addition of a few new KPI's such as those related to physical and technological infrastructure. While they do not directly measure student learning, inputs such as condition of the facilities are important components in creating an environment conducive to student learning.
- In 2010, the College Outcomes and KPI's were reviewed by the Accreditation Steering Committee in the context of the new accreditation standards. This process also resulted in the addition of a few new KPI's, such as those related to demonstration of program competencies, and assessment of Global Skills (also known as General Education Outcomes). The review was significant in part because the KPI list was mapped to and vetted against the American Association of Community College's list of *Core Indicators of Effectiveness for Community Colleges*, a national resource that is widely used.
- In 2013, the KPI's were analyzed in the context of LCC's participation in the national Achieving the Dream (ATD) initiative, which is focused on increasing retention and completion rates. The purpose for the review was to ensure that all initiatives undertaken under the auspices of Achieving the Dream would receive attention over the long run. This was also a significant review as the College's KPI's were mapped to and vetted against the Student Achievement Initiative, Washington State's performance funding model for Community and Technical Colleges. The Student Achievement Initiative, or SAI, is critical to the Achieving the Dream

initiative as it forms the basis for evaluation of the effectiveness of Washington State's involvement with ATD.

Changes to the KPI's and targets are submitted to the Board of Trustees for review and approval after first being discussed extensively with the cabinet and Monitoring Report review teams. Prospective changes in methodology are analyzed by the Office of Institutional Research and then discussed at cabinet meetings, followed by Monitoring Report review team meetings. Significant effort has been made to include comparative or benchmarked data in the KPI structure. Substantial emphasis has been placed as well on the inclusion of outcomes or other value-added data points in addition to the traditional input and output model.

The integration of Key Performance Indicator tracking, analysis and reporting with the annual planning process noted above is critical in terms of keeping the Core Themes relevant and valid. With membership of about a dozen people in each of the five Monitoring Report review teams, that means approximately 60 faculty and staff members, in addition to President's cabinet and the Board of Trustees, are engaged in extensive data review, analysis and planning on an annual basis. The inclusion of the "actions taken" section in the Monitoring Reports helps ensure that consistent attention is being paid to these mission critical aspects of our operations. The Accreditation Steering Committee also periodically reviews the Core Themes, objectives and KPI's.

Another indication of the relevance and validity of the Core Themes and objectives is community input. Every three years, the college administers a community perception survey that is designed to capture data on how well the community believes the organization is performing in each of the College Outcome/Core Theme areas. Additionally, qualitative input is gathered to determine what else should or could be done. The data from this survey is reported regularly in the Institutional Excellence Monitoring Report. Survey data strongly supports the continued relevance and validity of the College's Core Themes.

The LCC Foundation Board, another reflection of the community, also supports the relevance and validity of the College's Core Themes. In fact, the LCC Foundation based its most recent strategic plan on the College's Core Themes.

In addition to the annual review process that is described above, a more comprehensive analysis of the process was undertaken in spring 2014 in order to prepare for the College's first Mid-Cycle Evaluation. Several groups were asked for input, including president's cabinet, the Accreditation Steering Committee, the Operations Council, and each of the five Monitoring Report review teams. Using the questions provided on the NWCCU's first draft of the "Guidelines for the Mid-Cycle Evaluation," several strong themes related to the strengths of our current system emerged, including:

- The Core Themes, objectives and indicators are definitely still relevant given the review, analysis and quality improvement revisions that occur annually.
- The fact that the Monitoring Report review teams are chaired by content experts who present the data directly to the Board at multiple meetings per year is a good model.
- LCC's process has been adopted by many other colleges in the Washington CTC system.
- The linkage between the College's Core Themes and the LCC Foundation's Strategic Plan is evidence of the strength of the model in the minds of our community constituents.
- Continuous improvement is built into the process and strengthened by the broad-based review and analysis that occurs annually.

- LCC's process is active rather than passive. The data is developed by research staff, but analyzed and reported to the Board of Trustees by content experts.
- The process is driven by the Board of Trustees.
- KPI's have been strategically added and revised over the years to ensure continuous improvement and to reflect best practices such as benchmarking.
- The objectives and indicators have been periodically vetted in order to ensure alignment with the larger higher education community.
- The process is heavily invested in "closing the loop," a feature that is often missing from assessment/evaluation processes.
- The College's Core Themes, objectives and indicators including assessment of our progress is shared with the community through the Annual Report in addition to being available to the public through our website.
- The vast majority of faculty and staff are familiar with our structure and process.
- The integration of institutional effectiveness with strategic and operational planning has worked well.
- Although typically only the chairs of the Monitoring Report review teams attend the Board of Trustees' meetings, a large majority of review team members understand that the information is presented there.
- The vast majority of Monitoring Report review team members report that they can articulate the College's Key Performance Indicators.
- Based on input from a number of individuals and groups, there appears to be widespread confidence in the built-in improvement aspects to the process, including updating objectives, indicators and methodology in order to keep pace with a changing world.
- The vast majority of Monitoring Report review team members believe we have an appropriate number of indicators.

In addition to the strengths noted above, some recommendations were identified to help strengthen the process, including:

- Members of the campus community should be invited to join the Monitoring process on a biannual basis. The Office of Institutional Research, Planning and Assessment is responsible for regular recruitment efforts to increase review team membership. For example, the latest recruitment effort resulted in 15 new review team members for the 2014-15 academic year.
- It was recommended that students be invited to join the Monitoring Report review teams to participate in the data review and analysis process. The request is under consideration by the Associated Students of Lower Columbia College.
- Although most faculty and staff are familiar with our structure and process, a concerted effort to thoroughly orient new employees has not occurred. A training module for new employees is being developed.
- In-depth training should be provided to new Monitoring Report review team members. A training module is being developed by the Office of Institutional Research, Planning and Assessment.
- In addition to the questions currently undertaken by the Monitoring Report review teams (e.g., where are we doing well and where do we need to make improvements), questions related to the metrics and any gaps that exist should be added. The goal of the new questions would be to formalize the discussion around the metrics themselves in addition to the analysis of existing data.

- Under the existing system, each KPI has an established target. Targets are reviewed annually by cabinet, members of the Monitoring Report review teams, and the board. Each indicator is reported as either being met or not met. It has been expressed that this method may be somewhat limiting in terms of distinguishing between achieving a basic threshold of mission fulfillment and where we aspire to be as a college in the long run. During the 2014-15 academic year, the Office of Institutional Research will roll out a new, proposed system for consideration. Many colleges utilize a three tiered system. For example:
 - Green light: demonstrates outcome/meets indicator at medium/high level (e.g. high passing level/exceeds mission fulfillment/where college aspires to be; high pass)
 - Yellow light: demonstrates outcome/meets indicator at low/minimal level (e.g. meets threshold of mission fulfillment; pass)
 - Red light: does not demonstrate outcome/meet target (e.g. falls below definition of mission fulfillment; no pass)
- For a variety of reasons including cost of obtaining the necessary data, the “community enrichment” indicator will be reviewed in 2014-15. LCC currently subscribes to the National Community College Benchmarking Project at an annual cost of \$1,350 to obtain data for this indicator. The metric compares community attendance at campus events to population of the service district. This comparison allows us to benchmark our market saturation against other community colleges around the country. Two measurements—one for cultural events, the other for athletics—are used. The Office of Institutional Research is currently searching for a more meaningful metric for this area. To that effort, a discussion on the topic is planned for the fall 2014 Research and Planning Commission (statewide group representing Washington Community and Technical College researchers).
- Although the title of the third Core Theme includes the concept of completion in addition to access, the Expected College Outcome was not renamed. In 2014-15, a proposal to rename the Expected College Outcome as “Access, Support and Completion” will be presented to the Board of Trustees.

Resources and References for Mid-Cycle Evaluation Part I

- A. Expected College Outcomes
- B. Core Themes, Objectives and Indicators
- C. Monitoring Reports
- D. Monitoring Report Review Teams
- E. Annual Priorities
- F. Summary of Progress—KPI’s
- G. Achievement Metrics 101
- H. LCC Foundation Strategic Plan

Mid-Cycle Evaluation

Part II

Per the Guidelines for the Mid-Cycle Evaluation, representative examples are being provided here as a demonstration of how LCC has operationalized its mission in terms of student learning outcomes.

Example #1 – Demonstration of Program Competencies Core Theme 1: Workforce and Economic Development

When the Core Themes were developed following the release of the new standards in 2010, two existing college outcomes—Professional/Technical and Customized Education—were combined into one Core Theme entitled Workforce and Economic Development. Objective #1 encompasses the “Professional/Technical” Outcome as follows: “Provide quality professional/technical education for employment, skills enhancement, and career development.” Before 2010, there were three indicators supporting Professional/Technical—student performance, licensure/certificate rates, and placement rate in the workforce. When the College Outcomes were reviewed in 2010, a gap analysis comparing LCC’s KPI’s to the American Association of Community College’s list of Core Indicators of Effectiveness for Community Colleges was conducted.

As a result of the gap analysis, it was determined that a new KPI entitled “Demonstration of Program Competencies” be added. Although the College had been engaged in program assessment for many years, elevation of the process to the KPI level demanded some changes to the process. First, the former Assessment Committee was disbanded and a new, faculty-led Instructional Assessment Committee was created. Second, it was essential that the old process be replaced. The resulting Curriculum and Program Review process increased both standardization and rigor for faculty in Professional/Technical as well as Academic Transfer disciplines. Distinguishing features of the Curriculum and Program Review process include:

- A standardized template was created that is stored for each area in a shared network folder (answers the ever-present faculty question—**how** are we supposed to do this work?)
- A quarterly assessment day was approved and placed on the Instructional Calendar on an ongoing basis (answers the faculty question—**when** are we supposed to do this work?)
- Facilitation of the quarterly assessment days by the Instructional Assessment Committee chair, including regular sessions with all faculty, adds further structure to the process (answers the faculty question—**where** are we supposed to do this work?)

The Curriculum and Program Review process at LCC is now in the middle of its second two-year cycle. Faculty members complete one section per quarter as determined by a schedule set by the Instructional Assessment Committee. Several questions from Section B address program outcomes:

- B-1. What are the intended outcomes for your discipline or program? In other words, what do you want students to be able to do as a result of completing your course or program?
- B-2. How are these outcomes communicated to the students?
- B-3. How do you communicate your overall criteria for success to students?
- B-4. Please identify the course or courses (in your program/discipline) that are most critical for student development of each of the outcomes identified in question B-1.

- B-5. For each outcome identified in question B-1, please describe how you measure student attainment of the outcomes (e.g. what data do you regularly collect and assess to determine whether or not students are attaining the identified outcomes?)
- B-6. What is your plan for collecting or requesting any information or data described in the previous question?
- B-7. For each outcome listed in question B-1, please provide evidence showing how your students have performed in recent years (and just to make this question completely clear, the committee later added the following statement to this question: Put data here—any responses to this question that do not include data will be considered incomplete).
- B-8. What information or data do you currently not have that would make assessing the outcomes of the program or discipline more meaningful?
- B-9. Please describe any enhancements you have made to your program in the last few years to increase student success.

It should be noted that in the first round, not every program was able to provide data in response to the outcomes section of the report. In 2013-14, the Instructional Assessment Committee revised the schedule to allow for two quarters of focus on Section B. Assessment Day activities in the second quarter focused on analyzing data collected in the first quarter. During a report-out session in the afternoon of the second assessment day devoted to outcomes in 2013-14, nearly every Professional/Technical program shared the results of their analysis with the faculty at large. In the photo below, members of the Nursing Department share their student outcomes data with the faculty.

**Nursing Faculty Sharing Student Outcomes Data with Faculty at Large
Spring Quarter Assessment Day 2014**



Demonstration of program competencies differs from other KPI's due to the variety and complexity of the outcomes involved, which are unique to each program. Rather than being reported out in the aggregate in a Monitoring Report like the other KPI's, progress is reported out during the designated assessment days and is regularly reviewed by the deans and Director of Institutional Research, Planning and Assessment. Examples of assessment work are provided on a regular basis to the Board of Trustees. Most recently, an English faculty member reported to the Board on analysis of pre-college English data and related improvements within the department.

By way of example, three Curriculum and Program Review reports are attached to this evaluation. Business Technology , Nursing and Music demonstrate three of the many approaches taken by LCC faculty in terms of how program outcome attainment is measured, and how it informs planning.

It should be noted that all programs and disciplines participate in Curriculum and Program Review. For purposes of the "Demonstration of Program Competencies" KPI, only Professional/Technical program outcomes are addressed. Many of the academic transfer disciplines that participate in Curriculum and Program Review—most particularly math and English—are related to KPI's that fall under other Core Themes.

Example #2 – Demonstration of General Education Outcomes (GLOBAL SKILLS) Core Theme II: Transfer and Academic Preparation

Lower Columbia College began working in earnest on assessment of general education outcomes in 2005. Over the course of the next academic year, members of the former General Education Committee developed a list of General Education Outcomes that apply to all LCC degree and certificate students. Widespread input from faculty informed the process of developing and defining the outcomes. Once the list was developed and approved through a faculty vote, rubrics were developed for each of the outcomes by interdisciplinary faculty teams.

Now referred to as Global Skills in order to avoid any potential confusion with degree requirements, LCC's general education outcomes are:

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.

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

Critical Thinking – Apply objective, valid methods of inquiry and problem-solving to draw rational, ethical, and coherent conclusions.

- A) Students will identify and define primary problems or issues.

- B) Students will present relevant, accurate, and objective information and will draw valid inferences from that information.
- C) Students will use techniques or processes appropriate to the subject to analyze and make judgments.
- D) Students will propose and evaluate solutions based on the criteria of logic, evidence, ethical principles, and coherence.

Interpersonal Relations – Interact effectively with individuals and/or within groups.

- A) Students will participate actively, demonstrating commitment to shared tasks.
- B) Students will cooperate with others.
- C) Students will use verbal and non-verbal skills appropriate for the context to enhance collaboration.

Numeracy – Achieve competency with numbers and graphical skills to interpret and communicate quantifiable information, and apply mathematical and statistical skills in practical and abstract contexts.

- A) Students will analyze, interpret and draw valid inferences from graphical and numerical data.
- B) Students will use quantitative skills to arrive at a solution/conclusion.
- C) Students will use quantitative skills to assess the validity of a proposed solution/conclusion.
- D) Students will communicate numerical and mathematical processes using appropriate symbols, language and terminology.

Assessment of each of the Global Skills is a collaborative, institutional endeavor. In each academic year since 2006-07, faculty from different areas have contributed student artifacts throughout the year—typically papers, projects, videos, portfolios or other items that demonstrate achievement of student learning outcomes. Identifying student information is removed from each artifact (along with any other information such as course number or grade). The contributions are randomized, and assessed during a weeklong Summer Assessment Institute using the rubrics developed by LCC faculty. Participants for each summer institute, including nine faculty readers and a faculty coordinator, are selected through a competitive application process. Faculty participants in the institute are compensated for their time.

The institutes typically begin with a 2-3 hour norming process, in order to ensure inter-rater reliability. For most of the remainder of the week, faculty work in teams of three to read/review and score artifacts. Scoring of each artifact begins with two raters. If scores from the first two readers are more than a point apart, for example a “2” and “4,” a third read is required. The institute coordinator and staff from the Office of Institutional Research track the scoring carefully to ensure that calibration issues are addressed immediately. Faculty participants also have the ability to stop the scoring and request additional norming. At the end of the weeklong institute, a debriefing/exit session is held with all participants to analyze what was learned about student progress in the area of focus, and plan for the upcoming all-faculty session.

One outcome is addressed each year, so a complete cycle takes four years. There were multiple reasons for this limitation. Most significantly, it allows for a deeper and more authentic experience for faculty. It also sets the stage for clear communication as there are not multiple messages about multiple outcomes going out at any given time. Numeracy is slated for assessment in August 2014.

Following the summer institute, the coordinator leads a half-day session with the entire faculty based on input provided by the institute participants. This accounts for half of the fall quarter assessment day which is typically held the week prior to fall quarter. This session usually consists of an overview of the

results of the institute, followed by an interactive experience that allows for in-depth analysis and discussion of the outcome of focus. Generally a resource is produced during this session, which is more commonly referred to as a “make and take” amongst the faculty. For example, the “make and take” produced during the 2011 Global Skills work session was a guide called “How to promote interpersonal relations in class.” Although part-time faculty are not compensated and therefore do not participate in the designated assessment days, they do receive the “make and take” produced by full-time faculty for reference. The prior year’s session on Interpersonal Relations resulted in a peer evaluation tool made available for all faculty to use in class as a teaching tool and grading criteria. Another example is a list of assignment ideas to help students improve their communication skills. The “make and takes” from the assessment days are distributed to faculty and posted on the Global Skills webpage along with the summer institute reports, rubrics, and Master Instructional Assessment Timeline.

It should be noted that the faculty at LCC, under the direction of the faculty led Instructional Assessment Committee, opted to evaluate Global Skills for all degree and certificate programs across the college in a combined process. In other words, assessment of general education outcomes (Transfer) and related instruction (Professional/Technical) are assessed simultaneously. Although the Committee discussed separating out the scores for Professional/Technical and Transfer courses and/or students, the reality is that there is substantial integration between the two. Finding a “clean” way to differentiate between the two was problematic, so a combined approach was adopted.

In terms of KPI reporting, the results of each summer institute are rolled up into an aggregate score. For each outcome, the target is an aggregate score of 3.0. This is very useful in terms of looking at the big picture. For example, aggregate targets for Critical Thinking and Interpersonal Relations have been achieved. However, Communication and Numeracy targets have not been met (it should be noted that the first round for Numeracy was scored under a 4-point rather than 5-point system, so results are not comparable). Numeracy is the focus of the 2014 Summer Assessment Institute, so a new aggregate score is pending.

Beneath the aggregate scores, faculty lead the analysis of data from each institute, and work collaboratively to address any identified issues. For example, sub-scores for the Communication outcome indicate that the most problematic area for students is reading. In response to this finding, faculty developed a new critical reading course for students whose placement scores indicate that it is an area of need.

Dramatic revision of the pre-college English pathway is also related to achievement of student learning outcomes in Communication. A concerted effort has been made by Language & Literature faculty to maintain alignment between departmental goals and the identified learning outcomes for Communication. This is true for the college level composition sequence as well. Additionally, much discussion has ensued around writing across the curriculum (although a formal effort has not been fully launched). Finally, Library faculty and staff have put considerable effort into increasing student information literacy, another element that is directly related to the Communication outcome.

Issues related to student attainment of numeracy outcomes have also been addressed, which are more fully explained in the next example.

Example #3 – Academic Performance of Developmental Education Students

Core Theme II: Transfer and Academic Preparation

In many ways, LCC's KPI's—though seemingly discreet—are not completely unrelated. For example, Communication and Numeracy outcomes are also reflected in another KPI, “Academic Performance of Developmental Education Students.” Two data points are included for math and English, including academic performance in pre-college courses, and academic performance in the first college level course. There is an emphasis on the pre-college pathway since a majority of our students enter at the pre-college level (approximately 80% of students enter underprepared in math; the figure is typically just over 50% for reading and writing/English).

Like other KPI's noted above, summary data presented in the Monitoring Reports and to the Board of Trustees represents a “big picture” summary of the data analysis and plan for improvement of student learning in these areas. Math and English faculty both regularly receive detailed reports that breakout student progress by quarter and course for both English and math. In this case progress is defined as the proportion of students receiving grades of 2.0 or better, since that is the minimum threshold for advancing to the next course.

Since LCC joined Achieving the Dream in 2011, the information analyzed also includes demographic information by course, section and quarter for both English and math. Math and English faculty also participate in the Curriculum and Program Review process described in the first example. Section “B” of that process requires faculty to identify and evaluate outcomes, and student progress toward achieving those outcomes. Both areas have focused on common problems, themes or assignments to assess student progress, and have worked collaboratively within their departments to identify and improve areas of weakness in the curriculum.

The second data point within the “Academic Performance of Developmental Education Students” KPI is academic performance in the first college level course. This speaks directly to achievement of student learning outcomes since success in college level is dependent on mastery of concepts covered in the pre-college sequence.

Extensive analysis of placement data is also encompassed by this KPI, although it does not appear in the Monitoring Reports. For example, substantial changes have occurred in both the pre-college math and English pathways as a result of careful study of placement data and resulting student success. Partnerships with K-12 around math placement and curriculum alignment have resulted in dramatic improvements in another KPI, “Proportion of Recent High School Graduates Placing Directly into College Level Math.” Similar partnerships with K-12 in English are planned.

In math, deficiencies in the formerly used Compass system have been addressed through a switch to the much more diagnostic *MyMathTest* (Pearson). *MyMathTest* data allows math faculty to see much more precisely where a student's strengths and weaknesses lie. Curriculum reform that included a reduction of the length of the pre-college math pathway by eliminating redundancies was augmented by a switch to 3/2-credit modules instead of 5-credit courses. This allows for more precise use of diagnostic placement data to start a student in just the right module vs. taking an entire course. For example, a student who just needs the last few concepts of a math level can start in the 2-credit module, and actually move on to the next level (in this case the first 3-credit module of the next course) within the

same term without enrolling in more credits. Under this model, students can progress toward college level studies more efficiently than in the past.

Careful monitoring of the KPI data itself shows that under the new model, students are succeeding (reaching eligibility to move to the next level) at the same rate as before. This is in spite of a 25% reduction in the length of the pre-college math pathway. Additionally, the withdrawal rate for pre-college math has declined significantly. Further analysis of demographic data shows a marked increase in success for student populations formerly at greatest risk in pre-college, including math and Hispanic students.

Dramatic changes have also occurred within the pre-college English pathway. Previously, students were placed into a pre-college English course according to a Compass cut score. Under the new model, faculty are using the Compass scores as they were originally intended—to determine if students are college ready in English—rather than to place them into specific courses. Now, each student placing into pre-college enrolls in a “bucket” pre-college English course. After eight weeks of instruction, English faculty reassess each student to determine whether they have achieved the outcomes necessary to move on to college level English. If not, students repeat the “bucket” course in order to obtain any remaining learning outcomes necessary for progression to college level work.

Like math, much greater analysis of English data occurs than is reflected in the summary KPI data. As a result of that analysis, additional interventions have been put in place as needed to help students achieve specific learning outcomes. The data and analysis is regularly revisited through KPI monitoring as well as the Curriculum and Program Review process.

Resources and References for Mid-Cycle Evaluation Part II

- A. Curriculum and Program Review template
- B. Instructional Calendar (showing designated Assessment Days)
- C. Business Technology Report (Curriculum and Program Review)
- D. Nursing Report (Curriculum and Program Review)
- E. Global Skills rubrics
- F. Pre-College English data by quarter and course
- G. Pre-College Math data by quarter and course
- H. Pre-College English data by quarter, section and course with demographics (pivot table)
- I. Pre-College Math data by quarter, section and course with demographics (pivot table)

Mid-Cycle Evaluation

Part III

As LCC moves forward to Year Seven of the accreditation cycle, several issues will need to be addressed. As noted in Part I, several opportunities for improvement surfaced while preparing for this report, including:

- More outreach to the campus community for the purpose of recruitment for the Monitoring Report review teams needs to occur. Formal recruitment activities should take place twice every year
- Students should be included in the process, as much as is feasible.
- New employee orientation should include a formal introduction to the College's Core Themes and KPI structure.
- Training should be provided for new review team members.
- Questions about the quality/appropriateness of the metrics and any gaps that exist need to be formally incorporated into the review team process that occurs annually.
- A tiered system for identifying level of mission fulfillment (for example, high, low/minimum, not meeting threshold, etc.) should be adopted.
- The "Community Enrichment" indicator should be reviewed and possibly revised with an eye toward producing more meaningful data. One possibility is to utilize community perception survey results instead of market saturation data.

Additional action items for consideration include:

- Continue to increase faculty engagement with the Curriculum and Program Review process, particularly in relation to gathering and analysis of data.
- Continue to increase faculty engagement with the Global Skills assessment process, including submission of artifacts and participation in the Summer Assessment Institute process.
- Continue to work with the Washington State CTC system to seek meaningful indicators that can be benchmarked for comparative purposes.
- Continue to increase participation in the Monitoring Report review team data analysis and operational planning processes.
- Revise the Curriculum and Program Review Process to incorporate faculty professional development, in order to create more meaningful connections between education/training and attainment of student learning outcomes.
- Continue to increase opportunities to monitor the internal and external environments, including the newly adopted community scan process led by the Board of Trustees, to identify current and emerging patterns, trends and expectations.
- Align the Annual Report of Accomplishments, which is presented to the Board of Trustees at the July retreat, more closely with KPI's data/evidence in order to emphasize both accomplishments and areas in need of improvement.

- Continue to develop the College's emergency preparedness planning and contingency planning processes in order to ensure continuity and recovery of operations should catastrophic events significantly interrupt normal operations.
- Continue to work toward alignment of resource allocation and related budgeting processes with accomplishment of core theme objectives.

Mid-Cycle Evaluation

Conclusion

Overall, Lower Columbia College is in a strong position moving toward its first Year Seven report. Unlike many other community colleges, LCC has a long history of institutional effectiveness which has permeated most aspects of the organization. Faculty lead the way on assessment of student learning outcomes, and a wide swatch of staff and faculty regularly participate in the evaluation and planning processes that help define the institution. Self-reflection and improvement are built into our processes, and suggestions for how to improve upon our processes and practices are welcome from both inside and outside the organization.